

## Art KS3 Autumn Year 1: Nature Art

Art discipline opportunities: Sculpture, Land art, 3D, pattern making

Cross curricular themes: Describing line and shape, pattern, fine motor skills, geographical features, life cycles in nature

<b>Curriculum intent</b>	<b>Exploring and developing ideas:</b>	<ul style="list-style-type: none"> <li>• Provide opportunities to look at a range of work from different artists and designers from different cultures backgrounds and disciplines, describe and compare them.</li> <li>• Explore some different ways that art can be used, e.g. to share ideas, experiences and imagination.</li> <li>• Provide opportunities to develop ideas from a starting point as work progresses through to evaluation (appropriate to the level)</li> <li>• Encourage pupils to look at and show preference and/opinions in relation to own ideas and the work of others.</li> </ul>
	<b>Investigating and making:</b>	<ul style="list-style-type: none"> <li>• To give pupils a growing understanding of colour, pattern, texture, line, shape, form and space e.g. from identifying primary, secondary colours to mixing and knowing how to mix colours. E.g. Identifying shapes, to drawing shapes to drawing 3D shapes and understanding shadows.</li> <li>• Provide opportunities to experiment and express creatively through Art, Craft and Design areas including, painting, drawing and sculpture.</li> <li>• Teach skills in different range of materials to design and make with, in order to develop growing control and confidence.</li> </ul>
	<b>Evaluate and developing:</b>	<ul style="list-style-type: none"> <li>• Encourage pupils to take ownership of their work and understand their work in relation to others.</li> <li>• To give pupils opportunities to show/communicate/describe/review what they have done.</li> </ul>
<b>In this unit pupils will:</b>	<p><b>In this unit pupils will:</b> experience and explore different works of art created with natural resources such as shells, stones, leaves, seeds etc. They will investigate the work of artists such as Andy Goldsworthy and his temporary pieces of art work through their drawings, compositions and model making. They will develop an understanding of the use of line, shape, form and texture in creating works of art. They will learn how to gather and select natural materials for their art and use different techniques in their art work, eg. how to join different materials together, finding the best materials to create a given shape and form, They will learn to combine different art materials in one piece of art and how to work collaboratively on shared art projects. Pupils will learn to keep a photographic record of their art work, especially of any temporary pieces which may disappear/change quickly.</p> <p style="text-align: center;"><b>All pupils will use their art journals to explore and experiment with ideas and techniques.</b></p>	
<b>Core vocabulary:</b>	Pattern, shape, nature, design, texture, 3D, sculpture, land art.	
<b>Key topic vocabulary:</b>	<p>Sculpture specific words: Action words e.g. fold, bend, push, squeeze, build, attach, glue, card, clay, scissors, tape, shiny, hard, soft, bumpy, stretchy, rough, tool, equipment</p> <p>Nature art specific: brown, green, yellow. Orange, found objects</p>	

	<p>Photography specific: Photograph, photo, filter, angle, take, here, there, left, right, up, down, this way, that way, front, back, foreground, background, middle, side, colourful, dark, bright, dull, (Key words for everyday objects), looks like, seems like, scene, setting, place, dirty, clean, busy, quiet/empty.</p> <p>Collage specific: Layer, stick, glue, position, on top, under, next to, place, put, cut, tear, rip.</p> <p>Painting specific: layer, mix, primary colour, secondary colour, brush, palette, warm colours, cold colours</p> <p>Drawing specific: Texture, shading, shapes, lines, pencil, pen, pattern, straight, curved, wavy, round, size, scale, position, composition</p>				
<b><u>Cross-curricular vocabulary:</u></b>	Shape, pattern, colour, grass, plant, leaf, stick, tree, stones, rocks, inside, outside, likes, dislikes, my community/environment, grow, alive, dead.				
<b>RRS Articles</b>	<p>This unit of work is linked to Articles of the UN Convention on the Rights of the Child:</p> <p>Article 6: I should be supported to live and grow.</p> <p>Article 29: I have the right to an education which develops my personality, respect for others rights and the environment.</p>				
<b><u>Prior knowledge</u></b> (What students may have already studied)	<b>Key stage</b>	<b>Subject</b>	<b>Topic</b>	<b>Term/year taught</b>	<b>Content</b>
	3	RSE	Living	Year three	Living: How should we care for others and the world, and why does it matter?
		PSHE	Looking after our school/ Litter picking in the local environment	Year 2	What can we find in our environment, what belongs there? How did it get there?
	3	ICT	Digital literacy	Year one, Year two, Year three	e-safety
	3	Maths	Measure and geometry	Year two, Year 2, Year 3	Size, length, perimeter
	3	ART	Sculpture and Mixed media	Year one	Re-use and recycling different materials
	3	Science	Chemistry	Year three	Rocks and their properties

	3	Science	Biology	Year three	Living things and their environment
	3	Science	Various	Year one, Year two, Year three	Colours
	3	Geography	Weather and climate variation, the water cycle, rainforest	Year three	What can we find in nature?
	3	Art	All	Year one, Year two, Year three	3D making techniques, drawing, designing, action verbs.
	3	DT	All	Year one, Year two, Year three	Grow it/make it

<b>Exploring and Developing Ideas</b> Understanding the genre and artist - Andy Goldsworthy, Walter Mason, or Richard Shilling				
<b>B2PS1</b>		<b>B2PS2</b>	<b>B2 PS3-4</b>	<b>B2 PS5</b>
<b><u>Subject specific knowledge</u></b>  <b><u>What do pupils need to know?</u></b>	Know the medium the artist uses. Identify a piece of the artist's work from a selection.	Know the name of the key artist. Know the medium the artist uses. Know some features of the artist's work.  Knows the colours found in nature	Know the name of the key artist and recall key facts e.g. where they are born, what genre of art, medium the artist uses etc. Know the features of the artist's work. Knows how to classify objects on the basis of colour, shape or form	Knows the visual and tactile qualities of an object and can use this knowledge to inform their work.
<b><u>Subject specific skills</u></b>  <b><u>What do pupils need to be able to do?</u></b>	Recognise a piece of work by the artist. Choose their favourite picture created by the artist. Recreate a piece of work by the artist.	Research the key artist and medium. Evaluate if they like or don't like the artist's work and say why. Recreate a piece of work by the artist.  Selects colour with purpose	Research the key artist and medium. Discuss and evaluate the key artists work. Identify the medium and elements of the artist's work.  Recreate a piece of the artist's work. Identifies natural forms. Describes colours using descriptive language e.g warm/cold simply	Explores and uses textures within their own work to represent natural materials e.g. through rubbings of manmade and natural materials  Recreate a section of the artists work using a viewfinder
<b><u>Suggested teaching activities</u></b>  <b><u>How should I teach this?</u></b>	Look at examples of Nature Art Compare two artists finding similarities and differences in for e.g. colour, shapes, scale, location etc. Identify the natural materials used in the artwork Recreate the composition/layout of an artists work through drawing or collage Alternative ways to draw with natural materials: Making drawing tools or brushes with natural materials: sticks,leaves Leaf printing - applying paint to the leaves and pressing them onto paper Rubbings of manmade/natural materials			

<b>Exploring and Developing Ideas - Investigating And Making:</b> Developing sculptural techniques. Using natural material in models				
	<b>B2 PS1</b>	<b>B2 PS 2</b>	<b>B2 PS 3-4</b>	<b>B2 PS5</b>
<u><b>Subject specific knowledge</b></u>	Recognises natural materials from man made	Identify a range of materials found in nature and on the school grounds,	Uses their understanding of the genre to develop an idea from its starting point.	Know how to combine different materials within their work
<u><b>What do pupils need to know?</b></u>	Know how to handle and manipulate natural materials  Knows how to stack, collate and combine materials  Recognise key visual/textural differences in natural forms	Knows how to work in 2D and 3D  Select suitable natural materials for the design  Initiates discussion on their work.	Creates work from their imagination using knowledge of genre  Understands and is able to select correct tools	Know how to describe an artwork in terms of line, shape colour and texture.  Knows how to display finished work
<u><b>Subject specific skills</b></u>	Explores range of material and chooses objects to use in their work.	Sketch a design using simple shapes	Observes and makes comments on art work made with natural objects. Uses drawings to record ideas	Makes sketches of ideas
<u><b>What do pupils need to be able to do?</b></u>	Makes a group of natural object with assistance to make a model  Sorts natural forms by a given criteria when the contrasts are obvious.  Collects a specific object e.g. acorn	Gathers the natural materials they require to make a model from a design.  Discusses the textures of natural materials  Draws outdoors	Attempts to draw the object in front of them.  Looks at ways in which natural objects and materials can be represented in other forms and uses this in their own work.  Sketch a design using simple shapes with some detail	Identifies visual and tactile qualities of an object and uses this in their own work.  Identifies and uses different types of lines and how they make different shapes/forms.  Communicates about their own artwork as it develops  Is able to sketch a design using simple shapes with some detail using artist inspiration

<b><u>Suggested teaching activities</u></b>	Create a design or model (practise before improved piece) Going outside and placing natural materials in shapes and lines Sorting leaves, pebbles by colours	
<b><u>How should I teach this?</u></b>	Making patterns from sticks Painting across pebbles in a line or pattern Stacking natural materials on top of each other Tying natural materials together with string	

**Suggested resources:**

Google the work of artists such Andy Goldsworthy, Walter Mason, Cornelia Konrads, and Richard Shilling

Google land art or nature art for lots of different ideas. Lots of ideas on Pinterest.

Collect interesting sticks, stones, leaves, pine cones, shells and flowers shells etc when you are out and about and encourage the pupils to do the same, even if it is just one thing they have found from their garden or in the park.

**Watch:**

<http://www.bbc.co.uk/education/clips/zh4wmp3> Andy Goldsworthy

[Make Art With Your Body in Nature | Tate Kids](#)

**Suggested learning activities:**

- Look at and discuss images of art work made in the natural environment with resources found in nature.
- Look at, hold and explore the texture of different natural resources, eg, stones, shells, leaves, wood etc.
- Explore how artists such as Goldsworthy, Shilling etc use shape, pattern, texture and form to create in their work.
- Make marks/draw from their observations of objects found in the natural environment and of images of nature art by different artists.
- Create pictures, models and sculptures using natural things found and gathered.
- Create pieces of art to place in the school grounds and observe how they change over time.
- Keep a photographic diary/record of their art work, especially of the temporary pieces, eg art made with leaves, flower heads, rain shadows.

- Experiment with different techniques in extended piece of natural art.
- Create a piece of collaobartive art, eg. working in 2s or 3s on a natural model/sculpture.
- Create an extended piece of art - to take place over 2 or 3 lessons - after the pupils have developed and explored ideas in their art journals
- Evalaute their work and /or the work of a peer using an art vocabulary.
- Examples of Nature art



Suggested flow:

**NB: some suggestions may need more than one week.**

Hook/introduce artist and/or medium.	Skill development in medium.	Skill development in medium.	Skill development in medium.	Plan, design and develop ideas using skills developed so far.	Creating and making using designs and ideas and implementing skills.	Evaluate	Creating and
Evaluation of different nature art works.	Exploring the different shapes, colours and features.	Making models, combining and attaching natural materials	Drawing/painting/printing	Evaluate design.		Self-evaluation Peer evaluation.	Anna Conway May 2016
Recognising the key features of nature art works.	Recreating a piece of nature art			implementing changes from evaluation.		E.g. What went well? What did you find difficult? How did you solve the problem? What would you do differently next time?	evaluation.

