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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 |  |
| 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 |  |
| **Skills** | | | |

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| EYFS and KS1  including 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 products  Develop 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 Line  Pencil, charcoal, chalk, pastels, pen, crayon | Colour and Painting  Water colour, acrylic, pastels, print making, pen | Craft, Shape, Space and Form  Sawing, 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. |