

Key Stage 1 - Long Term Curriculum Overview - Year A - Art

	Autumn	Spring	Summer
Theme	Grandparents/My Local Area	Castles/Hot and Cold	Famous Stoke People/Recycling
Artist	Andy Warhol	Paul Klee - 'Castle and Sun'	Phoebe Cummings
New Vocabulary Introduced/Embedded	mediums, shape, proportion, tone, sketch, shade, print, pattern, technique	gradient, realistic, observation, preference colour wheel, primary, secondary, texture	layer, texture, perspective mould, model, sculpt
	DRAWING	DRAWING	COLLAGE
	<p>Component Skills:</p> <ul style="list-style-type: none"> Accurate Representation <ul style="list-style-type: none"> - I can draw lines of different thickness. - I can use line and shapes to represent objects seen, remembered or imagined. - I can create representations of real-life objects using a range of shapes. Methods and Mediums <ul style="list-style-type: none"> - I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to investigate marks. - I can investigate tone by creating light and dark shades with a pencil. - I can explore a range of mediums and discover the range of effects when designing and making a product. <p>Composite—Final Piece: Teddy Sketch</p> <ul style="list-style-type: none"> - I know that we can use art to design things, record observations, tell stories and express thought and feelings to others. - I can share ideas about what art is and where it can be found. - I can investigate different methods of designing; including drawing and decide on methods, materials and processes. 	<p>Component Skills:</p> <ul style="list-style-type: none"> Shape and Form <ul style="list-style-type: none"> - I can create both large and small-scale observational drawings of natural or man-made objects. - I can confidently use a range of shapes within my artwork to realistically represent objects. - I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others. Tone and Texture <ul style="list-style-type: none"> - I can use graded pencils to explore shade on a gradient. - I can select a pencil based on its label (2B, 6B etc.) for a purpose. - I can experiment with creating a range of textures using a variety of different marks/lines/rubber <p>Composite—Final Piece: Castle Sketch</p> <ul style="list-style-type: none"> - I can use a range of mediums to design artwork and decide on a preference. 	<p>Component Skills:</p> <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> - I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc. - I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper) to create different effects. - I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials. - I can investigate and experiment with different materials and how they can be adapted. - I can experiment with different types of materials to design and make artwork. Techniques <ul style="list-style-type: none"> - I know what the definition of collage is. - I can experiment with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D. - I can identify how to cut shapes accurately from paper and thin card. - I can cut different kinds of line, e.g. straight, curved, jagged. <p>Composite—Final Piece: Ocean Collage</p> <ul style="list-style-type: none"> - I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.
	PRINTING	PAINTING	SCULPTURE - CLAY
	<p>Artist Study:</p> <p>I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.</p> <p>I can mimic a piece of art in the style of an artist I have studied.</p> <p>I can identify a technique or medium that an artist has used.</p> <p>Component Skills:</p> <ul style="list-style-type: none"> Pattern <ul style="list-style-type: none"> - I can mimic print from the environment (e.g. wallpapers). - I can print simple repeating patterns. Printing <ul style="list-style-type: none"> - I can find out how to print by loading an object with paint and applying it to a surface - I can print with a range of hard and soft materials. E.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc. - I understand that the purpose of printmaking is to create multiple images and patterns. - I can make mono prints by spreading paint. - I can experiment with a variety of objects to create a print, e.g. press, roll, rub, and stamp to make prints. <p>Composite—Final Piece: Collaborative Toy Print</p> <ul style="list-style-type: none"> - I can work as part of a group to create a piece of art and also create artwork independently. - I am beginning to create art individually and collaboratively, sharing ideas for design, technique and use of materials. 	<p>Artist Study:</p> <p>- I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.</p> <p>- I can use some of the studied artists to create art in the style of their works, copying techniques to reproduce the art work.</p> <p>- I can identify a technique or medium that an artist has used.</p> <p>Component Skills:</p> <ul style="list-style-type: none"> Colour Mixing <ul style="list-style-type: none"> - I can name the 3 primary colours. - I am beginning to mix primary colours to make secondary colours. - I can use white and black paint to create tones of colours (tint and shade). - I can use colours with a purpose to create realistic paintings. Texture and Application <ul style="list-style-type: none"> - I can hold a brush correctly and clean it before changing colours. - I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect. - I can create different textures with my painting tool e.g. dabbing, smoothing, washing, stippling etc. - I can name different types of paint. - I can add different materials to paint to produce different textural effects e.g. water, sand, glitter, sawdust, plaster, glue etc. - I can use a wider range of brushes with a purpose: different sizes, different types. <p>Composite—Final Piece: Paul Klee-inspired Castle Painting</p> <p>I can follow and create simple processes to make my own artwork, explaining the techniques I have used.</p>	<p>Artist Study:</p> <ul style="list-style-type: none"> - I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc. - I can use some of the studied artists to create art in the style of their works, copying techniques to reproduce the art work. - I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work - I can observe different artists and begin to identify possible inspiration behind the artist's work. <p>Component Skills:</p> <ul style="list-style-type: none"> - I can investigate different methods of designing; including drawing and decide on methods, materials and processes. - I can manipulate malleable materials in a variety of ways to achieve a desired effect. - I can manipulate and model materials accurately to represent my idea. - I can use a variety of different tools to create different textures and shapes. <p>Composite—Final Piece: Phoebe Cummings-inspired Coral Clay Model</p> <ul style="list-style-type: none"> - I can create a 3D sculpture using clay. - I can follow and create simple processes to make my own artwork, explaining the techniques I have used. - I can choose from a range of artistic processes and techniques and justify my choices.

Key Stage 1 - Long Term Curriculum Overview—Year B - Art

	Autumn	Spring	Summer
Theme	London's Burning!/Airports and Train Stations	Famous People and Events/Non-Europe Contrast – Kenya	Victorians/Seaside Study
Artist	Lieve Verschuier	David Hockney	Lorien Stern
New Vocabulary Introduced/Embedded	mediums, shape, proportion, tone, sketch, shade, gradient, realistic, observation, preference	colour wheel, primary, secondary, texture structure, support, arrange	layer, texture, perspective mould, model, sculpt
	DRAWING	PAINTING	COLLAGE
	<p>Component Skills:</p> <ul style="list-style-type: none"> Accurate Representations Shape and Form <ul style="list-style-type: none"> - I can draw lines of different thickness. I can use line and shapes to represent objects seen, remembered or imagined. - I can confidently use a range of shapes within my artwork to realistically represent objects. - I can create representations of real-life objects using a range of shapes. - I can create both large and small-scale observational drawings of natural or man-made objects. - I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others. Methods and Mediums <ul style="list-style-type: none"> - I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to investigate marks. - I can explore a range of mediums and discover the range of effects when designing and making a product. Tone and Texture <ul style="list-style-type: none"> - I can investigate tone by creating light and dark shades with a pencil. - I can use graded pencils to explore shade on a gradient. - I can select a pencil based on its label (2B, 6B etc.) for a purpose. - I can experiment with creating a range of textures using a variety of different marks/lines/rubber <p>Composite—Final Piece: Train Sketch</p> <ul style="list-style-type: none"> - I know that we can use art to design things, record observations, tell stories and express thought and feelings to others. - I can share ideas about what art is and where it can be found. - I can investigate different methods of designing; including drawing and decide on methods, materials and processes. - I can use a range of mediums to design artwork and decide on a preference. <p>Artist Study: I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it. I can identify a technique or medium that an artist has used.</p> <p>Composite—Final Piece: Vershuier-inspired 'Great Fire of London' scene I can mimic a piece of art in the style of an artist I have studied.</p>	<p>Artist Study:</p> <ul style="list-style-type: none"> - I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it. - I can use some of the studied artists to create art in the style of their works, copying techniques to reproduce the art work. - I can identify a technique or medium that an artist has used. <p>Component Skills:</p> <ul style="list-style-type: none"> Colour Mixing <ul style="list-style-type: none"> - I can name the 3 primary colours. - I am beginning to mix primary colours to make secondary colours. - I can use white and black paint to create tones of colours (tint and shade). - I can use colours with a purpose to create realistic paintings. Texture and Application <ul style="list-style-type: none"> - I can hold a brush correctly and clean it before changing colours. - I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect. - I can create different textures with my painting tool e.g. dabbing, smoothing, washing, stippling etc. - I can name different types of paint. - I can add different materials to paint to produce different textural effects e.g. water, sand, glitter, sawdust, plaster, glue etc. - I can use a wider range of brushes with a purpose: different sizes, different types. <p>Composite—Final Piece: David Hockney-inspired Painting I can follow and create simple processes to make my own artwork, explaining the techniques I have used.</p>	<p>Component Skills:</p> <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> - I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc. - I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper) to create different effects. - I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials. - I can investigate and experiment with different materials and how they can be adapted. - I can experiment with different types of materials to design and make artwork. Techniques <ul style="list-style-type: none"> - I know what the definition of collage is. - I can experiment with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D. - I can identify how to cut shapes accurately from paper and thin card. - I can cut different kinds of line, e.g. straight, curved, jagged. <p>Composite—Final Piece: Victorian Seaside Collage I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.</p>
		SCULPTURE - JUNK MODELLING	SCULPTURE - CLAY
		<p>Component Skills:</p> <ul style="list-style-type: none"> - I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching and kneading. - I can manipulate and model materials to represent my idea. - I can use my hands to create different textures and shapes. - I can explore the different effects that I can make. - I can manipulate malleable materials in a variety of ways to achieve a desired effect. - I can manipulate and model materials accurately to represent my idea. - I can use a variety of different tools to create different textures and shapes. <p>Composite—Final Piece: Collaborative Kenyan Landscape Junk Model I can work as part of a group to create a piece of art and also create artwork independently. I am beginning to create art individually and collaboratively, sharing ideas for design, technique and use of materials.</p>	<p>Artist Study:</p> <ul style="list-style-type: none"> - I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc. - I can use some of the studied artists to create art in the style of their works, copying techniques to reproduce the art work. - I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work - I can observe different artists and begin to identify possible inspiration behind the artist's work. <p>Component Skills:</p> <ul style="list-style-type: none"> - I can investigate different methods of designing; including drawing and decide on methods, materials and processes. - I can manipulate malleable materials in a variety of ways to achieve a desired effect. - I can manipulate and model materials accurately to represent my idea. - I can use a variety of different tools to create different textures and shapes. <p>Composite—Final Piece: Lorien Stern-inspired Sea Creature Clay Model I can create a 3D sculpture using clay. I can follow and create simple processes to make my own artwork, explaining the techniques I have used. I can choose from a range of artistic processes and techniques and justify my choices.</p>