

Year: 1/2		Subject: Art		Topic Title: Let your pencil do the talking		Term - Autumn 1		Curriculum - A			
Prior Knowledge - 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						Key Vocabulary Mark, lined, curve, patterned, straight, soft, hard, colour, emotion, shadow, tone, hue, lighter, darker, 2D, 3D, light source, observe, observational			Outcome Cloudscapes showing the sky in different moods		
Future Learning Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.						Stimulus The work of Bridget Riley (Artist) Abstract drawing. First hand experiences (enrichment) Visiting artist			World of Work Architect / Illustrator		
National Curriculum PoS Children should: - Use a range of materials creatively to design and make products - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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. Supporting resources for this unit can be found using the following link: https://teachers.thenational.academy/units/drawing-c92d						Key Knowledge			Possible evidence		
						The children should become familiar with drawing materials including pencils of different grades, pens, graphite sticks, charcoal and pastels. They need to recognise and name the different elements of drawing including shape, colour and tones. Through observation and practise, the children begin to understand that tone helps to create a sense of 3-D. Using the vocabulary they have developed, the children are able to recognise and describe simple characteristics of different kinds of drawing.			- Children name the media they are using and begin to appreciate how each one can be used. - In discussion, children use the vocabulary tone, shape and colour accurately to talk about their own and others’ drawings. - Look at the work of artist Bridget Riley and discuss the qualities of the marks used and how they make the viewer feel.		
						Application of Key Skills			Possible evidence		
						Children experiment with mark making using a range of different media to produce different effects. They begin to associate types of marks with different emotions. Following time to explore, children begin to use drawing materials more purposefully to achieve characteristics or qualities in their drawings. Children are able to discuss their ideas and reactions to the drawings of others.			- Children explore media with an open mind, trying out different ways of using the drawing materials provided to produce different types of marks. They reflect and begin to make simple comparisons between the marks made, asking questions such as “I wonder what will happen if ...” - Children begin to reflect on the marks they have made in discussion or responding to questions “This line is spiky and angry looking”. - Children begin to explain their choices more deliberately “I want it to be ... so ...” - Look at the work of artist Bridget Riley and discuss the qualities of the marks used and how they make the viewer feel.		

Year: 1 and 2 Subject: Art PoS: Collage	Topic Title: <i>Sticking Together</i>		Term - Spring 2 Curriculum - A 	
<u>Prior Knowledge</u> - 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 - Year A Unit 1 on drawing		<u>Key Vocabulary</u> Realistic, abstract, materials, buildings, vehicles, skyline, collage, texture, shape, colour, pattern, fabric, cut, tear, overlap	<u>Outcome</u> Collaborative Cityscape Collage	
<u>Future Learning</u> - Experiment with a range of collage techniques such as tearing, overlapping and layering - to create images and represent textures - Use collage as a means of collecting ideas and information and building a visual vocabulary - Add collage to a painted, printed or drawn background - Use a range of media to create collages - Use different techniques, colours and textures etc when designing and making pieces of work - Use collage as a means of extending work from initial		<u>Stimulus</u> The work of Matisse and David Hockney <u>First hand experiences (enrichment)</u> Practical work		<u>World of Work</u> Decorator, graphic designer
<u>National Curriculum PoS</u> Children should: - Use a range of materials creatively to design and make products - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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	
	Images can be created from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Experiments to create different texture. Scale of collage can be different Materials for different purposes e.g. colour texture. Collage can be abstract or realistic		Sketch own versions of architecture from existing images/experiences. Draw background architecture (smaller) and foreground buildings (larger) Use rubbings to produce effects for purpose ie bricks, wood	
	Application of Key Skills		Possible evidence	
	Experiments to create different texture. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Fold, crumple, tear and overlap papers. Work on different scales. Selects appropriate resources and adapts work where necessary. .		Show examples of textured painting in sketchbooks Produce examples of textured effects by using paper and other materials. Explore in sketchbooks the use of perspective and proportion. Look at ways that overlapping can produce different coloured effects.	

Year: 1 and 2 Subject: Art PoS: Textiles		Topic Title: <i>Wonderful Weavers</i>		Term - Summer 1	Curriculum - A 
Prior Knowledge - 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. - Year A Unit 1 on drawing - Year A Unit 2 on collage		Key Vocabulary Twist, plait, weave, thread, felt, texture, fabric, loom,		Outcome Wall hanging using different textile techniques	
Future Learning - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects - Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist. - Use fabrics to create 3D structures - Use different grades of threads and needles - Experiment with batik techniques - Experiment with a range of media to overlap and layer creating interesting colours and textures and effects		Stimulus Work of Sheila Hicks, textile artist First hand experiences (enrichment) Practical work Felt making		World of Work Fashion designer	
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		Application of Key Skills		Possible evidence	
		Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Colour Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. Texture Create fabrics by weaving materials i.e. grass through twigs.		Use sketchbooks to recreate examples of textiles seen in our everyday lives Select threads and fibre to create a 3D wrapped piece, selecting colour and textures to create different effects. use a selection of threads and fabric strips to produce own flat wrapped piece incorporating smooth or textured combinations. Explore techniques modelled using a range of threads including some thicker cords. Use pieces created to twist, weave and knot onto a net grid to construct a piece of textile. Children work with a partner to layout a design each. They then work together to wet felt their designs and roll together to full their fabric. Create design using a template and adding notes about the kind of things they want to add. Using a simple felt background, add decoration using techniques learnt to produce their design.	