

INTENT

Art and Design Curriculum Year B: Planning, Progress and Long-Term Knowledge Growth

YEAR 1/2	Substantive Art and Design content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider art and design curriculum journey	Basic disciplinary training in art and design
<p>Autumn Term</p> <p>Print making – (press printing, natural print making – bishy boshy art)</p> <p>Artist: Alois Auer (nature printer)</p>	<p>Understand that the purpose of printmaking is to create multiple images and patterns.</p> <p>Look at and talk about the work of different artists (Alois Auer) who use printmaking techniques.</p> <p>Recognise print around them eg in wallpaper, wrapping paper and book illustrations.</p> <p>Explore printing simple pictures, textures and repeated patterns with a range of hard and soft materials e.g. cork, sponge (bishy boshy)</p> <p>Make monoprints by spreading paint on a surface, drawing patterns in the paint and pressing paper onto the surface to take a print. (<i>forest school – using natural materials or puddles & paint, table painting</i>)</p> <p>Take rubbings from textured surfaces. (<i>leaf rubbings, bark rubbings – forest school</i>)</p>	<p>This is taught alongside our science work on living things, seasonal weather and history time lines. Pupils will be confident in their knowledge of what print is, through studying an artist and exploring with print making technique.</p> <p>This will deepen their knowledge of the key concepts of print making. Pupils will be secure in key vocabulary including: print, rubbing, smudge, image, reverse, shapes, surface, decoration, cloth.</p>	<p>Building on prior learning of repeating patterns and symmetrical patterns in EYFS, this unit extends pupils knowledge of simple print making. This will support later print making techniques in LKS2 using 'press-print' and UKS2 using fabric printing for a purpose.</p> <p>This unit links to our eco school topics of school grounds and biodiversity.</p>	<p>Design techniques in colour, pattern, texture, line, shape, form and space.</p> <p>Design and make a product.</p> <p>Sharing ideas and experiences and imagination.</p>
<p>Spring Term</p> <p>Drawing and sketching – portraits linked to Duke of Wellington and then Mexico</p>	<p>Understand that drawings are made using lines to create shapes and patterns.</p> <p>Learn how to use a wide range of materials including pencils, charcoal, crayons, pastels and felt tip pens, mixing and layering them when appropriate, recording in their art sketchbooks.</p> <p>Draw for an increasing period of time, from imagination, observation and memory – to design, record observations, tell stories and express thoughts and feelings.</p> <p>Draw from the human figure – our yearly self-portrait in the style of an artist.</p> <p>Look at and talk about the work of the artist Frida Kahlo to explore self-portraits.</p>	<p>This is taught alongside our History and Geography work through a local study and our comparative Geography study with Mexico including exploring self-portraits in the style of Frida Kahlo. Pupils will be developing their confidence in their knowledge of working with a wide range of materials to mark make as well as their use of sketchbooks to draw as preparation for other art work.</p> <p>This will develop their knowledge of the key concept of drawing and sketching. Pupils will be secure in key vocabulary including: thick, thin, broad, narrow, fine pattern, line, shape, detail</p>	<p>Building on prior learning of drawing and sketching in EYFS, this unit extends pupils knowledge of observational drawing and experimenting with a variety of drawing tools. This work will introduce techniques that will be developed further in the summer topic of plants in KS1. This will support later drawing and sketching techniques in LKS2 using tone, texture and surface detail and UKS2 using three dimension and perspective drawing.</p>	<p>Design techniques in colour, pattern, texture, line, shape, form and space.</p> <p>Design and make a product.</p> <p>Sharing ideas and experiences and imagination.</p>

Artist: Frida Kahlo	Produce a portrait of The Duke of Wellington in the style of Frida Kahlo		This unit links to our eco school topics of school grounds and global citizenship .	
Summer Term Collage – Great fire of London Drawing and Sketching – plants 2D colour – linked to plants and artist Artist: Georgia O’Keefe	Further develop our understanding of using lines to create shapes and patterns .	The drawing, sketching and 2D colour elements of this term’s work will be taught alongside our science work on plants.	Building on prior learning of drawing, sketching and 2D colour in EYFS, this unit extends pupils knowledge of observational drawing and using a range of paints and tools. This work will further embed techniques taught in the spring term of KS1. This will support later drawing, sketching and painting techniques in LKS2 using different effects and textures and UKS2 using appropriate paint, paper and implements to adapt and extend their work.	Design techniques in colour, pattern, texture, line, shape, form and space.
	Begin to add further detail to drawings, including using ‘ dark ’ and ‘ light ’ tones, and to fill the page.	The collage element of this term’s work will be taught alongside our History work on The Great Fire of London.	Our work on collage builds on the prior learning of the artist Matisse in EYFS.	Design and make a product.
	Apply knowledge of a wide range of materials including pencils, charcoal, crayons, pastels and felt tip pens, mixing and layering them when appropriate to produce observational work.	Through our drawing, sketching and 2D colour work, pupils will be confident in their knowledge of working with a wide range of materials to mark make as well as their use of sketchbooks to draw and paint as preparation for other art work.	This will support later collage techniques in LKS2 and UKS2 using collage to add colour and decoration to a three dimensional object.	Sharing ideas and experiences and imagination.
	Draw for an increasing period of time, from imagination, observation and memory – to design, record observations, tell stories and express thoughts and feelings. <i>(Austin’s butterfly to improve work)</i>	This will deepen their knowledge of the key concept of drawing, sketching and painting. Pupils will be secure in key vocabulary including:	This will support later collage techniques in LKS2 and UKS2 using collage to add colour and decoration to a three dimensional object.	
	Look at and talk about the work of the artist Georgia O’Keefe and the way she has painted and use this to develop their own work.	thick, thin, light, dark, shading, broad, narrow, fine pattern ,line, shape, detail light, dark, shade, colour wash	This unit links to our eco school topics of school grounds, global citizenship, waste and litter .	
	Explore different types of paint – eg water colours, ready mixed and the types of effects they can create eg colour washes .	Through our collage work, pupils will be confident in their knowledge of what collage entails and be able to apply this to produce a piece of art work.		
	Use a variety of tools and techniques including the use of different brush sizes and types.	Pupils will be secure in key vocabulary including: cutting shapes sticking texture rough soft crunch smooth hard delicate overlap bumpy		
	Work collaboratively or independently on large and small scales with increasing control and refinement to produce art work in the style of Georgia O’Keefe			
	Recognise examples of collage in book illustrations and / or art works Look at and talk about the work of artists who use different kinds of collage techniques.			
	Develop our collage skills by cutting shapes and lines accurately from paper and thin card and covering all the background paper.			
Make collage pictures for particular purposes by cutting, tearing and layering paper to create different effects, arranging and gluing materials to different backgrounds.				