

Subject: Art, Craft and Design: Introduction to Shading + Patterns	Year: 2 – Spring Term 2
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>(Line/Detail + Observation);</u> Increased control of lines to produce circles and shapes with increased fine motor skills. Creating recognisable images from their basic shapes. (R) Show increased control over lines Encourage children to look carefully, to observe and draw some details of people, objects, landscapes. (YR1)</p> <p><u>(Texture/Pattern):</u> Experiment with different drawing tools and mark making (R) Experiment with different marks to form patterns and some textures. (YR1)</p> <p><u>(Application of paint);</u> Paint applied exploratively with fingers, large brushes, large rollers/stamps/printing (R) Paint applied using printing, large and small brushes including watercolour (YR1)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 3 Progression of Skills;</p> <p><u>(Line/Detail + Observation);</u> Use experience of line to practise close observation to add detail to drawing</p> <p><u>(Texture/Pattern):</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching.</p> <p><u>(Shading);</u> Experiment with the potential of various pencils to shade and create light and dark</p> <p><u>(Application of paint);</u> Paint applied with greater variety of brushes to try and copy effects including washes</p>
<p>Key Enquiry Question</p> <p>Can you copy and continue this pattern?</p>	<p>The Big Idea:</p> <p>Skills unit; teaching shading and expanding, copying and extending patterns.</p>
<p>To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know:</p> <p>How to try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.</p> <p>Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for example refine/improve their first marks). <u>(Recreating patterns).</u></p> <p>When looking at creative work express clear preferences and give some reasons for these.</p> <p>Should know that different forms of creative works are made by artists, craftspeople and designer, from all cultures and times. And be able to talk about the materials, techniques and processes they have used, using appropriate vocab.</p> <p>(NSEAD Assessment framework)</p>	<p>Vocabulary:</p> <p>Line: Thick, thin, soft, narrow, fine, pattern, line, shape, detail, bold</p> <p>Texture: straight, bumpy, zig-zag, spots, dots, cross-hatching, blending, rubbing, shading.</p> <p>Shape: oval, long, curvy, wavy, straight.</p> <p>Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep, bright, bold.</p> <p>Brush, size and types, scale, colour; mixing, primary colours, secondary colours, light, lightening, dark, darkening, colour wheel, techniques.</p> <p>African textiles, Ankara, Islamic Art, geometric patterns, Persian, Islamic Architecture, Mosque, tiles.</p>

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

Drawing Skills:

(Line/Detail + Observation):

Show increased control over lines

Encourage children to look carefully, to observe and include more detail e.g., in portraits

(Texture/Pattern):

Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.

(Shading):

Discuss use of shadows, use of light and dark

Colour Skills:

(Application of paint):

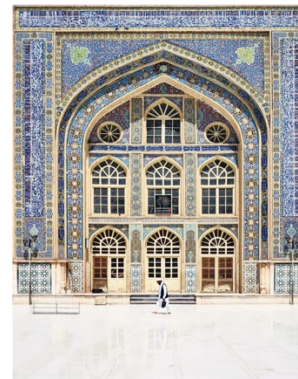
Paint applied with greater variety of brushes to try and copy effects.

Artists:

African Textiles – Example: Ankara (West Africa)



Islamic architecture/tiles – Example Great Mosque of Herat, Afghanistan 1200CE.



Media:

Pencil

Crayon

Pen

Useful Resources;

Fabric Map of Africa:

<https://minds-africa.org/fabric-map-of-africa-the-art-of-storytelling/>

Islamic patterns:

<https://www.nsead.org/resources/units-of-work/uow-coloured-inks/>

<https://www.twinkl.co.uk/resource/t2-re-549-islamic-art-patterns-powerpoint>

<https://nurturestore.co.uk/islamic-geometric-art-lesson-for-children>

