

MOVEMENT Teaching Resource- National Curriculum Links- Art and Design Key Stage 1

This document demonstrates how the Ben Uri Learning Resources can be used to support the Programme of Study for Art and Design Key Stage 1

Art and Design Programme of Study Requirements	Relevant Ben Uri Resource and Suggested Activities
<p>Knowledge, skills and understanding Exploring and developing ideas 1. Pupils should be taught to:</p> <ol style="list-style-type: none"> record from first-hand observation, experience and imagination, and explore ideas ask and answer questions about the starting points for their work, and develop their ideas. 	<p>1a. Use the Art Skills for Teachers <i>Drawing Games</i> and <i>Drawing</i> resource for drawing activities and starting points for imaginative work. 1b. Use the Movement Teaching Notes to engage pupils in discussion about the work of other artists and to discuss ideas for their own work.</p>
<p>Investigating and making art, craft and design 2. Pupils should be taught to:</p> <ol style="list-style-type: none"> investigate the possibilities of a range of materials and processes try out tools and techniques and apply these to materials and processes, including drawing represent observations, ideas and feelings, and design and make images and artefacts. 	<p>2a to c. Use some of the techniques from the <i>Painting, Collage, 3D Skills</i> and <i>Printing, Art Skills for Teachers</i> resources for ideas on how to introduce a range of materials and processes into the classroom. The mark making and experimental painting activity (found in the <i>Drawing</i> and <i>Painting Art Skills for Teachers</i> resources) can also be used to encourage investigation and exploration.</p>
<p>Evaluating and developing work 3. Pupils should be taught to:</p> <ol style="list-style-type: none"> review what they and others have done and say what they think and feel about it identify what they might change in their current work or develop in their future work. 	<p>3a and b. A display of ‘work in progress’ as discussed in the Art Skills for Teachers <i>Drawing</i> resource and Movement Previous Project Examples, is useful as a starting point for discussion. Create a class display and invite feedback.</p>
<p>Knowledge and understanding 4. Pupils should be taught about:</p> <ol style="list-style-type: none"> visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space materials and processes used in making art, craft and design differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers]. 	<p>4a to c. Use the Movement Teachers Notes to explore how artists have used these visual and tactile elements in their work. The ‘<i>Form and Composition</i>’ and ‘<i>Materials and Techniques</i>’ section is particularly relevant here.</p>
<p>Breadth of study 5. During the key stage, pupils should be taught the Knowledge, skills and understanding through:</p> <ol style="list-style-type: none"> exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment] working on their own, and collaborating with others, on projects in two and three dimensions and on different scales using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture] investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet]. 	<p>5a. Use the Movement Teachers Notes, to generate discussion and as starting points for work. Explore the work of other children with pupils, as found in the Previous Project Examples, and discuss how the work interprets the theme. 5b. Use the Art Skills for Teachers resources (all) for ideas for independent and group learning as well as ideas for 2D and 3D work 5c. Use the Art Skills for Teachers resources for ideas on how to introduce a range of materials and processes. 5d. Use the Movement Teachers Notes to explore the work of artists from the Ben Uri collection. Use the online gallery to access the Ben Uri general collection to compare and contrast the work of other artists. .</p>

Cross Curricular Opportunities- Explanatory text

Note for 1b

Cross reference to English

En1 Speaking and listening: Listening

2. To listen, understand and respond to others, pupils should be taught to:

- c. make relevant comments
- d. listen to others' reactions

En1 Speaking and listening: Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:

- d. extend their ideas in the light of discussion

Note for 2b

Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

- c. measure, mark out, cut and shape a range of materials

Note for 3a

Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:

- c. take different views into account
- d. extend their ideas in the light of discussion

Note for 4a

Cross reference to mathematics

Ma3 Shape, space and measures: Understanding patterns and properties of shape

2. Pupils should be taught to:

- a. describe properties of shapes that they can see or visualise using the related vocabulary
- c. create 2-D shapes and 3-D shapes
- d. recognise reflective symmetry in familiar 2-D shapes and patterns

ICT opportunity

Pupils could use 'paint' software to explore shape, colour and pattern