

# KS1 Art Curriculum



The 6 areas of art should be given equal coverage throughout the school year and cross curricular where appropriate.

## Aims:

- To develop original creative and imaginative ideas
- To realise these ideas in some tangible form, developing skills and using a range of materials and techniques
- To understand, recognise and appreciate the qualities of creative works, improving their own work in the process
- To know about the world of visual arts (art, craft and design), placing their own work in this wider context

## Pupils should be taught to:

- Use a range of materials to design and make
- Use drawing, painting, sculpture, printing and collage to develop and share ideas, experiences and imagination
- Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Know about the work of a range of artists, craft makers and designers and be able to discuss the similarities and differences between practices and disciplines
- Make links between their own work and that of other artists. Review what they and others have done and say what they think and feel about it.
- Evaluate and develop work by thinking and talking about ideas as they work and making appropriate changes

Drawing	Painting	Printing	Collage/Textiles	3D	Digital Media/ICT
<p>Show familiarity and confidence with a variety of drawing tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Demonstrate an ability to draw for more sustained periods of</p>	<p>Know which brushes are to be used with which paints.</p> <p>Paint with increasingly confident brush control.</p> <p>Be able to mix and match colours to artefacts and objects.</p>	<p>Print with a variety of natural and manmade objects ( corks, pebbles etc).</p> <p>Demonstrate experience with a variety of techniques such as unit printing, relief printing, press printing, fabric printing and rubbings.</p>	<p>Use a variety of techniques including weaving, binca, French Knitting, tie-dyeing, batik, fabric crayons, appliqué and embroidery.</p> <p>Show greater fluency with manipulative skills like threading, cutting, gluing and trimming.</p>	<p>Show development in expressive and technical skills in different forms of 3D work including sculpture, modelling and construction.</p> <p>Manipulate clay for a variety of purposes- thumb pots, coli pots and models.</p>	<p>Experiment with visual elements working from imagination or stimulus such as CD ROMs, internet, photographs.</p>

<p>time including single and grouped objects and figures.</p> <p>Draw confidently and with increasing skill when drawing from experience, observation and imagination.</p> <p>Draw for different purposes: sketching, planning a painting, designing</p> <p><u>Experiment with line:</u> draw on different surfaces with a range of mark makers Invent new lines Draw lines from observation</p> <p><u>Experiment with tone and colour:</u> Investigate by drawing dark/light lines, patterns and shape</p>	<p>Demonstrate an increase in their range of technical and expressive skills when painting from experience, observation and imagination.</p> <p>Experiment with a variety of tools and techniques such as layering, mixing media and scaring through.</p> <p>Name some different kinds of paints such as ready mixed, powder oil and water colours and their purpose.</p> <p>Create different textures of paint by adding sand, glitter, glue etc</p> <p>Be able to mix secondary colours, shades and tints. ( water- paint- palette method)</p>	<p>Use patterned rollers and printing palettes.</p> <p>Make monoprints.</p> <p>Roll printing ink over found objects.</p> <p>Make patterns of increasing complexity.</p> <p>Demonstrate an awareness of colour and pattern in the environment and in the work of textile workers and print makers.</p> <p>Experiment with overprinting motifs and colours.</p> <p>Be able to discuss the work of textile workers and print makers.</p>	<p>Begin to recognise manmade and natural materials.</p> <p>Create textured collages from a variety of media.</p> <p>Cut and shape fabric using scissors.</p> <p>Make a simple mosaic.</p> <p>Create different images from their imagination, experience and observation.</p> <p>Create fabrics by simple weaving materials such as grass and twigs and carrier bags on a wheel.</p> <p>Stitch, knot and use other manipulative skills with greater fluency.</p> <p>Use a wide range of vocabulary to describe texture.</p>	<p>Build a textured relief tile.</p> <p>Explore sculpture with a range of malleable media including papier mache, Mod Roc and clay and be able to select the most appropriate material for their task.</p> <p>Experiment with, construct and join recycled, natural and manmade materials.</p> <p>Use 2D shapes to create 3D form.</p> <p>Explore shape, form and space and extend vocabulary related to it.</p> <p>Talk about the work of sculptors, using reproductions or from first hand experience.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>Experiment with ICT, creating designs which can be extended using different media such as an IT sketch which can be painted in different tones of a single colour.</p> <p>Explore an artist's work using similar techniques eg. Mondrian, Matisse</p> <p>Record visual information using digital cameras and video.</p>
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<p><u>Experiment with pattern and shape:</u> Observe and draw shapes from observation. Draw shapes in between objects. Create new shapes.</p> <p><u>Experiment with texture:</u> Describe and name different textures. Rub textures. Copy textures.</p> <p>Look at and talk about the work of other artists who have used drawing in different ways.</p>	<p>Work on a variety of scales with control and begin to make judgements about the scale they are working on.</p> <p>Care correctly for painting equipment.</p> <p>Demonstrate an awareness of how different artists have used paint to develop their own style.</p>		<p>Talk about the work of artists who have explored and used textiles and collage.</p>		
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**Exploring and Developing ideas using artists work** (Ongoing through all 6 areas)

Describe the work of a range of designers, craftspeople and artists introduced.  
 Explore the work of artists, designers and crafts people from different times and cultures.  
 If possible provide some experience of an artist in residence or artists visiting the school.  
 Arrange to visit an art gallery or museum.  
 Begin to show some familiarity of reproductions of art works.  
 See, discuss and handle artefacts, recognising similarities and differences, materials and techniques, comparing and contrasting different cultures.  
 Introduce elements of art history in a cross curricular way.  
 Experience a range of different artists work to understand range of techniques used and be able to make some links with their own work.  
 Discuss a variety of art works in different contexts and settings.

**Key Stage 1 Art Units Year A**

<b>Term</b>	<b>Unit Title</b>	<b>Media</b>	<b>Artist inspiration</b>
<b>Autumn</b>	<b>Rainbow colours</b>	<b>Painting and drawing</b>	<b>Paul Klee</b>
<b>Spring</b>	<b>Patterns all around</b>	<b>Nature Sculpture and printing</b>	<b>Goldsworthy, Rousseau</b>
<b>Summer</b>	<b>People and Places</b>	<b>Collage, sculpture and digital art</b>	<b>Warhol, Reader, Rothschild</b>

**Key Stage 1 Art Units Year B**

<b>Term</b>	<b>Unit Title</b>	<b>Media</b>	<b>Artist inspiration</b>
<b>Autumn</b>	<b>Lines Galore</b>	<b>Mixed Media</b>	<b>Mondrian, Quinn, O’Keeffe.</b>
<b>Spring</b>	<b>Fabricate</b>	<b>Textiles</b>	<b>Van Gogh, Stolzl</b>
<b>Summer</b>	<b>Splashes of colour</b>	<b>Painting and collage</b>	<b>(Metzinger, Gaudi, Monet</b>