




Year: 1/2 Subject: Art PoS: Painting		Topic Title: Lovely Landscapes		Term - Autumn 1	Curriculum - B 
<u>Prior Knowledge</u> Year 1 and 2 <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used 			<u>Key Vocabulary</u> Scale, artefacts, landscape, poster paint, watercolour paint, primary, secondary, shade, tint tone, texture.		<u>Outcome</u> Children to produce a landscape, inspired by the landscapes of Georgia O’Keefe.
<u>Future Learning</u> <ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, using washes and thickened paint. Select an appropriate scale for a task and choose tools that are suitable for this eg a fine brush for a small picture. Create effects and textures suited to their task. Reflect on and analyse the effects created. Colour <ul style="list-style-type: none"> Mix confidently and know which colours make secondary colours. Use more specific colour language. Mix and use tints and shades applying to their task. 			<u>Stimulus</u> Georgia O’Keefe (Artist) - show examples of work. <u>First hand experiences (enrichment)</u> Visiting artist		<u>World of Work</u> Artist Designer Teacher Graphics Software designer illustrator
<u>National Curriculum PoS</u> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use painting to develop and share their ideas, experiences and imagination Develop art and design techniques in using colour, texture, line and shape Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Key Knowledge		Possible evidence		
	<ul style="list-style-type: none"> There are three primary colours that are mixed to produce secondary shades. Paint can be mixed with other things and used to create texture in artwork. Colour can be used to communicate feelings. 		<ul style="list-style-type: none"> Use primary colours to create a variety of secondary shades in stripes and mix paint that is thick enough to cover a background colour. Add sand and flour to paint to create texture. Experiment with hot and cold colours to produce related moods 		
	Application of Key Skills		Possible evidence		
	<ul style="list-style-type: none"> Use different brush sizes, spatulas, sponges and cotton buds to apply colour. Mix and match colours to artefacts and pictures. Explore techniques e.g. textured paint, mixing on the page Work on different scales. 		<ul style="list-style-type: none"> Investigate mark making using different tools as well as a range of brush sizes. Mix colours to match and complete images using landscape pictures by Georgia O’Keefe Make watercolour paintings of the school grounds. Work on larger scale group paintings of the school grounds and views beyond using poster paint, mixing colours to create mood. 		

Year: 1/2 Subject: Art PoS: Sculpture (3D)		Topic Question/Title: What are you looking at?	Term - Spring 1	Curriculum - B	
Prior Knowledge <ul style="list-style-type: none"> Explore the textures, movement, feel and look of different media and materials Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects Use different media and materials to express their own ideas Explore colour and use for a particular purpose Select appropriate media and techniques and adapt their work where necessary Georgia O'Keefe knowledge 		Key Vocabulary Sculpture, abstract, 3 dimensional (3D), materials, join, scale, relief, texture, assemble	Outcome To produce a simple sculpture for presentation		
Future Learning <ul style="list-style-type: none"> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object 		Stimulus Show examples of work by Barbara Hepworth (Artist) First hand experiences (enrichment), Artist/sculptor coming to visit	World of Work Sculptor, artist		
National Curriculum Pos <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using texture, shape, form and space Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Key Knowledge		Possible evidence		
	<ul style="list-style-type: none"> Children recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture. They know how to recognise and describe some simple characteristics of a range of sculpture. They recognise the wide variety of materials and their characteristics. Children begin to develop and use materials and joining techniques in response to stimulus. They know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief; construct; edit; form. 		<ul style="list-style-type: none"> Look at and discuss sculpture produced by a range of sculptors including Barbara Hepworth. Explore materials and joining techniques used by artists. Explore joining techniques with card using cutting and slotting, stapling, gluing, paper clips and paper fasteners. Explore different elements and associated vocabulary by looking at the work of Barbara Hepworth and also through their own work. 		
	Application of Key Skills		Possible evidence		
	<ul style="list-style-type: none"> Children create shapes to use in their sculptures They experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes. They learn to manipulate a range of materials to create a structure and learn how to join materials in different ways. Children can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence. They can reflect on their own work, and adapt their sculpture by adding colour, texture and pattern to make it more interesting and exciting. 		<ul style="list-style-type: none"> Use ideas collected from the sculptures explored to develop own coloured and textured shape designs, arranging them in different ways before sticking them down. Apply the skills explored to their own 3D assemblage of card shapes using as many different joining techniques as possible. Design and make their own sculpture using the techniques learnt but working on a larger scale. 		

Year: 1/2 Subject: Art PoS: Printing		Topic Question/Title: Give it a rub.		Term - Summer 2	Curriculum - B 
Prior Knowledge <ul style="list-style-type: none"> Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. 			Key Vocabulary		Outcome
Future Learning <ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays 			Stimulus First hand experiences (enrichment)		World of Work
National Curriculum PoS <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Concepts (if needed)	Key Knowledge		Possible evidence		
	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. Colour Experiment with overprinting motifs and colour. Texture Make rubbings to collect textures and patterns.				
	Application of Key Skills		Possible evidence		
	Subject Specific or not applicable – change as needed or delete		Possible evidence		