

ART UNIT PLAN Aya Mourad Islamic art Y2 Hours (appro 6)	
Prior Knowledge:	<p>Ask questions about a piece of work</p> <p>Create simple drawings from observation.</p> <p>Use a variety of tools: pencils, crayons, pastels, felt tips, wax crayons and charcoal.</p> <p>Name the primary and secondary colours</p> <p>Mix primary colours to make secondary colours o Hold a paintbrush correctly</p> <p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Create a repeating pattern in print.</p> <p>Experiment with; finger, sponge, press print.</p> <p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Use both hands and tools to build</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p>
National Curriculum	Key Knowledge & Skills
<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><u>Exploring & Developing ideas</u></p> <p>Create a piece of art in response to an artist.</p> <p>Suggest how artists have used colour, pattern and shape.</p> <p>Begin to record ideas in sketchbooks.</p> <p><u>Drawing:</u></p> <p>Use a viewfinder to focus on a specific part of artefact before drawing it.</p> <p>Use sketchbooks to record observations and ideas.</p> <p><u>Painting / using colour:</u></p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black</p> <p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Experience using colour on a large scale, A3/A2 playground.</p> <p><u>Printing:</u></p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Create order, symmetry, irregularity</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>
What lessons will be taught (inc skills)	

1. What is Islamic art? Look at and discuss a variety of examples. Introduce the artist Aya Mourad. Look at how different 2D shapes can be tessellated together. **LO Identify and name the shapes and continue the tessellated pattern.**
2. Using 1 regular shape to draw around; investigate the different ways that it could be used to tessellate. **LO Investigating the different ways a triangle can be tessellated.**
3. Tessellate with 1 shape, create a pattern by painting each shape in different tones. **LO Using tones of colour show tessellation of one shape.**
4. Using 1 coloured irregular shape create a tessellated pattern on a coloured background (cutting and sticking) . **LO Create a tessellated pattern with 2D shapes.**
5. Create a tessellated pattern where the shapes are cut and stuck down accurately. **LO Create patterns of shape through colour.**
6. Design their own pattern which they will create from printing. **LO Use Aya Mourad's work to inspire their own plans.**
7. Print a pattern from carved potatoes. **LO Create a tessellated pattern through printing.**

Resources/CPD	Vocabulary	How we will communicate our findings? Outcomes
Examples of Islamic art and tessellation	* shade *smudge *blend *shade *acrylic / poster / watercolour *artefact *mono-printing *motif *wash *Join*slip *form *malleable *natural *man-made *form *recycled Islamic tessellation geometric orientation	Sketches Printing
Cross Curricular Opportunities	Oracy Opportunities	Visits / Visitors (with dates)
Maths – describing and naming 2D shapes and the use of pattern	Describe and name shapes, orientation, tones of colours.	Possible to trip to Al Murrad to look at wall and floor patterns.