

Year 1 – Spring 1 – Indigenous Art

English Journey: The Ugly Duckling with a twist

NC Art

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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.

Do we all see the world the same way?



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Where do we and our art work belong? I can observe and draw landscapes.

Look out the classroom window – what can you see close to you? What can you see in the distance? Explain that a landscape is an area that can be seen from one point/view and this can be shown in a picture. Show children 3 pictures: aboriginal landscape, Inuit landscape and an African landscape. Where were these landscapes created? How do you know? Discuss what children have already learnt about indigenous people and add detail about what each setting means to each group. Land is fundamental to the wellbeing of Aboriginal people. The land is not just soil or rocks or minerals, but a whole environment that sustains and is sustained by people and culture. Inuit's culture was oriented toward the sea and its resources. African's believe land is a gift from God. Land is understood as embracing the ecological, cultural, cosmological, social and the spiritual. Children create a landscape in each style and then a landscape of what they saw through the classroom window in the style of their choice.

Split page into 4 – to create 4 landscapes

Do colours portray beauty? I can find collections of colours.

What colours can you name? Are there colours that are more beautiful than others? What is your favourite colour? Discuss how people's favourite colours are different and that they are seen differently. Show children a piece of art work from each tribe: Aboriginal, African, Inuit.

Look at them one at a time and explore the colours that are used. Make a list of the colours each tribe used. Why do you think these colours have been used? Discuss the meaning of the colours.

Aboriginal: Blue – earth, Yellow – water, red – fire, energy, blood, white – sky, stars

African: white – hope, purity, coolness, light, green – life, growth, freshness, healing, grey – security, authority, maturity, stability, black – power, evil, death, mystery, purple – royalty, luxury, wisdom, passion, yellow – joy, energy, warmth, red – danger, daring, urgency, energetic, blue – peace, calmness, confidence, affection

Inuit – blue/gold – rich, white/blue – snow/ice, yellow/white – light

Children choose their favourite colour, create a mood board with different shade and label to show what this colour represents to them.

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Enrichment Week

Do we all see the world the same way?

"Everything has beauty but not everyone sees it."

Tribal Day: Each Reg will form their own tribe and stay in their tribe for the whole day. They will carry out activities and rituals throughout their day within their tribes: cook food, make clothing, paint faces, create weapons, create a tribe anthem/dance.

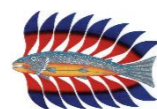
Throughout the day children will not come into contact with anyone outside of their tribe and if they do they have to prepare their weapons and prepare to attack. At the end of the day, discuss children thoughts and feelings on their day. How do you think the other tribes feel? How do you feel about not being able to be part of their tribe?

What is a tribe?

How does it feel to belong to a tribe?

Where has this art work come from? I can observe patterns

Show children a range of different art works: Aboriginal, African, Inuit. Explain to children that these pieces of art belong to three different groups of people. Children group the art work into 3 groups and justify their reasoning. Why have you grouped these pieces of art together? Children label their three groups with key vocabulary. E.g. colours, animals. Provide children with labels to develop vocabulary. Discuss the similarities and differences across all three groups of art work. Children then create a repeating pattern for each art form.



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What does our tribe symbolise?

I can develop my use of drawing tools.

Provide each table with a symbol to discuss. What do you think this symbolises? What do you think this means? Bring back together and look at a range of symbols. What is the same/different about these symbols?

Discuss how the different indigenous people used symbols. African: **Adinkra** cloth is stamped and patterned with traditional **Ashanti** symbols. Aboriginal: show the presence of different things or objects that existed around them. Inuit: messages fixed in time or space.

What is important to you?

What is important to our tribe? What do we want our tribe to symbolise? Write key words on the board. How can we show these using symbols?

Children choose a word and create a line-drawing of a symbol.

Compare how children have represented the same word. What is the same/different? Mix the symbols together to create a tribe symbol.

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NC Geography

- Understand geographical similarities and differences
- Use basic geographical vocabulary
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

NC History

- Events beyond living memory
- Significant historical people

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