

Entry Task

Look at some pieces of artwork by artist Andrew Wyeth where he mixed egg yolk with tempera paint. Investigate what happens when you mix tempera paint with egg yolk, then sand and finally salt and flour.



Marvellous Mixtures



Big Question

Does all 'good' art need to look realistic?
Is colour mixing reversible or irreversible?

Can I name the primary colours and mix them to create secondary hues?
Are these changes reversible or irreversible?

Can I position secondary colours correctly onto a colour wheel?

Can I use specific colour vocabulary to describe hues of secondary colours?

Can I create varying tints and shades of the same hue?

Can I explore how Kandinsky used line in different ways (including spirals)?

Using music as my stimulus, can I create art in the style of Kandinsky paying attention to line, colour, pattern and shape?

Who was Jackson Pollock? How does his work compare to the work of Kandinsky? How does he use the visual elements of line, colour, shape and pattern?

Can I investigate the artwork of Damien Hirst? How does his use of the visual and tactile elements compare to Pollock and Kandinsky?

Which materials can be twisted, stretched, squashed or bent?

Can you change the shape of all materials? Which changes are reversible / irreversible?

Can materials change shape?

What shape is a bubble?
INVESTIGATION

Can I experiment to investigate the shapes, lines and patterns that can be achieved by pouring, squirting, brushing, blowing and rolling paint?

Can I compare the artwork of different abstract artists, reflecting on my preferences using accurate vocabulary relating to the visual and tactile elements?

Can I replicate shapes using different tools? Why/why not? Can I control the space between different shapes? How?

Can I investigate the patterns that can be created with different mark making tools including repeating geometric patterns?

What to revisit?

Year 1 Art: Primary colours, tints, textures, abstract Mondrian, geometric shape, space, line
Year 1 Science: distinguishing between an object and its material. Identifying and naming everyday materials. Describing physical properties of these materials. Comparing and grouping based on properties.

Threads

Exploration, reversible/irreversible, reflection

Key Vocabulary

As an artist, I will use... primary, secondary, hue, marbling, blowing, squirting, rolling, tint, shade, Pollock, Kandinsky, Hirst (Purple-plum, magenta, mauve, lilac. Orange-amber, rust, pumpkin, peach. Green- mint, emerald, sage, jade)

As a scientist, I will use... material, shape, solid, change, squash, bend, twist, stretch. purpose, object, suitability, wood, metal, plastic, glass, brick, rock, paper, cardboard

Celebration/Evaluation

Children will create an abstract piece of artwork. A curation of this work will be exhibited proudly in our 'Excellence Emporium'.

Curriculum Passport Challenge

Children will visit 'Imagine That', taking part in workshops to deepen their understanding of materials and their properties.

DRIVER SUBJECTS ARE ART , AND SCIENCE