

Subject: Art, Craft and Design: Aboriginal Art	Year: 1 – Summer Term 1
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><b><u>Early Learning Goals from Development Matters:</u></b></p> <p><u>Art and Design - Creating with Materials:</u></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p><u>Physical Development -Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing.</li> <li>Use a range of small tools, including scissors, paintbrushes</li> </ul> <p><b><u>Progression of Skills:</u></b></p> <p><u>(Line/Detail + Observation);</u> Increased control of lines to produce circles and shapes with increased fine motor skills. (R) Creating recognisable images from their basic shapes. Guided Drawing. (R)</p> <p><u>(Texture/Pattern):</u> Experiment with different drawing tools and mark making (R)</p> <p><u>(Colour Mixing + Knowledge):</u> Naming colours. Experiment mixing colour and commenting on results. (R)</p> <p><u>(Application of paint):</u> Paint applied exploratively with fingers, large brushes rollers/stamps/printing. (R)</p> <p><u>(Surface + Texture):</u> Experiment with malleable materials mark making to change surface and texture, (R)</p> <p><u>(Research + Planning/Evaluation);</u> To experiment making some objects with a plan (R)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 2 Progression of Skills; <u>(Line/Detail + Observation);</u> Show increased control over lines Encourage children to look carefully, to observe and include more detail. <u>(Texture/Pattern):</u> Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.</p> <p><u>(Colour Mixing + Knowledge):</u> Colour Wheel: primary to secondary colours mixing, contrasting colour. Adding light and dark <u>(Application of paint):</u> Paint applied with greater variety of brushes to try and copy effects.</p> <p><u>(Surface + Texture):</u> Use some decorative techniques. Replicate patterns and textures in 3D form. <u>(Research + Planning/Evaluation);</u> begin creating with an outcome in mind and say what its purpose is.</p>
<p><b><u>Key Enquiry Question</u></b></p> <p>What is Aboriginal art? Can you tell a story with your own piece of dot painting?</p>	<p><b><u>The Big Idea:</u></b></p> <p>To learn about Aboriginal art and how different marks made meaning. Create own piece of dot style Aboriginal art.</p>
<p><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	

**By the end of this unit, children will know:**

Recognise that ideas can be expressed in artworks. (Learn about storytelling in Aboriginal dot paintings). Experiment with an open mind (e.g., enthusiastically try out and use all materials presented to them).

Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities. Show interest in and describe what they think about the work of others.

Should know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

(Line/Detail + Observation):

Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.

(Texture/Pattern):

Experiment with different drawing tools and mark making.

**Colour Skills:**

(Colour Mixing + Knowledge):

Make colour wheel: primary to secondary colour mixing.

(Application of paint):

Paint applied using printing, large and small brushes including watercolour.

**3D Design Skills:**

(Surface + Texture):

Experiment with materials and the effect of tools or fingers to change surface and texture.

(Research + Planning/Evaluation):

To begin creating with an outcome in mind.

**Vocabulary:**

Line: Thick, thin, soft, narrow, fine, line, shape, detail, bold, dot.

Texture: smooth, rough, bumpy, media marks, techniques, stippling, blending,

Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, bright, bold.

Shape: long, curvy, wavy, straight, pattern

Evaluation: reflect, share, evaluate, positive, constructive, review, recreate, feedback.

Aboriginal people, Aboriginal art, Indigenous, Australia, dot painting, nature, inspiration, storytelling, ochre, 'Earth Colours', The Dreaming, symbols. Dorothy Napangardi, Emily Kame Kngwarreye

**Artists:**

Dorothy Napangardi (1956-2013)

Emily Kame Kngwarreye (1910-1996)



**Media:**

Paint

Pens /Pencil /Wax Crayon

Different tools to apply paint (e.g. range of brushes but also cotton buds etc).

**Useful Resources:**

**ABORIGINAL SYMBOLS**



<https://www.artfactory.com/aboriginal-art/aboriginal-art-lessons.html>

<https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/>

<https://www.twinkl.co.uk/teaching-wiki/aboriginal-art>

<https://www.christchurchhanhamprimaryschool.co.uk/wp-content/uploads/2020/06/KS1-Creative-Planning.pdf>