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| **Art KS1 Cycle B** |
| **Knowledge** |
| **Topic** | **Vocabulary** |  | **Artists** |
| Formal Elements of Art | Composition,Abstract, Wavy, Vertical, Horizontal, Cross hatch, Wavy, Waves, Water, Lines, Primary colours, Secondary colours, Impasto. | * I can create abstract art
* I know that abstract art is artwork made from colour, shape and pattern rather than objects which we recognize
* I know that abstract art uses a lot of shapes
* I can create an abstract piece using different colours and shapes in an interesting way
* I can create a line drawing
* I can create a work of art in the style of a modern artist
* I can experiment with different resources to create different lines
* I can use lines to create a drawing
* I know that lines can be used in different ways
* I can draw lines to look like water
* I can use a variety of different materials to make different types of marks
* I can add plants and creatures to bring art to life
* I can work collaboratively on one large piece of art
* I know that there are three primary colours: red, yellow and blue
* I know that primary colours can be mixed to create the secondary colours*(purple, orange and green*)
* I can apply paint carefully so that the colours do not run into one another
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| Art and Design Skills | Pattern, Shape, Kaleidoscope, Form, Texture, Space, 2D shapes, 3D shapes, Abstract, Contemporary, Drawing mediums, Narrative, Printing, Shade, Tudor style house, Shade, Form, Print, 2D | * I think carefully about the items I choose to print with
* I know the right amount of paint to use
* I can use a variety of colours in my printing
* I can create simple block designs or patterns when printing
* I know that yellow and blue mixed together make green
* I know that mixing different yellows and blues make different shades of green
* I can mix at least five different shades of green
* I can make a print of a Tudor house in the Great Fire of London
* I can use two different printing techniques to make my print
* I can draw around a variety of shapes
* I know that my shapes can overlap
* I can experiment variety of different media in this piece
* I can say which medium I prefer and why
* I can look at a picture in detail and talk about it
* I can remember that artists tell stories in their artwork, whether it is realistic or abstract and that art can be about your feelings
* I know that looking hard at a picture helps me to see details and understand the artwork
 | Louis Wain |
| Collage using different media |  Horizon, Landscape, Sea, Beach, texture, Colour, Tint, Shade, Collage | * I can identify the key features of a landscape
* Cutting complex shapes using scissors safely and carefully
* Drawing lines to represent the horizon line and the sea
* Composing a beach scene using shapes provided and my imagination
* I can identify different textures in a scene
* I can find appropriate materials to create different textures and apply appropriate textures to a well known painting
* I can create different tints and shades and use them to paint
* I can use different tints and shades to create a tonal representation of the sea and sky
* I understand that light colours stand out more and darker colours recede
* I can reproduce and apply an artist’s colour range to my own work
* I can identify colours used in artist’s works
* I can mix colours to match those I’ve seen
* I can apply the colours carefully with a paintbrush
* I can create details using controlled painting and other materials and objects
* I can paint areas of dark and light
* I can use a small brush to paint details
* I can use other objects and materials to add further details
 | Vincent Van Gough |
| Sculptures and Collages | Pattern, Etching, Insect, Exoskeleton, Invertebrate, 3D, Collage, Pattern, Symmetry, sculpture, | * I can create a pattern from clay
* I can sketch a pattern from observations, using lines, curls and circles
* I can use moulding clay/plasticine to create a sculpture
* I can work carefully to make sure that my patterns are even and regular
* I know how to use etching tools to create my patterns
* I can create a 3D model of a creature
* I can select natural materials that I think will make an interesting piece of art
* I can arrange the materials in a meaningful way and explain their placement in my final composition
* I can plan and create a sculpture as a class
* I can work cooperatively
* I can create different parts of a sculpture
* I can secure parts of the sculpture together
* I know that 3D sculpture can be created from a range of materials
* I can paint our class sculpture
* I can use different tools to paint with
* I can work as part of a collaborative project
* I can paint onto 3D surfaces using appropriate methods
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| **Skills** |

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| EYFS and KS1including direct reference to national curriculum aims | **Knowledge** (Factual Knowledge) Learn about a range of artists, craft makers and designers, differentiating between their mediums and make comparisons with their own work | **Making**(Procedural Knowledge) To use a range of materials creatively to design and make productsDevelop a range of artistic techniques using drawing, colour, texture, line, shape, form and space | **Generating Idea**(Conceptual Knowledge)To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **Evaluation and self- assessment**(Metacognitive Knowledge) Evaluate and analyse creative works (including their own) using the language of art, craft and design |
| Drawing and LinePencil, charcoal, chalk, pastels, pen, crayon | Colour and PaintingWater colour, acrylic, pastels, print making, pen | Craft, Shape, Space and FormSawing, felt, material, foam, collage, weaving, print making, mosaic Clay, playdough, plasticine, papier-mâché, print making | Texture, Tone and Pattern??? | Sketchbooks | Creating Original Artwork  |
| 1 | Children begin to **learn** about a range of artists, craft makers and designers Children begin to comment on the work of a range of artist, craft makers and designers, describing the **differences** and **similarities** between different practices and disciplines and **making links** to their own work.Children begin to recognise that art holds **cultural importance** throughout history and across the world.  | Explore mark making, experiment with drawing lines and use 2D shapes to draw.Use, express and experiment with line for purpose, then use appropriate language to describe lines.. | Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.Develop skill and control when painting. Paint with expression. | Learn a range of materials and techniques such as clayetching, printing and collage.Identify, describe and use shape for purpose.Learn about form and space through making sculptures and developing language. | Use materials to create textures.Understand what tone is and how to apply this to their own work.Understand patterns in nature, design and make patterns in a range of materials | To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. | Explore and create ideas for purposes and intentions. | Recognise and describe key features of their own and other’s work.Describe what they feel about their work and the art of others.  |