




## Year 1- Wassily Kandinsky- Mixed Media Drawing and Painting

<b>Inspiration</b>		<b>Partnership with parents</b> Pop-up art gallery for parent to attend	
<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-Who is Kandinsky?</li> <li>-What different types of lines can we make?</li> <li>-What are the primary and secondary colours?</li> <li>-What colour is joy, what colour is anger?</li> <li>-How can we represent music using colour, line and shape?</li> <li>-Can I create a piece of mixed media art to show how I feel?</li> </ul>	<p><b>Concepts</b></p> <p><b>Formal elements</b></p> <ul style="list-style-type: none"> <li>- Line, colour and shape</li> <li>- Painting and drawing</li> <li>- Art can express and create emotion</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- With the support of the teacher suggested ideas are followed</li> <li>- Following suggestions, visual information is collected</li> <li>- Different methods are used when suggested by the teacher</li> <li>- With encouragement, there is some experimentation in altering the thickness of lines</li> <li>- With structured and the support of the teacher, patterns and texture are explored</li> <li>- There is some experimentation with creating tones</li> <li>- Some control is developing when using different sized brushes</li> <li>- With the support of the teacher, there is an awareness of how primary colours can be mixed to create secondary colours</li> <li>- With support of the teacher, tints and tones are created for specific purposes</li> <li>- When supported by the teacher, some notable artists are named and their work described</li> <li>- Attempts are made to mimic the work of notable artists</li> </ul>	<p><i>Also covered in:</i></p> <ul style="list-style-type: none"> <li>- Y2, Y3 Gormley (emotion), Y4, Y5, Y6</li> </ul> <p><b>By the end of this unit, children will be able to:</b></p> <ul style="list-style-type: none"> <li>-know what the primary and secondary colours are?</li> <li>-understand and use shape, colour and line.</li> <li>-create a mixed media piece using shape, colour and line to show emotion</li> <li>--talk about the work of Kandinsky and make links with their own work</li> </ul>	
<p><b>Knowledge</b></p> <p><b>Artist</b>-Wassily Wassilyevich Kandinsky was a Russian painter and art theorist, who was the first person to produce abstract art.</p> <ul style="list-style-type: none"> <li>- Kandinsky believed in the spiritual element of art and didn't just paint what he could see (analytical art) but what he felt and this was a new concept.</li> <li>-Colours and Shapes -Kandinsky felt that he could express feelings and music through colours and shapes in his paintings e.g. he thought that yellow had the crisp sound of a brass trumpet and that certain colours placed together could harmonize like chords on a piano.</li> <li>-The shapes he was most interested in were the circle, triangle, and the square. He thought the triangle would cause aggressive feelings, the square calm feelings, and the circle spiritual feelings.</li> </ul> <p><b>Mind-set</b>-Even people who believe that they have no artistic ability at all will generally feel confident putting a dot on a canvas with a brush. Despite its simplicity, the dot is a fundamental starting point for all painting/art.</p> <p><b>Art- Composition VIII, 1923</b></p> <ul style="list-style-type: none"> <li>-Introduce the formal elements: <b>line, colour, shape</b></li> <li>-Introduce the idea of using different tools in art- medium (singular), media (range of)</li> <li>-Explore mark making by creating different types of freehand lines and shapes using a range of media i.e. pencils, crayons, felt tips pens, chalk</li> <li>-Introduce the primary colours which cannot be mixed – red, yellow, blue and link to emotions.</li> </ul> <p>Create an emotional/piece focussing on colour and line i.e. anger, zigzag lines, pointed shapes etc using mixed media</p> <p><b>Art – Colour Study, Squares with Concentric Circles , 1913</b></p> <ul style="list-style-type: none"> <li>-Introduce secondary colours which are created by mixing two primary colours- orange, green, purple and link to emotions</li> <li>-Explore layering pre mixed primary colours independently choosing thick or fine paintbrushes for purpose i.e. thick brush to paint or fill in a shape, fine to create different lines.</li> <li>- Link music with colour- Can we try like Kandinsky to guess the sounds of colours?</li> </ul> <p><b>Final piece</b></p> <ul style="list-style-type: none"> <li>-To create a mixed media piece focusing on line, colour and shape linked to emotion.</li> </ul>		<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p><b>Artipedia</b></p> <p>Wassily Kandinsky 4<sup>th</sup> December 1866- 13<sup>th</sup> December 1944 Art movement- Abstract painter Russian</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;">  <div style="margin-left: 10px;"> <p><b>-Wassily Kandinsky-“ Everything starts with a dot” “There is no must in art because art is free”</b></p> </div> </div> <div style="display: flex; align-items: center; margin-top: 10px;">  </div>	
<p><b>Topic Specific Vocabulary</b></p> <p>drawing, painting, media, medium, line, shape, colour,</p>	<p><b>NC Subject content</b></p> <ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products</li> <li>- To use drawing and painting, 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 describing the differences and similarities between different practises and disciplines and making linked to their own work</li> </ul>		
<p><b>Subject Specific/Academic Vocabulary</b></p> <p><b>This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</b></p>			
Year 1	Year 2		
Evaluation, method, resources, select	Create, , illustrate, research, similar,		
<p><b>We are artists/Being an artist/I am an artist</b></p> <p><i>Audience: parents invited after school (other possibilities invite expert etc.)</i></p> <p>Pop-up gallery – to show and share work.</p>			

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