

In the Owl classes, students have the exciting opportunity to learn about the renowned artist Andy Goldsworthy and explore the world of art outside the traditional classroom setting. Through this engaging journey, children will discover the beauty of nature and express their creativity in unique ways.

Andy Goldsworthy is known for his remarkable environmental artworks, which he creates using natural materials found in the environment.

Taking inspiration from Goldsworthy's work, children will venture outdoors (including a trip to the beach) to connect with nature firsthand.

Through this outdoor art exploration, students will develop a deeper appreciation for the natural world and the artistic possibilities it offers. They will observe patterns, textures, and forms in nature, fostering their observational skills. They will also gain an understanding of the environmental impact of art, as they learn to respect and care for the materials they use.

What I have already learnt:

Children in Year 1 and 2 have learnt about:

- Wassily Kandinsky
- Matching music to differing types of artwork.
- The drawing skills of shade and tone
- Expressing emotions through music
- Experimented with concentric circles and pastel blending.
- Evaluating their artwork.

What I will learn:

In Year 3/4, the children will learn about the art of building.

Children will explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process, and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.

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| Topic: Art – The children will delve into the exciting world of art and nature in the outdoors through the remarkable artist Andy Goldsworthy. | Term: Summer 2 | Year: Unit 2 | Duration: 4 Weeks |
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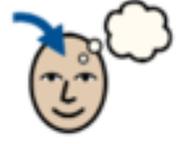
| How can I make art outside? | | |
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| Week 1 and 2: Who is Andy Goldsworthy and what does he create? | | |
| I have... | I think... | My teacher thinks... |
| I know who Andy Goldsworthy is and what his work looks like. | ☆☆☆ | ☆☆☆ |
| I can tell you what I like and dislike about his work. | ☆☆☆ | ☆☆☆ |
| I know what a spiral is and how I could create one. | ☆☆☆ | ☆☆☆ |
| I can create successful spirals using chalk. | ☆☆☆ | ☆☆☆ |
| I can create a <u>spiral patterns</u> using natural materials | ☆☆☆ | ☆☆☆ |

| How can I make art outside? | | |
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| Week 4 - How does Goldsworthy use colour? | | |
| I have... | I think... | My teacher thinks... |
| I understand how Goldsworthy uses colour to create effects. | ☆☆☆ | ☆☆☆ |
| I can think about where I put different colours | ☆☆☆ | ☆☆☆ |
| I can successfully place colour for effect. | ☆☆☆ | ☆☆☆ |

| How can I make art outside? | | |
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| Week 3 - How does Goldsworthy use 3D materials. | | |
| I have... | I think... | My teacher thinks... |
| I understand what a 3D material is. | ☆☆☆ | ☆☆☆ |
| I know what 'stack art' is. | ☆☆☆ | ☆☆☆ |
| I know how Goldsworthy creates 'stacks' | ☆☆☆ | ☆☆☆ |
| I can create successful stacks using playdough. | ☆☆☆ | ☆☆☆ |
| I can create successful stacks using natural material. | ☆☆☆ | ☆☆☆ |

| How can I make art outside? | | |
|---|-------------------|-----------------------------|
| Week 5 - How will I create art in the style of Andy Goldsworthy? | | |
| I have... | I think... | My teacher thinks... |
| I understand that the art I create depends on what I can find. | ☆☆☆ | ☆☆☆ |
| I can collect suitable materials to use in my piece of art. | ☆☆☆ | ☆☆☆ |
| I can make a piece of art outside. | ☆☆☆ | ☆☆☆ |
| I can think about what was successful in my own work. | ☆☆☆ | ☆☆☆ |
| I know what I would change if I did it again. | ☆☆☆ | ☆☆☆ |

| Vocabulary | Definition |
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| Sculpture | A 3D artwork made by shaping or combining materials |
| Installation | Artwork created in a specific location, often using various materials and elements. |
| Natural Elements | Objects or substances found in nature, such as leaves, rocks, twigs, or ice |
| Environment | The natural surroundings in which living things exist. |
| Nature | The physical world and everything in it that is not made by humans. |
| Impermanence | The quality of being temporary or not lasting forever. |
| Composition | The arrangement of elements in an artwork |
| Texture | The feel of an object or material. |
| Form | The three-dimensional aspect of an object. |
| Balance | A sense of evenness in an artwork achieved through putting items in a balance. |
| Contrast | The difference of opposite elements in an artwork. |
| Appreciation | Understanding the qualities of something. |

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| Observations | Artists observe and represent the world around them. |
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| Creativity | Artists are imaginative and can generate their own ideas and explore different approaches, and experiment with various techniques. |
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| Understanding | Artists understand the elements and principles of art. These include line, shape and form. They should also grasp balance, proportion and apply them to their artwork. |
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| Knowledge | Artists have a good knowledge of materials and techniques. Materials such as paints, pencils and clay. Techniques such as shading, perspective and composition. |
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| Awareness | Artists develop an understanding of artists, art movements and different cultural art forms. This enables artists to contextualize their own work and appreciate the diversity of artistic expression. |
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| Assessment | Artists <u>are able to</u> reflect on their own artwork and be able to think about its strengths and weaknesses and make improvements. |
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