



**Art and Design Curriculum Overview- Key Stage 1 Cycle A and Cycle B**

**Cycle A**

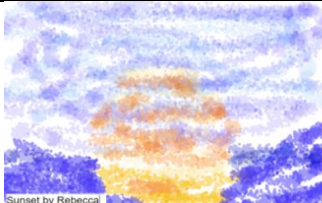
	<b>Collage</b> (mini unit)	Autumn 1- <b>All About Me</b>
<b>Summary</b>	Children draw create a representational collage of a human face/body using fruits and vegetables in the style of Giuseppe Arcimboldo.	
<b>Key Artist(s)</b>	Giuseppe Arcimboldo	
<b>Key Skills</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>○ I can sort collage materials into groups of smooth, rough, shiny etc.</li> <li>○ I can draw and cut shapes from a variety of materials.</li> <li>○ I can create collages using natural and paper-based materials.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>○ I can arrange cuttings to create a representational picture.</li> </ul>
<b>Key Knowledge</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>○ I know the difference between smooth, shiny and rough materials.</li> <li>○ I know the difference between natural and man-made materials.</li> <li>○ I know that collage is using different materials to build up and create a picture.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>○ I know that images can be used to represent something else.</li> <li>○ I know that blocks of colour can be built up by overlapping images of the same colour.</li> </ul>
<b>Key Vocabulary</b>	<i>collage, portrait, self-portrait, smooth, shiny, rough, materials, card, paper, gaps, place</i>	<i>overlap, arrange, assemble, cuttings, represent</i>




## Painting (mini unit)


Autumn 1- All About Me

<b>Summary</b>	Children observe and describe the colours used in Esther Mhlangu paintings, as a discussion point for primary and secondary colours. Children experiment with colour mixing and produce their own painting inspired by the artists (taught as part of Black History Month).	
<b>Key Artist(s)</b>	Esther Mhlangu	
<b>Key Skills</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>I can begin mix secondary colours from primary colours with adult support.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>I can mix secondary colours independently</li> <li>I can make a colour lighter or darker by mixing in white/black.</li> </ul>
<b>Key Knowledge</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>I know the names of the primary and secondary colours.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>I know I need to add white to make a colour lighter and black to make a colour darker.</li> </ul>
<b>Key Vocabulary</b>	<i>primary colours, secondary colours, mix</i>	<i>lighter, darker</i>

 <p><small>Sunset by Rebecca</small></p>	<b>Digital Art</b>	Spring 1- <b>Explorers</b>
<b>Summary</b>	Children create impressionist paintings on Purple Mash <i>(taught as part of the Computing Curriculum)</i>	
<b>Key Artist(s)</b>	N/A	
<b>Key Skills</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>○ I can use simple tools in a painting package i.e. different sized brushes.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>○ I can use the flood fill, straight line, spray and geometric shape tools to create pictures and effects purposefully</li> </ul>
<b>Key Knowledge</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>○ I know that art can be created digitally using technology.</li> <li>○ I know that artwork created digitally can be printed.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>○ I know how technology has changed over time and understand that historical pieces of art could not have been created using this technique.</li> </ul>
<b>Key Vocabulary</b>	<i>digital, computer, program, print</i>	<i>landscape, impressionism, digitalized</i>


	<b>Mixed Media- Painting, Drawing and Printing</b>	Spring 2- Explorers
<b>Summary</b>	<p><b>Painting</b> - Children discuss and compare night skyscape artists: Van Gogh, Julie Perrot. They experiment with paint application techniques (washing, splattering, pointillism) and different brush strokes to produce their own galaxy skyscape.</p> <p><b>Drawing</b>: Children draw 3D planets to add to their skyscape and practise adding shading to show dimensions and texture in the style of Julie Perrot.</p> <p><b>Printing</b>: Children explore work by Keith Haring to see how artists use printing to show movement. Children design a rocket ship and block print the shape across their skyscape to show movement.</p>	
<b>Key Artist(s)</b>	Vincent Van Gogh, Julie Perrot, Keith Haring	
<b>Key Skills</b>	<p><b>Year 1</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I can create paintings of real scenes and abstract scenes.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I can use a range of tools to add colour including wax crayons, colouring pencils, pastels and oil pastels.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>○ I can make marks in print with a variety of objects, including natural and made objects</li> <li>○ I can carry out relief printing and monoprinting.</li> <li>○ I can carve a simple design into a block print tile.</li> <li>○ I can build a repeating pattern and recognise pattern in the environment</li> </ul>	<p><b>Year 2</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I can use different painting techniques to create abstract art work e.g. splattering, dots.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I can add texture with shading and crosshatching.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>○ I can carve a detailed design into a block print tile.</li> <li>○ I can design patterns of increasing complexity and repetition</li> <li>○ I can print using a variety of materials, objects and techniques</li> </ul>
<b>Key Knowledge</b>	<p><b>Year 1</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I know how the size of a paintbrush can impact brush strokes.</li> </ul>	<p><b>Year 2</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I know that a skyscape is a painting or drawing representing the sky.</li> </ul>

	<ul style="list-style-type: none"> <li>○ I know that the direction of brushstrokes and the amount of water used can affect the final look of the painting.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I know a range of different tools can be used to draw and add colour: <b>pencil crayons, oil pastels, felt tips, wax crayons, chalk pastels, biro.</b></li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>○ I know that printing can create a repeated pattern.</li> <li>○ I know that colour fades when printing.</li> <li>○ I know of different types of printing including <b>relief printing and monoprinting.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ I know of and can describe a range of paint application techniques: sgraffito, dabbing, washing, splattering, dry brushing, pointillism.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I know that shading can be used to add texture and to make a drawing look 3D.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>○ I know printing can create a repeated or rotating pattern by using the same print multiple times.</li> <li>○ I know that rotating patterns can be used to give the impression of movement.</li> <li>○ I know that printing gives a reverse image.</li> <li>○ I know that the size and shape of an image can impact the effectiveness of the print created.</li> <li>○ I know of and can describe different types of printing including <b>relief printing and monoprinting.</b></li> </ul>
<b>Key Vocabulary</b>	<i>brush stroke, sweep, horizontal, vertical, pencil, crayon, wax crayon, pastel, oil pastel, felt tip, biro, printing, printing pad, roller, polystyrene, press, pressure, block ink paint, repeating pattern</i>	<i>application, sgraffito, dabbing, washing, splattering, dry brushing, dotting, shading, skyscape, texture, 3d, hatching, cross-hatching, smudging, monoprinting, relief printing, rotating pattern, reverse image, engrave.</i>


	<b>Mixed Media- Collage and 3D form</b>	Summer 2- <b>Oh I do like to be beside the seaside!</b>
<b>Summary</b>	<p><b>Collage</b>- Children observe a range of 3D abstract sculptures and identify the shapes they can see. Children draw what they can see and assemble the 2D shapes to construct an abstract collage that represents an abstract sculpture.</p> <p><b>3D form</b>- Children study Michelle Reader's Bellyful of Plastic before experimenting with a range of recycled and man-made materials to design and construct their own sculpture of a sea creature that represents ocean pollution.</p>	
<b>Key Artist(s)</b>	Michelle Reader	
<b>Key Skills</b>	<p><b>Year 1</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>○ I can draw and cut a range of shapes that I have observed in real life images.</li> </ul> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I can use a range of recycled, natural and man-made materials to construct an assemblage sculpture.</li> </ul>	<p><b>Year 2</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>○ I can arrange cuttings to create an abstract picture.</li> </ul> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I can use a range of recycled, natural and man-made materials to construct a realistic assemblage sculpture that resembles a design I have produced.</li> <li>○ I can think carefully about the suitability of different materials to create a realistic assemblage sculpture (i.e. shape, size)</li> </ul>
<b>Key Knowledge</b>	<p><b>Year 1</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>○ I know that there is more than one way to arrange shapes when producing a collage.</li> </ul> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I know that a sculpture is a 3D form and can be carved from wood or stone or constructed using other materials.</li> </ul>	<p><b>Year 2</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>○ I know that collage can be used to produce abstract artwork as well as realistic objects.</li> </ul> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I know that art can take many forms including architecture.</li> </ul>


	<ul style="list-style-type: none"> <li>○ I know that sculptures can be made from natural or man-made materials.</li> <li>○ I know that materials can be joined in a variety of ways.</li> <li>○ I know that an assemblage is a sculpture constructed by gathering and arranging different materials, pieces or components.</li> </ul>	<ul style="list-style-type: none"> <li>○ I know that a realistic sculpture represents a recognisable object.</li> <li>○ I know that an abstract sculpture does not resemble a recognisable object.</li> <li>○ I know that 2D designs and shapes can transform into 3D sculpture.</li> </ul>
<b>Key Vocabulary</b>	<i>model, statue, 3D, solid, self-standing, base, natural material, man-made material, join, construct, sculptor</i>	<i>3D form, assemblage, assemble, components, architecture, realistic, abstract</i>

## Cycle B

	<b>Mixed Media- Painting and Drawing</b>	Autumn 1- <b>Fire Fire!</b>
<b>Summary</b>	Children observe and describe the colours used by Wassily Kandinsky and use this as a discussion point for primary and secondary colours. Children then go on to study self-portraits by Fred Babb, discussing the emotions in the faces and how the colours reflect the emotions. Children then draw and paint their own emotional self-portraits with a focus on how brush size and brush stroke can impact the level of control. Children apply their colour mixing knowledge and skills when painting.	
<b>Key Artist(s)</b>	Wassily Kandinsky, Fred Babb	
<b>Key Skills</b>	<b>Year 1</b> <b>Drawing</b> <ul style="list-style-type: none"> <li>○ I can create self-portraits that include key features.</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>○ I can begin mix secondary colours from primary colours with adult support.</li> <li>○ I can select and use a range of brushes effectively</li> </ul>	<b>Year 2</b> <b>Drawing</b> <ul style="list-style-type: none"> <li>○ I can begin to show emotions when drawing faces.</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>○ I can mix secondary colours independently</li> <li>○ I can make a colour lighter or darker by mixing in white/black.</li> <li>○ I can demonstrate improved brush technique and control</li> </ul>
<b>Key Knowledge</b>	<b>Year 1</b> <b>Drawing</b> <ul style="list-style-type: none"> <li>○ I know that a self-portrait is a piece of artwork that resembles the artist drawing/painting it.</li> </ul>	<b>Year 2</b> <b>Drawing</b> <ul style="list-style-type: none"> <li>○ I know that it is important to regularly look at myself in a mirror/photograph when drawing a self-portrait.</li> <li>○ I know the difference between a self-portrait and a portrait.</li> </ul>
<b>Key Vocabulary</b>	<i>primary colours, secondary colours, mix, self-portrait, resemble</i>	<i>lighter, darker, portrait, emotions</i>



	<b>3D Form</b>	Autumn 2- <b>Fire Fire!</b>
<b>Summary</b>	Children create a collaborative class art piece where they each carve a ceramic tile to resemble a Tudor house. These are then joined together to form a class street.	
<b>Key Artist(s)</b>	N/A	
<b>Key Skills</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>○ I can shape play dough &amp; clay with my hands.</li> <li>○ I can use clay to produce a simple, recognizable object</li> <li>○ I can make marks in malleable materials.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>○ I can use tools to add texture and detail to clay work.</li> <li>○ I can investigate joining two pieces of clay work together.</li> <li>○ I can manipulate clay for a variety of purposes.</li> </ul>
<b>Key Knowledge</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>○ I know that a sculpture is a 3D form and can be carved from wood or stone or constructed using other materials.</li> <li>○ I know that clay can be shaped easily then dries to be hard and fragile.</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>○ I know that clay is a malleable natural material.</li> <li>○ I know that clay can be twisted, rolled and coiled to create different effects</li> <li>○ I know that clay can be carved to add details.</li> <li>○ I know that clay can be used to make practical items (i.e. pots, mugs, plates) as well as art because of its malleable nature.</li> </ul>
<b>key vocabulary</b>	<i>clay, mould, shape, sculpt, pinch, pull, press, twist, roll, construct</i>	<i>malleable, carve, details, natural material, coil</i>

	<b>Mixed Media- Digital Art and Drawing</b>	<b>Spring 2- Nature Art</b>
<b>Summary</b>	<p><b>Digital art-</b> Children explore using digital photography to capture close ups of plants found in the wild area. Children compare and take inspiration from the works of Ansel Adams, Frans Lanting and Rathika Ramasamy</p> <p><b>Drawing-</b> Children take inspiration from the close-up work of Georgia O'Keefe to produce observational drawings and mirror drawings of plants found in the wild area using pencil crayons and water colour pencils to add colour.</p>	
<b>Key Artist(s)</b>	Ansel Adams, Frans Lanting, Rathika Ramasamy, Georgia O'Keefe	
<b>Key Skills</b>	<p><b>Year 1</b></p> <p><b>Digital Art</b></p> <ul style="list-style-type: none"> <li>○ I can investigate digital photography using cameras and iPads.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I can draw what I can see to produce a recognisable observational drawing.</li> </ul>	<p><b>Year 2</b></p> <p><b>Digital Art</b></p> <ul style="list-style-type: none"> <li>○ I can use digital photography software independently to capture, view and print images</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I can demonstrate increased control and detail with observational drawing.</li> </ul>
<b>Key Knowledge</b>	<p><b>Year 1</b></p> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>○ I know that photographs can be taken using cameras, iPads and webcams.</li> <li>○ I know that artists who take photographs are called photographers</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I know that observational drawing means drawing what you see.</li> </ul>	<p><b>Year 2</b></p> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>○ I know that cameras have changed over time and can explain why photography is a relatively new strand of art.</li> <li>○ I know that most cameras have a flash to add light when taking a photo in a dark setting.</li> <li>○ I know the difference between a landscape photograph and a portrait photograph when referring to the tilt of the camera.</li> </ul>

	<ul style="list-style-type: none"> <li>○ I know that observational drawings were one of the only ways of capturing how something looked before cameras were invented.</li> <li>○ I know that to improve my drawing I need to practise and learn from my mistakes.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>○ I know that marks, lines and patterns can be added to drawings for effect (i.e. shading, texture).</li> </ul>
<b>Key Vocabulary</b>	<i>camera, iPad, webcam, photograph, photographer, sketch, observational drawing</i>	<i>flash, landscape, portrait, mirror drawings, texture, shading</i>

## Ongoing skills: Knowledge, Creativity and Reflection

	<b>Design and Idea Generation</b>	<b>Artists and Designers</b>	<b>Reflecting</b>	<b>Sketchbooks</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>○ I can recognise that ideas can be expressed in art work</li> <li>○ I can experiment with an open mind (for instance, I can enthusiastically try out and use all materials that is presented to me)</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>○ I can use artists' work as the initial stimulus for my own artwork.</li> <li>○ I can talk about the work of others</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>○ I know the name of the artist being studied.</li> <li>○ I know the time period in which they lived.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can discuss what I like about my own work</li> <li>○ I can discuss what I like about someone else's work.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can use my sketch book to practise techniques being taught.</li> <li>○ I can demonstrate improvement through a series of sketches.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ I can try out different activities and make sensible choices about what to do next.</li> <li>○ I can use drawing to record ideas and experiences.</li> <li>○ I can deliberately choose to use particular techniques for a given purpose.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>○ I can use artists' work as the initial stimulus for my own artwork.</li> <li>○ I can discuss the similarities and differences between artists' work and formulate an opinion about my preference.</li> <li>○ I can identify the subject of an artist's work.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>○ I know the name of the artist being studied.</li> <li>○ I know the time period in which they lived.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can talk about my favourite part of my work and explain why.</li> <li>○ I can ask and answer questions about the starting point of my work.</li> <li>○ I can compare my work to someone else's, identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can show progression of ideas through photographs and sketches</li> <li>○ I can annotate ideas in sketch books and show how work has developed</li> </ul>

*These skills should be taught, developed and applied as part of every Art and Design unit.*