



Subject- Art and Design.



Threshold Concepts and Milestones

Threshold Concept		Year 1	Content
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>		<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p>	<p>Self-assess and peer-assess ideas to help develop and perfect drafts and starting points.</p> <p>Continue to assess and reflect on the art process throughout to keep perfecting own work.</p> <ul style="list-style-type: none"> - Is there anything we could do to make it better? - Can we see similarities/differences against our work and the African work we were using as inspiration? <p>Look at examples of African patterns and artwork. - -Collect designs and log favourite in our scrapbooks. -Annotate the African art by discussing and noting the techniques and materials used.</p> <p>Practice designing patterns using different techniques</p> <ul style="list-style-type: none"> - Sketching - Painting - Printing

<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Painting</p>	<p>Use thick and thin brushes. Mix primary colours to make secondary.</p>	<ul style="list-style-type: none"> - Collage. <p>Exploring different methods and materials.</p> <ul style="list-style-type: none"> - What was your favourite method? - What is your favourite material to work with? <p>Experiment using different brushes to paint different pictures, identifying which brush is the most effective, how we hold a paint brush, and how much paint is required.</p> <p>Experiment using different brushes to recreate patterns.</p> <ul style="list-style-type: none"> - which brush works best for each part?  <p>Looking at the colour mixing chart to identify primary colours and the secondary colours that mixing them create.</p> <p>Investigating mixing paints to find secondary colours.</p> <p>Identifying the mixed colours that would be best for our project. (look at artists from the last box as inspiration)</p>
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Commented [KM1]: To be kept.

	Collage	Use a combination of materials that are cut, torn and glued.	<p>In our scrapbooks, create a collage of the bright colours that coincide with African art using different materials.</p> <p>Create a collage of the African patterns that we like and inspire us the most.</p> <p>Compare these favourites with a peer discussing why we chose them and how they make us feel.</p>
	Sculpture	<p>Use a combination of shapes.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling and cutting.</p>	
	Drawing	<p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p>	<p>This will be the area where the pupils will focus on craftsmanship.</p> <p>Designing our own patterns by sketching.</p> <ul style="list-style-type: none"> - experimenting with different size and thickness of lines. - using the same design with different methods and reflecting on which pattern looks the best and why. <p>Use Adekunle Adeleke's work as inspiration for our patterns. She uses patterns and shapes from nature as a background for portraits. Year 1 can go outside</p>

Commented [KM2]: To be kept. Once we have looked at colours from the painting milestone, we will create a collage using our favourite and most appropriate colours and patterns.

Commented [KM3]: To be removed so that we can focus on the drawing and development of African prints and patterns.

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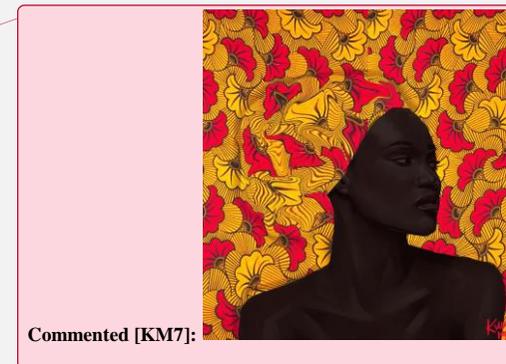
			<p>and do the same by observationally drawing what we see that inspires us</p> <p>Self and peer assessment on colouring ability. Were we accurate? Did we go slightly out of the lines? Was our pencil sharp enough and held properly for such accuracy?</p>
	Print	<p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>• Press, roll, rub and stamp to make prints.</p>	<p>Looking at different prints and analysing them.</p> <p>- What has the artist done? What materials have they used? What shapes can you see?</p> <p>Designing prints. Practising printing with our designs in our scrap books.</p> <p>- did it work? -Is it the colour we want? (Take inspiration from Bernard Ndichu Njuguna) -Are the shapes clear? -Did we apply the right amount of pressure for printing?</p> <p>Practice the prints with different materials: fruit, kitchen utensils, foam shapes, toilet roll tubes etc.</p>
	Textiles	<p>Use weaving to create a pattern.</p> <p>Join materials using glue and/or a stitch.</p>	

Commented [KM5]: To be kept as this will allow children to recreate the same pattern again and again with accuracy.

It will also allow children to experiment with different materials which make different patterns. This will develop their ideas and draft.

Commented [KM6]: To be removed. We will be looking at African prints and developing them to create our own pictures in the style of Adegunle Adeleke.

	Digital media		
<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<p>Become aware of what an artist is. Look at different artists.</p> <p>Take inspiration from these artists to create similar artwork.</p>	<p>African art Then: Kifwebe - symbols of performance and commemorations - experimenting with texture. Patterns and colour.</p> <p>Akan art- kente cloth Inyeqamo- Rwanda: weaving, textiles, pattern. Manjaka art- Wrappers, geometric patterns.</p> <p>Now: Adekunle Adeleke. Using her patterns as inspiration. Bernard Ndichu Njuguna: art represents tribal culture using bright colours. Do our colours represent this too? El Anatsui. Discuss the style and technique of the artists and artwork. Recreate the work 'in the style of' ready to showcase and evaluate the end product.</p>



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