








Art and Design Overview KS1

	Year 1			Year 2			
NC	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 						
Theme Link	English: Lost and Found	History: Great Fire of London	Geography: My Local area	Geography: Seasons and Weather patterns	Science: Use of everyday materials Geography: Contrasting Japan and Leyland	History: Monarchs	
Artists	Tracey Emin: Roman Standard Sculpture Local Artist - Liverpool	Lieve Verschuier Painting/Sketching/Digital media Global artists - Dutch	Claude Monet Painting/Outdoor Art Classic artists - Landscape	Andy Goldsworthy Collage/Sculpture/ Outdoor Art Local Artists - Lancashire	Yayoi Kusama Printing Women in Art	Gunta Stölzl Textiles/Painting Diverse Artists - Germany	
Outcome	Bird sculpture 	Great fire of London scenes 	Painting of a local area 	Outdoor sculpture  	A Polka dot landscape 	Design and create a class tapestry 	
Further artists	Picasso Owls Dame Elisabeth Frink Alexander Calder	L.S Lowry Museum Of London collection	Van Gogh Graham Sutherland Anna Katrina Zink Eisen	Yoko Ono Yorkshire sculpture park Anthony Gormley Marjan Wouda	George Seurat Barbara Takenaga Rachel Perry	Alice Kettle (Y4 unit) Hannah Rae William Morris	
Sequencing	<ul style="list-style-type: none"> In EYFS children will be familiar with mark making and attempting early drawings. They will also have experienced using felt tipped pens, wax and pencil crayons, chalks and pastels. They have been given freedom to explore different pencils without formality In EYFS, children will have had opportunities of experimenting with a range of media. They will be familiar with creating models and joining different objects to make a sculpture (model) They will have explored using IT packages at home on iPads as well as in EYFS settings In EYFS children will have talked about famous artists' work and started the process of formal appraisal Children will have explored the use of paint with different brushes or sponges 			<ul style="list-style-type: none"> Children have investigated the use of sticks in watery mud, etc. Children have experienced a range of patterns in their play such as repeating patterns and growing patterns In year 1 children will have explored using natural materials to build and make marks They will have further explored patterns and shapes in nature They will have knowledge of how to join and mark clay 		<ul style="list-style-type: none"> In EYFS, children have experienced the use of fingers, hands and feet to print In Year 1 children have formally and informally practised mixing paint. They know the names of primary and secondary colours and can explain which colours mix together to give colours such as orange and purple. Pupils should be able to use thick and thin brushes, rollers and sponges and know the effect they create. They will have had experience of observing something before attempting to draw or paint it. 	<ul style="list-style-type: none"> In Year 1 children will have drawn pictures with pencils using different thickness in lines. Their pictures will begin to show detail of the subject they are drawing. They will have attempted to show how people feel in their images.
Key question	Do we need to use a paintbrush to create?	Do pictures need to look realistic?	What's outside our window?	Why is our world a place of wonder?	Are polka dots art?	How do tapestries tell stories?	

Enquiry	Where are Tracy Emin's sculptures? What marks can I make with my pencil? What patterns are on a feather? What shapes make up a bird? How do I join clay? What do I like about my sculpture? Optional questions: What other things did Tracy Emin draw?	Why did Verschuier paint the great fire of London? What are hot and cold colours? What did London buildings look like? What colour is fire? Can I draw with a computer? Would my picture look good in a history museum?	Why did Monet paint water? What is a viewfinder? What colours can we see? How do I make water colours darker? Can we make paint from natural materials? What's outside our window?	What shapes and patterns does Andy Goldsworthy use? Can I use sticks to make circles and spirals? What can I find to build a picture with? Are mud and the clay the same? Can I use reflection in my art? Is the outdoors a good canvas?	What shapes does Yayoi Kusama use? What is a repeating pattern? What makes materials good to print with? How can I layer dots to make a landscape? Are women good artists?	What shapes, patterns and colours does Gunta Stoltz use? How does the Bayeux tapestry tell a story? How do we colour fabrics? Can I weave materials? How can I make my people look real? What story does our tapestry tell?
Core Vocabulary	Pencil, Graphite, Pen, Chalk, soft pastel, Wax, Charcoal, Dots, Circles, Hatches, Cross hatches, Dashes, Lines, drawing, Primary Colours, Secondary colours, Materials, Watercolour, Print making, Plasticine, Pattern, Shape, Texture, 2d / 3d, Sculpture, Modelling Clay, Scissors, Drawing media, Drawing from memory and imagination, Figurative, Still life, Landscape, Collage, Mono printing, Simple shapes, Construct, Architect, Digital media (film and still photos), Record Model, Sketchbook, Drawing exercise.					
Specific Theme Vocabulary	Patterns, shapes, model, rolling, 2d and 3d form, join	Hot and cold colour, golden age, primary colour, secondary colour, light, dark, tone, scale, fill, filter	Viewfinder, watercolours, landscape, impressionist, primary colour, secondary colour, light, dark, tone, scale	Circle, spiral, reflection, environmentalist, media, layer, texture, scale	hard, soft, roller, mono printing, contemporary, polka dots, repeating pattern, printing block, rubbing	Weaving, tapestry, fabric, thread, knotting, fraying, fringing, pulling, twisting, plaiting
Substantive Knowledge	<ul style="list-style-type: none"> Tracey Emin is a Liverpool based artist. She created the "Roman Standard" based on the Liverpool Liver bird. She creates sculptures and artwork out of lots of different types of materials. We can squish, roll and shape clay to make 2D and 2D shapes. My pencil can make different thicknesses of lines. I can draw with different things like charcoal, or pens. We can build drawings by combining 2D shapes. 	<ul style="list-style-type: none"> Lieve was a dutch artist who focussed on landscapes. He was a golden age artist and was born in 1627 (Rotterdam, Amsterdam.) The golden age was in the 1700s and the Netherlands experienced a glorious era of artistic achievement A primary colour cannot be mixed from another colour A secondary colour is mixed from two adjacent colours on the colour wheel. I understand that a range of colour mix combinations such as blue and yellow make green Artists sometimes use an art programme, to make artwork – this is called digital art. 	<ul style="list-style-type: none"> Claude Monet (November 14, 1840 – December 5, 1926) was a French impressionist painter He used dots, lines and brush strokes to build landscapes – mostly including water. Impressionism is movement characterized by relatively small, thin, yet visible brush strokes. Landscape is all the visible features of an area of land. I can use different brush sizes to make my lines thicker or thinner I can use a viewfinder as a tool that enables me to frame or crop a particular scene to arrange my composition 	<ul style="list-style-type: none"> Andy Goldsworthy (26th July 1956) is a English sculptor, photographer and environmentalist. Andy Goldsworthy was born in Cheshire. Andy Goldsworthy creates site-specific sculptures using natural materials and the passage of time. I can rub a crayon to create a texture. 	<ul style="list-style-type: none"> Yayoi Kusama (22nd March 1929) is a Japanese contemporary artist. Contemporary art is used to refer to art of the present day and of the relatively recent past She is known for her extensive use of polka dots and infinity mirror rooms. She is an artist who worked to promote women's rights in art 	<ul style="list-style-type: none"> Gunta Stölzl (5th March 1897 – 22nd April 1938) was a German textile artist She was fundamental in developing the Bauhaus school's weaving workshop. During the years 1987-1967 Gunta left her hand-weaving business and devoted herself to tapestry and weaving her own design.
Analysing and exploring Art						
Exploring and Developing Ideas	<ul style="list-style-type: none"> Record and explore ideas from first-hand observations, experience, and imagination. Ask and answer questions about their work. Explore and develop ideas, experiment with materials and styles, and change their minds. Use sketchbooks to explore, plan, develop and store ideas and information. 					
Evaluating and Developing Work	<ul style="list-style-type: none"> Use sketchbooks to analyse and evaluate my work and how I can develop it further. Review what they and others have done, saying what they think and feel about it. Identify what they may change or improve about their work. Identify how they will develop future work. 					
Artists, designers and sculptures	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Use sketchbooks to collect knowledge about different artists and art forms 					
Disciplinary Practice						
Drawing Experimenting with media	Experiment with a variety of media. Focus: Pencil/chalk/ink	Experiment with a variety of media Focus: pastels/charcoal	Experiment with a variety of media Focus: pencils/crayons/ink	Experiment with a variety of media Focus: Pencil/ink/charcoal/crayon	Experiment with a variety of media Focus: crayons/pastels	Experiment with a variety of media Focus: chalk/fabrics

Painting	Lines and marks	<ul style="list-style-type: none"> Control types of marks made. 	<ul style="list-style-type: none"> use line to represent the texture of different parts of the building 	<ul style="list-style-type: none"> Explore tone using different grades of pencil, experiment and investigate use line to represent the texture of different parts of landscape 			
	Shape, space and form	<ul style="list-style-type: none"> Observe and represent shapes in birds accurately Position the features of animals as a whole and discuss choices made. 		develop an awareness of the spaces between shapes			add light and dark through shading and cross hatching Consider the unused space within a picture. record shapes accurately taking account of their relationship to one another
	Tone and colour		Consider the use of colour for effect – warm and hot colours	Show different tones using coloured pencils	select from a limited palette to create mood and feeling	Use contrasting colours together for impact – draw on previous knowledge and apply in own work.	
	Pattern and texture		Consider the effect of the juxtaposition of hot colours and black in a random arrangement	Investigation of pattern and symmetry within the architecture of a building	make rubbings to create textures and patterns	explore and create repeating patterns, where placement is controlled and not random	
Painting	Tone and colour		<p>Know how to make secondary colours from primary colours</p> <p>Know how to make a colour lighter or darker by adding white/black.</p> <p>use colour and painting skills to apply surface techniques to create or suggest a time.</p>	<ul style="list-style-type: none"> use colour and painting skills to apply surface techniques to create or suggest a place. Mix and Match colours. Identify primary and secondary colours by name. Mix primary shades and tones. Know how to make secondary colours from primary colours 		select from a limited palette to create mood and feeling	select from a limited palette to create mood and feeling
	Tools and technique			<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes. Work on different scales Experiment with tools and techniques 			Apply colour with printing, dipping, fabric crayons.
Printing						<ul style="list-style-type: none"> Print with a range of hard and soft materials (corks, pen barrels, sponge) Make simple marks on rollers and printing palettes. Take simple prints (mono printing) Roll printing ink over found objects to create patterns (plastic mesh, leaves, materials) Build and recognise repeating patterns. Create simple printing blocks. Replicate patterns from the natural environment 	
Digital media		<ul style="list-style-type: none"> Explore ideas using digital media. Use a simple graphics package to create images and effects. Change size of lines and brushes. Use shape, eraser and fill tools. Use simple filters to manipulate images Use the erase tool to investigate the impact of areas with an absence of colour 					

Textiles						<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape • Change and modify threads and fabrics, knotting, fraying, fringing, pulling, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or simple stitches. • Apply decoration using beads, buttons, feathers etc. • Texture – Create fabrics by weaving materials
Sculpture	Shape and form	<ul style="list-style-type: none"> • Use simple 2-D shapes to create a 3-D form. • Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting 			<ul style="list-style-type: none"> • Form - experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form. 	
	Tools and techniques	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media (clay, playdoh, salt dough) • Understand the safety and basic care of materials and tools. 			<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools. 	
Collage					<ul style="list-style-type: none"> • consider how the space between, above and below collaged areas contributes to the overall effect of the piece • Create images from a variety of media • Arrange materials on different backgrounds. • Sort and group materials for different purposes e.g. colour, texture • Work on different scales • Colour - collect, sort, name match colours appropriate for an image • Shape - create and arrange shapes appropriately • Texture – create, select and use textured materials for an image 	