

Year 1 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 increasing control with a variety of drawing tools including pencils, rubbers, crayons, pastels,, felt tips, charcoal, ballpoints, chalk</p> <p>Show increasing confidence when drawing from experience, observation and imagination.</p>	<p>Demonstrate increasing control over a range of brush sizes and types.</p> <p>Be able to mix and match colours to artefacts and objects.</p> <p>Demonstrate an increase in their technical and expressive skills when painting from experience,</p>	<p>Be able to make marks in print with a variety of natural and manmade objects.(corks, pebbles etc)</p> <p>Carry out a range of printing techniques such as finger paint printing, block printing and relief block printing. Use patterned rollers and printing palettes.</p>	<p>Demonstrate increasing confidence in a number of techniques such as weaving, fabric crayons, sewing and binca.</p> <p>Show greater fluency with manipulative skills like threading, cutting, gluing and trimming.</p> <p>Begin to recognise manmade and natural</p>	<p>Show an increasing confidence in different forms of 3D work including sculpture, modelling and construction.</p> <p>Use clay in a variety of ways- rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media including papier</p>	<p>Experiment with visual elements working from imagination or stimulus such as CD ROMs, internet, photographs.</p> <p>Experiment with ICT such as in pattern making, sizing shapes, reflection. Size of brush and thickness of line.</p>

<p>Demonstrate an awareness that drawing can be used 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><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></p>	<p>observation and imagination.</p> <p>Use a variety of tools and techniques such as finger painting, sponges, scraping.</p> <p>Be able to name some different kinds of paints such as ready mixed, powder and water colours.</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>Begin to work on a variety of scales with control.</p> <p>Care correctly for painting equipment.</p> <p>Demonstrate an</p>	<p>Make simple monoprints.</p> <p>Roll printing ink over found objects.</p> <p>Show increasing control and fluency when using more than one variable e.g. 2 shapes of colour</p> <p>Build a repeating pattern.</p> <p>Begin to recognise pattern in the environment.</p> <p>Be able to discuss the work of textile workers and print makers.</p>	<p>materials.</p> <p>Make a simple pattern from regular shapes.</p> <p>Cut and shape fabric using scissors.</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>Create different textures for different purposes with a wide variety of media including magazines, tissue, and crepe paper. Fold, crumple, tear and overlap papers.</p> <p>Arrange and glue materials to a range of different backgrounds.</p>	<p>mache, Mod Roc and clay.</p> <p>Experiment with, construct and join recycled, natural and manmade materials.</p> <p>Explore shape, form and space.</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>Make reasoned choices about shape placement; manipulate shapes according to what is wanted. Use eraser, shape and fill tools.</p> <p>Record visual information using digital cameras and video.</p>
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Describe and name different textures. Rub textures. Copy textures.	awareness of how different artists have used paint.		Use a wide range of vocabulary to describe texture.		
Look at and talk about the work of other artists who have used drawing in different ways.			Talk about the work of artists who have explored and used textiles and collage.		

Possible Cross Curricular links

<p>History-drawing Victorian artefacts, old toys, seaside scenes LS Lowry</p> <p>Science- portraits, plants, animals Van Gogh Matisse Pastel work- Autumn trees Firework colour wash pictures</p> <p>Geography- observational drawings from the local area, houses, church Drawings of shells and fish</p>	<p>History-Creating shades and tones to match artefacts such as old toys and home objects</p> <p>Science- Matching tones and shades to plants, leaves (Poppies, sunflowers) Monet, O'Keefe</p> <p>Geography-cool colours for Winter, autumnal trees, shades and tones, seascapes</p>	<p>History-William Morris wallpaper designs</p> <p>Science-create a Spring relief tile and print using seeds</p> <p>Geography- leaf printing, polystyrene Winter patterns Paul Klee texture print buildings</p>	<p>History-Punch and Judy puppets, Victorian seaside ribbon plates</p> <p>Science- animal print fabrics. Create fabric camouflage pictures. Magazine collage portraits</p> <p>Geography-seaside collage using mixed media, woven seascapes</p>	<p>History- Steam train models</p> <p>Science-create wire and Mod Roc flowers Impressionist artists</p> <p>Animal masks</p> <p>Geography- model village of Maids Moreton Mermaid clay mirrors</p>	<p>Snowflakes</p> <p>NGA seascapes</p>
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<p>RE- Grandparent portraits</p> <p>DT- Fruit and vegetables. Draw lines and patterns such as kiwi, cabbage.</p> <p>Literacy- fantasy settings, trolls</p>	<p>RE- Spring /Easter images Andy Goldsworthy natural art- crosses on hill</p>	<p>RE-Christmas card design, Mothers day cards</p>	<p>RE-Parable collage</p> <p>DT- Archimboldo collage</p> <p>Literacy- finger puppets</p>	<p>RE-Christmas clay decorations Gaudi RE-Divali clay lamps</p> <p>DT- Fruit and veg monsters Bridges Lighthouses aquariums</p>	
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Exploring and Developing ideas using artists work (Ongoing through all 6 areas)

Describe in simple terms what designers, craftspeople and artists do.
 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.
 Introduce elements of art history in a cross curricular way.
 Experience a range of different artists work to understand range of techniques used.
 Use artists as a stimulus for discussion and their own work.

Year 2 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 time including single and grouped objects</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>Demonstrate an increase in their range</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 patterned rollers and printing palettes.</p>	<p>Use a variety of techniques including weaving, 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>Begin to recognise</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>Build a textured relief</p>	<p>Experiment with visual elements working from imagination or stimulus such as CD ROMs, internet, photographs.</p> <p>Experiment with ICT, creating designs which can be extended using different media such as an IT sketch</p>

<p>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><u>Experiment with pattern and shape:</u> Observe and draw shapes from observation.</p>	<p>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>Work on a variety of scales with control and begin to make</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>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>Talk about the work of artists who have</p>	<p>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>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>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>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>explored and used textiles and collage.</p>		
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Possible Cross Curricular links

<p>History-portraits of famous people William Morris wallpaper designs Firework radial patterns</p> <p>Science- observational drawings adding detail and proportion Kandinsky colour wheels Autumn leaves line drawings</p>	<p>History-textured paintings Great Fire of London Firework posters Poppies – fine brushes and water colours</p> <p>Science- Living things and their habitats Textured painting for skin, fur and feathers. Colour mixing for leaves and natural objects</p>	<p>History-polystyrene string tiles</p> <p>Science- Textured material relief prints. Firework pictures. Leaf rubbings</p>	<p>History- Great Fire of London collage Woven poppies for Remembrance Day</p> <p>Science- Tie dye- animal prints and colours Applique plants Animal mosaics Reptile skin pattern collages</p>	<p>History- Clay symbol tiles for famous people</p> <p>Science- Made animal home using Mod Roc</p>	
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<p>Geography- African necklaces Aqua pastel postcards</p> <p>RE- Grandparent portraits(Matisse) Andy Goldsworthy natural art Still life Harvest food</p> <p>DT- observational line drawings of fruit and vegetable patterns</p>	<p>Cool shades and tones Winter pictures Experimenting with powder paints</p> <p>Geography-Monet Water Lilies Paul Klee buildings</p> <p>RE- Poppies. Complete other half with correct shades and tones. Georgia O'Keefe Remembrance Day</p>	<p>Geography- Clay tiles- Ghana Geometric patterns- gowns Rubbings from school grounds</p> <p>RE-wrapping paper designs</p>	<p>Geography- African jewellery Embroidery squares</p> <p>RE-stained glass windows Nativity hall display</p>	<p>Geography- Isle of Struay 3D map/ buildings African masks/ robes Clay animals</p> <p>RE-model churches</p>	
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Exploring and Developing ideas using artists work (Ongoing through all 6 areas) See attached sheet for questioning.

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.