

Year 2- Traditional Aboriginal Art- dot painting

Inspiration		Partnership with parents Pop-up art gallery for parent to attend. Workshop opportunity to create dot paintings with parents.	
Key Questions -Who are the Aborigines? -What colours did the aboriginal people use? -What symbols di the aboriginal people use? -How was the paint created and applied? -Why was this type of art created?	Concepts Formal elements <ul style="list-style-type: none"> - Line and colour - Symbolism Skills <ul style="list-style-type: none"> - With the support of the teacher suggested ideas are followed - Following suggestions, visual information is collected - Different methods are used when suggested by the teacher - <i>With encouragement, there is some experimentation in altering the thickness of lines</i> - <i>A number of techniques are used to alter the thickness of lines when appropriate to do so</i> - <i>Generally dots and lines are used to show texture or patterns</i> - When supported by the teacher, some notable artists are named and their work described - Attempts are made to mimic the work of notable artists 	Also covered in: - By the end of this unit, children will be able to: -talk about the work of the aboriginal people and link it to their own work. -create a wildlife scene in a restricted style -understand that aboriginal people drew what they saw around him, shared stories and their history through their art. -understand that aboriginal people used a restricted pallet of earth tones and found materials.	
Knowledge Artist- Aboriginal art is the oldest form of artistic expression in the world. Art carvings found in the Northern Territory’s Arnhem Land dates back at least 60,000 years. Using soil and rocks, artists are able to produce carvings, ground designs and paintings. https://www.slideshare.net/RFA2009/aboriginal-art-16160631 Art- research & replicate -introduce the children to traditional aboriginal art and discuss the formal element focus line (represents dots, symbols etc) and colour . The artwork is created using found materials, applied using fingers, sticks etc and formed using secret symbols and dots to share their ‘dreamtime stories’, history and beliefs. Chn to create a mindmap of facts they have learnt using different coloured pencils in their sketch books. -to replicate symbols (shown in power point) using black crayon and label using pencil. Can they choose and record four symbols and then share an oral dreamtime story. -to replicate small sections of a piece of art or layered symbols (shown in slide show, by drawing a pencil outline and then dabbing lightly with ‘earth’ coloured feltipped pens to create dots and build a picture. Art – design – watch https://www.bbc.co.uk/bitesize/clips/zhsb9j6 -Although only aboriginal people can be traditional dot painters, any artist can work in their style to create their own pieces of dot art. -Children to choose one animal from a selection of Australian animal photo cards as a focal point for their own design. Divide a single landscape page into halves and paste the photograph on one side and sketch an outline for their independent design and dab in colour. Final piece- -To create a large final piece using their design. Sketch out in pencil and then dab paint using cotton wool buds. This can be created on white or earth toned coloured paper. Once complete, chn to share an oral story about their chosen animal to go with their art.		Artipedia Aboriginal Art Australian Dot painting <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">  <div style="text-align: center;"> <p>Examples of Artwork</p>  </div> </div>	
Topic Specific Vocabulary drawing, painting, media, medium, line, shape, colour, earth tones, aboriginal art, symbolism		NC Subject content <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing and painting, 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. - About the work of a range of artists describing the differences and similarities between different practises and disciplines and making linked to their own work 	
Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.			
Year 1		Year 2	
Evaluation, method, resources, select		Create, , illustrate, research, similar,	
We are artists/Being an artist/I am an artist Audience: parents invited after school (other possibilities invite expert etc.) Pop-up gallery – to show and share work.			