

Year: 1/2		Subject: Art		Topic Title: Lovely Landscapes		Term - Autumn 1		Curriculum - B		
Prior Knowledge Year 1 and 2 - 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 Scale, artefacts, landscape, poster paint, watercolour paint, primary, secondary, shade, tint tone, texture.		Outcome Children to produce a landscape, inspired by the landscapes of Georgia O’Keefe.		
Future Learning - 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 - Mix confidently and know which colours make secondary colours. - Use more specific colour language. - Mix and use tints and shades applying to their task.						Stimulus Georgia O’Keefe (Artist) - show examples of work. First hand experiences (enrichment) Visiting artist		World of Work Artist Designer Teacher Graphics Software designer illustrator		
National Curriculum PoS - 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			
				- 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.			- 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			
				- 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.			- 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 - 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 - 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 ae malleable material - Use papier mache to create a simple 3D object			Stimulus Show examples of work by Barbara Hepworth (Artist) First hand experiences (enrichment),		World of Work Sculptor, artist
National Curriculum Pos - 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		
	- 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.		- 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 though their own work.		
	Application of Key Skills		Possible evidence		
- 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.		- 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: Printmaking		Topic Title: <i>Give it a rub!</i>		Term - Summer 2	Curriculum - B	
Prior Knowledge - 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			Key Vocabulary texture, pattern, rubbings, repeating pattern, monoprint, rotating pattern		Outcome Collage using printed elements	
Future Learning - Create printing blocks using a relief or impressed method - Create repeating patterns - Print with two colour overlays			Stimulus Work of artist Natascha Maksimovic First hand experiences (enrichment) Making rubbings, stamps and collagraph prints.		World of Work Surface pattern designer	
National Curriculum PoS - Use a range of materials creatively to design and make images - Use printing to develop and share their ideas, experiences and imagination - Develop printing techniques using colour, pattern and texture - Learn about the work of a range of print makers and make links to their own work.	Key Knowledge			Possible evidence		
	Printmaking is an art form in which an object with some form of pattern or texture in relief is used to make an impression. There are different types of printmaking including collagraphs and monoprints.			Look at the work of artist and printmaker Natascha Maksimovic and other printmakers. Children make their own monoprints and collographs.		
	Application of Key Skills			Possible evidence		
	Children need to experience and explore different textures and understand that a printing block must use relief to create a print. They must learn to apply ink or paint – explore ways to add paint effectively to different surfaces. Children recognise patterns in the environment and build their own repeating patterns. They understand that prints can be arranged in different ways.			Children create their own repeating patterns using monoprints and rubbings they have created. Make stamps for print making Overlap colours and shapes Design and make a printing block Make a collagraph Create a repeating pattern and make a rotated pattern. Use their prints and rubbings to make a face collage. Experiment with overprinting using different colours.		