

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Yayoi Kusama	2	Autumn 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	<b>WALT:</b> To learn about who Yayoi Kusama is.	<p>Show the children a picture of Yayoi Kusama and use the slides to give them a little bit of information about her. Watch this video <a href="#">Yayoi Kusama - YouTube</a> to learn a little bit about her artwork. Use the website <a href="#">Yayoi Kusama (google.com)</a> to show the children some of her different pieces of artwork, including her paintings, sculptures and installations. As you look at each piece, use the Question Speech Bubbles 1A to prompt discussions about each piece. What do the children notice about the artwork? What is the same? What is different? Ask the children what they like or dislike about this artwork.</p> <p><b>Main Activities:</b></p> <p>Children to choose a few of the Picture Cards 1A and Fact Strips 1A to stick onto Yayoi Kusama sheet 1A to create an introduction to the new artist &amp; topic in their Art books. Chn can then use speech bubble questions 1B to discuss Yayoi's artwork with a partner. Adult lead discussion with speech</p>	<p>Slides</p> <p>Question Speech Bubbles 1A</p> <p>Picture Cards 1A</p> <p>Fact Strips 1A</p> <p>Challenge Card 1A</p> <p>Question Speech Bubbles 1B</p> <p>Different art materials, e.g. felt pens, coloured</p>

			<p>bubble questions 1A for those children who need support. Chn can mark make around their chosen pictures too, to imitate Yayoi Kusama’s work.</p>	<p>pencils, pastels, dot stickers, etc.</p> <p>Worksheet 1A</p>
			<p><u>Plenary &amp; Assessment Questions:</u></p> <p>Show the children artwork by three different artists. Can they spot which one is by Kusama? Can they explain how they know, e.g. bright colours, polka dots, pumpkins etc.?</p> <p>Can children experiment with different materials to make marks? Are children able to join in discussions about a famous artist’s work? Are children able to mimic the art of a famous artist?</p>	
Lesson 2	1 hour	<p><b>WALT:</b> To experiment with different techniques for creating polka dots.</p>	<p>Can the children remember what Yayoi Kusama is famous for? What is special about her artwork? If they are unsure, use the website <a href="https://www.google.com/search?q=Yayoi+Kusama">Yayoi Kusama (google.com)</a> to show them a few of her pieces to refresh their memories. Explain to the class that her artwork is usually created using acrylic paints which are thick and brightly coloured. Do the children know of any ways in which they could create a polka dot pattern? What materials could they use? Use the photos on the slides to illustrate some of the different ways that they could create polka dots, either in a regular pattern or irregular.</p> <p><u>Main Activities:</u></p> <p>Children follow the instructions on Challenge Card 2A to create dots on plain paper or in their sketchbook using the indicated materials, methods and tools. They can stick Title Cards 2A next to each medium/technique to label their experimentations.</p>	<p>Slides</p> <p>Worksheet 2A</p> <p>Challenge Card 2A/2B</p> <p>Different art mediums to experiment with</p> <p>Different tools to use e.g. brushes, bingo dabbers, bubble wrap, cotton buds, etc.</p>

			<p><u>Plenary &amp; Assessment Questions:</u></p> <p>Ask the children which method for creating dots worked best for them? Were there any methods which were easier or harder than others?</p> <p>Can children experiment with different mediums to create a polka dot pattern? Are children able to use different tools to experiment when making polka dot patterns? Can children experiment with the kind of polka dot patterns they're making?</p>	<p>Title Card 2A</p> <p>A copy of 'The Dot' by Peter H Reynolds</p> <p>Station Cards 2A</p>
Lesson 3	1 hour	<p><b>WALT:</b> To recreate a piece of artwork using collage.</p>	<p>Use the pictures on the website <a href="http://www.google.com">Yayoi Kusama (google.com)</a> to show the children Kusama's Obliteration Room. Can the children see how this was made? Do they like it? Why/why not? Use the slides to give the children a little more information about the installation and how it was created. There are also videos <a href="https://www.youtube.com/watch?v=...">Yayoi Kusama's The Obliteration Room - YouTube</a> to show the children which should provide the children with a better understanding of the installation. Tell the children that we will be recreating this artwork using collage. Do they know what collage is? Use the slides to explain the technique and how they will be using it. Model cutting techniques and how they can draw around objects to create circles.</p>	<p>Slides</p> <p>Coloured Circles 3A</p> <p>Coloured paper</p> <p>Coloured sticky dots (optional)</p> <p>Plain paper</p> <p>Pre-prepared white 3-D objects</p> <p>Plaque Card 3A</p>
			<p><u>Main Activities:</u></p> <p>Children cut out their own circles from coloured paper to recreate a version of Kusama's Obliteration Room on plain paper or in Art books. Provide children with circular objects to draw around.</p>	
			<p><u>Plenary &amp; Assessment Questions:</u></p>	

			As a class, draft a plaque to go alongside their creations on display. Explain how they need to include information about how it was made and what it was inspired by. This can be re-written onto Plaque Card 3A if you wish. Can children respond to a piece of artwork appropriately? Are children able to use accurate cutting skills to cut out circles? Can children attempt to recreate a piece of artwork by a famous artist?	
Lesson 4	1 hour	<b>WALT:</b> To create a 3-D form from clay using the rolling technique.	<p>Tell the children that today you will be focusing on creating a 3-D sculpture inspired by some of Kusama’s sculptures. Can the children remember any of her sculptures? What did they remind the children of? How were they decorated? Use the website <a href="http://YayoiKusama.google.com">Yayoi Kusama (google.com)</a> to look at a few of Kusama’s sculptures and discuss them with your class. You may like to use Question Bubbles 4A to prompt some of the discussions. Ask the children to look at the shape of the sculptures, ignoring the decoration and patterns for now. How would they describe the shape? Use the words on the slides to decide if they are good words to describe the sculptures or bad words to describe them. If possible, have some similarly shaped objects for the children to hold and describe e.g. vases, pumpkins or other bulbous fruits/vegetables. Use the pictures on the slides and/or modelling to the class to show them how to use the rolling method to manipulate the clay they will be using today. Give the children some time to practise rolling sausage shapes using the clay.</p> <p><u>Main Activities:</u></p> <p>Children use steps on Challenge Card 4A to guide them through the process of creating a pumpkin form from clay.</p>	<p>Slides</p> <p>Challenge Card 4A/4B</p> <p>Clay</p> <p>Clay tools to cut and roll on</p> <p>Coloured modelling clay/plasticine in at least two colours</p>

			<p>It helps if the children make their pumpkin on a board or strong paper/card so their models don't get stuck to the table and can be easily moved to allow them to dry. The pumpkins can be painted in the following lesson. The models will need to be left long enough to dry before then.</p> <p><u>Plenary &amp; Assessment Questions:</u></p> <p>Ask the children to reflect on their use of clay today. What did they find easy? What did they find tricky?</p> <p>Can children comment on the shape and form of 3-D objects/sculptures? Are children able to use the rolling technique to manipulate clay to the desired form? Can children recreate the form of a pumpkin, inspired by Kusama's sculptures?</p>	
Lesson 5	1 hour	<p><b>WALT:</b> To use paint to recreate a painting in the style of Kusama's pumpkins.</p>	<p>Use the slides and website <a href="http://YayoiKusama.google.com">Yayoi Kusama (google.com)</a> to look at Kusama's pumpkin sculptures and paintings again. This time, ask the children to focus on the way they have been painted. What do they notice about the dots? Discuss how the different sizes of dot create an effect. The big bold dots draw the eye. Explain to the children that they will be trying to recreate this effect using paints. Can they remember some different techniques that they can do with a paintbrush? Would they use a big paintbrush or a little paintbrush? How are they going to get their dots nice and circular? Take some time to model different techniques and tools as appropriate.</p> <p><u>Main Activities:</u></p> <p>Children paint their clay sculptures from the previous lesson using some of the techniques they have discussed in this lesson. If time, challenge them to decorate an Individual</p>	<p>Slides</p> <p>Paints (poster paints)</p> <p>Paintbrushes</p> <p>Pumpkin Template 5A</p> <p>Picture Cards 5A</p> <p>Challenge Card 5A</p> <p>Individual Background Template</p>

			<p>Background Template 5A using the same colours and patterns as they have decorated their pumpkin – alternatively, worksheet 5A activity can be used in lesson 6 if no other lessons from this half term have ran over.</p>	
			<p><u>Plenary &amp; Assessment Questions:</u></p>	
			<p>Allow the children to walk around the classroom and look at each other’s work. When the children have some feedback about a piece they like, ask them to raise their hand. When they do, ‘freeze’ the class and allow them to give their feedback. Can children make observations about a piece of artwork’s colours and patterns? Are children able to make choices about the tools and techniques they use when painting? Can children recreate an effect using differentsized dots?</p>	