



Art

African Art

Year 2 Unit 2

Intent:

In this unit, pupils will learn about African art and cultural and use this knowledge to build towards creating their own African inspired artwork. They will build on their previous Year 1 exploration of drawing, painting and sculpture. Throughout this unit the children will look at the history and cultural behind African art and explore the different themes from which the art is created. Using basic painting, printing and sculpture techniques, alongside exploring the work of inspirational African Artist, pupils will create their own African work of art. This will lay the foundations for future creations as the move through the school and allow pupils to start to recognise themselves as Artists.

Pupils should be taught to:

Know:

- What African Art is.
- Who Elisha Ongere is.
- How to manipulate clay.
- How to create a print.

Be able to:

- Create a piece of art in an African style.
- Begin to explore sculpture and printing
- Combine techniques to create a final piece.

Prior learning:

EYFS	Year 1	Year 2			
Explore and play with a wide range of media and materials	Drawing techniques/colour mixing/ simple collage	Build on sculpture and painting techniques.			

Key Vocabulary:

Core Knowledge

Self portrait	A portrait that an artist produces of themselves.
Mud Cloth	Mud Cloth (bogolan) is a handmade Malian cotton fabric traditionally dyed with fermented mud.

Technical Vocabulary

Sculpture	To make or represent a form by carving, casting, or other shaping techniques.
Printing	Printing is the process of making images that can be transferred onto other surfaces.
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated.

Misconceptions

Not true

Teach this

Africa is a country.

Africa is a continent made up of 54 countries. All of which have their own traditions, languages and ways of living.

Key Works of Art

Francis Sampson





Music and Work








Elisha Ongere



Two Beauties 2

Smiling Girls

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Examples/Art references
1	<p>What is African art?</p> <p>LO: To investigate African art.</p>	<p>Input: Show pupils examples of African art, include some of Francis Sampson's and Elisha Ongere's work. (This will follow on in session 2) Ask the children to think about what they can see in the images.</p> <p>Task: Print one or two African art pieces and have the children annotate/appraise the piece. Using questions eg: What shapes can you see? What do you think this painting shows? What do you like/dislike?</p> <p>Cumulative Questions 1 & 2</p>	
2	<p>Who is Elisha Ongere?</p> <p>LO: To understand who Elisha Ongere is.</p> <p>LO: To experiment with line and shape to create a self-portrait.</p>	<p>Input: Explain who Elisha Ongere is and reintroduce his work from lesson one, explain his work is abstract. Show examples of his work and discuss with the children. What shapes has he used? How can you tell it's a face? What colours have been used?</p> <p>Task: Children to create their own self portrait in sketchbooks using Ongere's techniques- flat shapes, bold colours, simple lines. Remember to fill the background with shapes. Finish portrait using bold coloured paint.</p> <p>Cumulative Questions 1- 4</p>	 <p><i>Girl at River - Ongere</i></p>

<p>3</p>	<p>Why are Traditional African Masks important?</p> <p>LO: To plan a clay mask</p>	<p>Input: Show examples of African Masks- explain why they are important. <i>Masks are used in rituals, ceremonies and celebrations to honour ancestors, animals and the dead. Masks are seen as a connector between the living world and the dead world. Traditional African Masks are woven or carved from special wood.</i></p> <p>Task: Children to design in their sketchbooks their own African Mask- this will be created out of clay. Show examples.</p> <p>Cumulative Questions 3- 6</p>	
<p>4</p>	<p>Why are Traditional African Masks important?</p> <p>LO: To experiment with clay joining techniques.</p>	<p>Input: Task: Go over the moulding techniques taught in year 1- rolling, pinching, carving etc. The children will need to be taught how to join two pieces of clay together: score with a tool, brush on water, attach the other piece and smooth out any joining edges.</p> <p>HOW TO JOIN CLAY</p> <ol style="list-style-type: none"> 1 SCORE  2 SLIP  3 STICK  4 SMOOTH  <p>https://www.africancraftsmarket.com/african-mask-information.html</p> <p>Cumulative Questions 5- 8</p>	 

Why are traditional African prints important?

LO: To explore using line, shape and pattern.

LO: To plan a final piece.

Input:

Show examples of Traditional African prints and patterns. Explain why these are used and are an important part of African culture.

Focus on African Mud Cloth- *Narrow strips of handwoven cotton are stitched together into a whole cloth, then painted with patterns and symbols using a variety of natural dyes including river mud that has been aged up to one year.*

The mud cloths are made up of symbols and meanings- go through these with the children.

Task:

Children to design 4 different Mud cloth patterns in sketchbooks using the tradition symbols.

Children to annotate which pattern they will use to print onto a cloth bag- explaining why they have chosen that design and what the symbols mean.

Cumulative Questions 7- 10

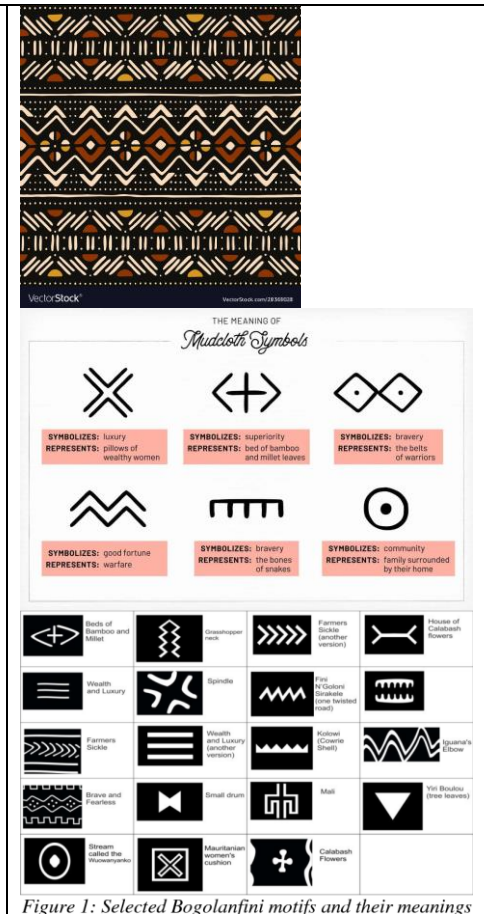


Figure 1: Selected Bogolanfini motifs and their meanings

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Which techniques will I use to create my final African culture inspired piece?

To create a final piece using previous learning.

Input:

Recap prior learning of techniques, line and shape drawing, clay and printing alongside the work of Ongere.
Revisit Mud Cloth patterns, ensuring children know which design they will use to create a Mud Cloth bag.

Task:

Children to revisit their plan in sketchbooks and make sure they are happy with their design- is there anything they want to change- colour, pattern design?
Children to carve their chosen design into a polystyrene tile and then print into the cloth bag.
Photos to be taken and stuck in sketchbooks.

Cumulative Questions 9- 12

