

**INTENT**

**Art and Design Curriculum Year A: 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><b>Autumn Term</b></p> <p>Textiles - finger / sock puppets</p> <p>2D colour – linked to animals</p> <p>Artist: Edward TingaTinga</p>	Look at and talk about the work of artists who use different textile techniques.	<p>This is taught alongside our science work on humans and animals and history work on changes in living memory (toys). Pupils will be confident in their knowledge of what weaving and simple sewing is and in applying simple sewing techniques to make a product. Pupils will be secure in key vocabulary including: <b>fabric colour pattern shape texture sew weave collage appliqué layers combine opinion fur silk tweed satin net</b></p> <p>Through our 2D colour work, pupils will be confident in their knowledge of paint and the use of a variety of tools and paint techniques as preparation for other art work. This will deepen their knowledge of the key concept of painting. Pupils will be secure in key vocabulary including: <b>light, dark, shade</b></p>	<p>The unit on textiles will build on prior learning in the EYFS of large scale weaving, this unit will introduce basic needle and thread work. This will support later textiles techniques in LKS2 when children will learn to add decoration through stitching and sewing on beads and buttons and further work in UKS2 developing embroidery skills to design and make functional and decorative objects. This unit links to our eco school topics of <b>waste</b>.</p> <p>The unit on 2D colour will build on prior learning of 2D colour in EYFS and will extend pupils knowledge of the work on specific artists. This work will support later in LKS2 and UKS2 on working confidently with a variety of tools and techniques on a range of scales. This links to our eco schools topic of <b>global citizenships</b>.</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>
	Make weavings eg with fabric on a card loom or using strips of paper, making choices about colours and textures.			
	Learn to cut textile materials such as fabric, thread and wool into the shapes / lengths they want, helping each other by holding materials taut			
	Learn how to use a needle and thread to sew one piece of material to another.			
	Design and make a puppet using our sewing skills (finger / hand / sock puppet).			
	Look at the way artist Edward TingaTinga painted and use this to develop their own work.			
	Explore different types of paint – eg water colours, ready mixed and the types of effects they can create			
	Use a variety of tools and techniques including the use of different brush sizes and types.			
Work collaboratively or independently on large and small scales with increasing control and refinement to produce art work in the style of Edward TingaTinga.				
<p><b>Spring Term</b></p> <p>Drawing / Sketching – linked to</p>	Understand that drawings are made using <b>lines</b> to create <b>shapes and patterns</b> .	<p>Through our drawing and sketching work, pupils will develop 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>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 also continue the children's learning in regards to self-</p>	<p>Design techniques in colour, pattern, texture, line, shape, form and space.</p>
	Learn how to use a wide range of materials including pencils, charcoal, crayons, pastels and felt tip pens, mixing			

<p>Mary Anning</p> <p>3D art – Clay (fossils)</p> <p>Artist: Renoir</p>	and layering them when appropriate, recording in their art sketchbooks.	<p>This will deepen their knowledge of the key concept of drawing and sketching. Pupils will be secure in key vocabulary including: <b>thick, thin, light, dark, shading, broad, narrow, fine pattern ,line, shape, detail light, dark, shade</b></p> <p>This is taught alongside our history work on a significant individuals (Mary Anning) Pupils will be confident in their knowledge of how to manipulate malleable materials using a variety of tools to make a piece of 3D art. Pupils will be secure in key vocabulary including: <b>sculpture model statue stone metal curve form clay texture</b></p>	<p>portraits. It 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>The unit on 3D art will build on prior learning in the EYFS of manipulating malleable materials. This will support later 3D art work in LKS2 when they learn to make vessels from clay by rolling and joining coils of clay and in UKS2 on combining different techniques including coiling, slab work, pinching, moulding and joining and by adding texture, decoration and colour. This links to our eco schools topic of <b>biodiversity</b>.</p>	<p>Design and make a product. Sharing ideas and experiences and imagination.</p>
	Begin to add further detail to drawings, including using ‘dark’ and ‘light’ tones, and to fill the page.			
	Draw for an increasing period of time, from imagination, observation and memory – to design, record observations, tell stories and express thoughts and feelings.			
	Draw from the human figure – our yearly self- portrait in the style of an artist.			
	Look at and talk about the work of the artist Renoir to explore self-portraits.			
	Produce a portrait of Mary Anning in the style of Renoir.			
	Look and talk about the work of different artists making sculpture and 3D craft objects.			
	Understand the difference between 2D and 3D, and that a ‘sculpture’ is a 3D artwork that can be seen from different sides.			
	Use a variety of objects and tools to make patterns and textures in clay.			
	Manipulate clay and other malleable materials to create models, thumb pots and simple coil pots. (Mothers day gift)			
Design and make a fossil using our modelling skills (linked to Mary Anning work)				
<p><b>Summer Term</b></p> <p>3D art – Michael Recycle / castles – junk modelling</p>	<p>Look at the way artist Paul Klee painted and use this to develop their own work.</p> <p>Explore different types of paint – eg water colours, ready mixed and the types of effects they can create</p> <p>(Year 1) Know how to mix basic <b>secondary colours</b> with <b>primary colours</b>. (Year 2) Mix <b>light and dark shades</b> by adding black or white paint.</p>	<p>This 3D art and 2D colour units are taught alongside our history work on Castles, our geography work on human and physical features and our DT work on structures. It will further embed our eco schools work on litter and waste. This will deepen their knowledge of 3D art, sculpture and design and construction skills to make a product.</p>	<p>The unit on 3D art will build on prior learning in the EYFS of junk modelling and developing their joining skills. This unit will support later 3D art work in LKS2 on 3D constructions by joining materials in different ways and in UKS2 on making three dimensional objects using different joining techniques.</p>	<p>Design techniques in colour, pattern, texture, line, shape, form and space. Design and make a product. Sharing ideas and experiences and imagination.</p>

<p>2D colour - Castles</p> <p>Artist: Paul Klee</p>	Use a variety of tools and techniques including the use of different brush sizes and types.	<p>Through the 3D art unit the pupils will be secure in key vocabulary including: <b>sculpture assemble construct model fold bend attach statue stone metal curve form.</b></p> <p>Through the 2D colour unit the pupils will be secure in key vocabulary including: <b>names of basic primary and secondary colours light, dark, shade colour wash</b></p>	<p>This links to our eco schools topic of <b>litter</b> and <b>waste.</b></p> <p>The unit on 2D colour will build on prior learning of 2D colour in EYFS and will extend pupils knowledge of the work on specific artists. This work will support later in LKS2 and UKS2 on working confidently with a variety of tools and techniques on a range of scales.</p>
	Work collaboratively or independently on large and small scales with increasing control and refinement to produce art work in the style of Paul Klee.		
	Look and talk about the work of different artists making sculpture and 3D craft objects.		
	Understand the difference between 2D and 3D, and that a 'sculpture' is a 3D art-work that can be seen from different sides.		
	Talk about form, texture and pattern and colour in 3D art works and artefacts.		
	Construct objects using junk and natural materials and / or simple papier mache.		
	Design and apply construction skills to produce a 3D structure linked to our work on castles.		