Year 2 - Art – Painting Autumn Term B

Topic:
Exploring our World

National Curriculum Link:
Subject- Painting
KS1 Art

Artist Study:
David Hockney
Piet Mondrian
Paul Klee





Prior Learning:

- Introduction to colour mixing, primary colours, shades and tones
- Paints and their properties

Key Essential Skills and knowledge

Generic

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work

Specific

- Know the specific artists work and the period of time they were creating work
- Understand how to add texture
- Begin to understand scale

Topic Vocabulary:
Secondary colour, light, dark, thick, thin, tone, warm, cold shade e.g different shades of red, green, blue, yellow bright, colour wash.

Sequence:

- Engage with the artist
- Explore their work and their techniques
- Respond to the artists work in your own way

Thinking Deeper:
How does abstract art evoke different feelings and emotions?

Media/tools:
Paper, scissors, painted patterns, cartridge paper, washing paintbrushes, painting palettes

Links:

Subject Specific links – English- annotations and reflections
Enrichment/ Independence – Children to explore the medium independently
Personal development – Children are given regular opportunities to make their own decisions and choices in their projects.
SMSC – Identify and express feelings in different ways. Use a broadening vocabulary to express both good and not so good feelings.
Cultural Capital – Recognise, talk about and describe the work of artists from different cultures and times. Begin to show an understanding of the work of artists and make comparisons.

Careers – Commercial artist– artists produce pieces when commissioned. Painting can be a career prospect. **British Values** – Freedom of expression and Mutual respect for others artistic endeavours. **Equality** – To have access to new techniques, adaptions can be made. **Community** –**Outdoor learning** – Outdoor painting of the Yorkshire wolds/Dales linked with David Hockney

Year 3 & 4 - Art – Painting	Autumn Term B
Topic: Exploring our World	
National Curriculum Link:	

Subject- Painting
KS2 Art

Artist Study:
David Hockney
Piet Mondrian
Paul Klee





Prior Learning:

- Introduction to colour mixing, primary colours, shades and tones
- Paints and their properties

Key Essential Skills and knowledge:

Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Begin to adapt work according to views and describe how they might develop it further
- Begin to annotate work in sketchbook

Specific

- Know the specific artists work and the period of time they were creating work
- Understand tint and shade
- Understand what scale is and how to use it properly

Topic Vocabulary:
Secondary colour, light, dark, thick, thin, tone, warm, cold shade e.g different shades of red, green, blue, yellow bright, colour wash.

Sequence:

- **Sequence:**
- Engage with the artist
- Explore their work and their techniques
- Respond to the artist's work in your own way

Thinking Deeper:
How does abstract art evoke different feelings and emotions?

Media/tools:
Paper, scissors, painted patterns, cartridge paper, washing paintbrushes, painting palettes

Links:
Subject Specific links – English- annotations and reflections
Enrichment/ Independence – Children to explore the medium independently
Personal development – Children are given regular opportunities to make their own decisions and choices in their projects.
SMSC – Identify and express feelings in different ways. Use a broadening vocabulary to express both good and not so good feelings.

Cultural Capital – Recognise, talk about and describe the work of artists from different cultures and times. Begin to show an understanding of the work of artists and make comparisons.
Careers – Commercial artist– artists produce pieces when commissioned. Painting can be a career prospect.
British Values – Freedom of expression and Mutual respect for others artistic endeavours.
Equality – To have access to new techniques, adaptions can be made.
Community –**Outdoor learning** – Outdoor painting of the Yorkshire wolds/Dales linked with David Hockney

Year 2 - Art – Textiles	Spring Term B
Topic: The Romans	
National Curriculum Link: Subject- Textiles KS1 Art	

Artist Study:
Michelangelo- links to Rome/Italy
Sheila Hicks- Textile artist
Xenobia Bailey- links to Roman pattens and textiles





Prior Learning:

- Introduction to fabrics, threads, cutting and shaping and simple decoration
- Introduction to dyes and applying colour with printing

Key Essential Skills and knowledge:

Generic

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work

Specific

- Know the specific artist's work and the period of time they were creating work
- Weave techniques
- How to decorate work

Topic Vocabulary:
Fabrics, colour, pattern, shape, texture, sew, needle, yarn fabric, textiles, sewing, needle, eye of the needle, loom, weave

Sequence:

- Engage with the artist
- Explore their work and their techniques
- Respond to the artist's work in your own way

Thinking Deeper:
Where could this technique be used in the wider world?

Media/tools:
Glue stick, scissors, fabrics, fabric glue, needle, threads, loom, weaving yarn

Links:
Subject Specific links –
Enrichment/ Independence – English- annotations and reflections
Personal development – Creativity. Support mindfulness through concentration and application of skill during sewing and weaving lessons.
SMSC – Ability to enquire and communicate ideas, meanings and feelings. Investigate visual, tactile and other sensory qualities of their own and others work. To work independently and collaboratively to develop public and community artworks that express relationships.

Cultural Capital – Recognise a variety of textiles in different times and cultures. Identify methods used in the production of textiles. Consider and express opinions about the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts. **Careers** – Inspiring artists – where is textiles used? Fabric designers. What job roles require an element of textiles? **British Values** – Mutual Respect and freedom of expression. **Equality** – To have access to new techniques, adaptions can be made. Mix of genders to focus on their different artist flares. **Community** –**Outdoor learning** – Creating an outdoor weave or Textile installation

Year 3 & 4 - Art – Textiles	Spring Term B
Topic: The Romans	
National Curriculum Link: Subject- Textiles KS2 Art	

Artist Study:
Michelangelo- links to Rome/Italy
Sheila Hicks- Textile artist
Xenobia Bailey- links to Roman pattens and textiles





Prior Learning:

- Introduction to fabrics, threads, cutting and shaping and simple decoration
- Introduction to dyes and applying colour with printing

Key Essential Skills and knowledge:

Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Begin to adapt work according to views and describe how they might develop it further
- Begin to annotate work in sketchbook

Specific

- Know the specific artists work and the period of time they were creating work
- To understand how to join different parts of fabric/material together
- Weave techniques
- Stitching techniques

Topic Vocabulary:
Fabrics, colour, pattern, shape, texture, sew, needle, yarn fabric, textiles, sewing, needle, eye of the needle, loom, weave

Sequence:

- Engage with the artist
- Explore their work and their techniques
- Respond to the artist's work in your own way

Thinking Deeper:
Where could this technique be used in the wider world?

Media/tools:
Glue stick, scissors, fabrics, fabric glue, needle, threads, loom, weaving yarn

Links:
Subject Specific links –
Enrichment/ Independence – English- annotations and reflections
Personal development – Creativity. Support mindfulness through concentration and application of skill during sewing and weaving lessons.

SMSC – Ability to enquire and communicate ideas, meanings and feelings. Investigate visual, tactile and other sensory qualities of their own and others work. To work independently and collaboratively to develop public and community artworks that express relationships.

Cultural Capital – Recognise a variety of textiles in different times and cultures. Identify methods used in the production of textiles. Consider and express opinions about the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts.

Careers – Inspiring artists – where is textiles used? Fabric designers. What job roles require an element of textiles?

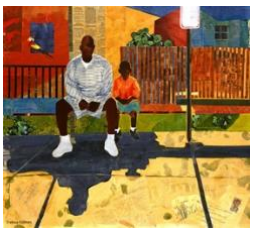
British Values – Mutual Respect and freedom of expression.

Equality – To have access to new techniques, adaptions can be made. Mix of genders to focus on their different artist flares.

Community –**Outdoor learning** – Creating an outdoor weave or Textile installation

Year 2 - Art – Collage	Summer Term B
Topic: Awesome Earth	
National Curriculum Link: Subject- Collage KS1 Art	

Artist Study:
Henri Matisse
Ekua Holmes





Prior Learning:

- Introduction to arrange and glue materials
- Crumple, tear and overlap papers
- Introduction to working with different scales

Key Essential Skills and knowledge:

Generic

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work

Specific

- Know the specific artists work and the period of time they were creating work
- To understand how to sort and group materials and fabrics
- To understand how to create shape using collage

Topic Vocabulary:
Colour, pattern, mixed media, collage, layers, combine, layer, overlap, abstract, cut, fold

Sequence:

- Engage with the artist
- Explore their work and their techniques
- Respond to the artist's work in your own way

Thinking Deeper:
Where could this technique be used in the wider world?

Media/tool:
Paper, photographs, magazines, scissors, glue, PVA, mixed media

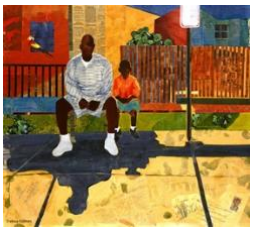
Links:
Subject Specific links – Computing- editing images and digital photography
Enrichment/ Independence – Creativity, resilience, expression of self.
Personal development – D*eveloping knowledge of a range of styles.*
Cultural Capital – Compare and comment on different approaches used by artists in different cultures and periods of time – links to printing skills and knowledge.
Careers – Discussion about a range of artists and their jobs.
British Values – Mutual respect and Liberty. Showing appreciation of each other's artwork
Equality – New techniques introduced.

Year 3 & 4 - Art – Collage Summer Term B

Topic:
Awesome Earth

National Curriculum Link:
Subject- Collage
KS2 Art

Artist Study:
Henri Matisse
Ekua Holmes





Prior Learning:

- Introduction to arrange and glue materials
- Crumple, tear and overlap papers
- Introduction to working with different scales

Key Essential Skills and knowledge:

Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Begin to adapt work according to views and describe how they might develop it further
- Begin to annotate work in sketchbook

Specific

- Know the specific artists work and the period of time they were creating work
- Understand what layering, tearing and overlapping are and how to use them
- Collage means a collection of ideas and information
- Collage is visual vocabulary

Topic Vocabulary:
Colour, pattern, mixed media, collage, layers, combine, layer, overlap, abstract, cut, fold

Sequence:

- Engage with the artist
- Explore their work and their techniques
- Respond to the artist's work in your own way

Thinking Deeper:
Where could this technique be used in the wider world?

Media/tools:
Paper, photographs, magazines, scissors, glue, PVA, mixed media

Links:
Subject Specific links – Computing- editing images and digital photography
Enrichment/ Independence – Creativity, resilience, expression of self.
Personal development – D*eveloping knowledge of a range of styles.*
Cultural Capital – Compare and comment on different approaches used by artists in different cultures and periods of time – links to printing skills and knowledge.

Careers – Discussion about a range of artists and their jobs.
British Values – Mutual respect and Liberty. Showing appreciation of each other's artwork
Equality – New techniques introduced.