

Year 1	Term 1—Explorers	Term 2—Explorers	Term 3—Fact or Fantasy	Term 4- Fact or Fantasy	Term 5/6—Beside the seaside
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5-
National Curriculum Coverage	To use a range of materials creatively To use drawing and painting to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, line, texture, line, shape, form and space About the work of a range of artists, craft makers and designers.	To use a range of materials creatively To develop a wide range of art and design techniques in using colour, pattern, line, texture, line, shape, form and space About the work of a range of artists, craft makers and designers.	To use a range of materials creatively To develop a wide range of art and design techniques in using colour, pattern, line, texture, line, shape, form and space About the work of a range of artists, craft makers and designers.	To use a range of materials creatively To develop a wide range of art and design techniques in using colour, pattern, line, texture, line, shape, form and space About the work of a range of artists, craft makers and designers.	To use a range of materials creatively To use drawing and painting to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, line, texture, line, shape, form and space About the work of a range of artists, craft makers and designers.
Lesson Objectives + Concepts	1—To explore mixing primary colours 2—To explore a well known artist and create a piece of art in response 3—To explore line through different thicknesses of brushes and the effects they create. 4—To print using natural materials 5—To independently apply skills using a variety of equipment	1- To create a piece of artwork using clay 2—To evaluate and adapt artwork	1— To explore the use of line through observational drawing (castles) 2- to explore a well known artist	1—To use observation to create artwork in response to a stimulus using loose parts 2—To use observation to create artwork in response to the same stimulus using paint	1— To create an image from a sensory stimulus 2— To explore and understand collage 3— To explore a well known artist 4— To use a range of media and disciplines to create a collage 5— To use a range of media and disciplines to create a collage 6— To describe and comment on similarities and differences between artwork
Knowledge taught	<ul style="list-style-type: none"> <li>◆ Primary colours are yellow, blue and red</li> <li>◆ If you mix primary colours you create secondary colours</li> <li>◆ Andy Goldsworthy is a famous British sculptor and land artist who creates outdoor art.</li> <li>◆ The thickness of the paintbrush will determine how thick the line of paint will be. Thin brush = thin line, thick brush = thick line.</li> <li>◆ You can use natural materials to print and create a piece of work such as leaves.</li> <li>◆ You can use man made materials to print and create pieces of work such as forks.</li> <li>◆ Colours can be represented in different shades.</li> <li>◆ Andy Goldsworthy has artwork on the South Downs which he created using chalk stones.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Clay is a soft, loose, earthy material you can manipulate when wet.</li> <li>◆ Clays develop plasticity when wet.</li> <li>◆ Clay was used in the past to make bowls, pots, cups etc. and is still used now.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Chalk Chalk is a soft powdery white drawing material in crayon form, generally used on a black-board or other dark surface.</li> <li>◆ Lines can be used to define shapes and figures, but also to indicate motion, emotion, and other elements.</li> <li>◆ Paul Klee was a German artist</li> <li>◆ Paul Klee said “A line is a dot that went for a walk”</li> <li>◆ Paul Klee used line and shape to create his artwork</li> </ul>	<ul style="list-style-type: none"> <li>◆ Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways.</li> <li>◆ Observing is to see, watch, perceive, or notice</li> <li>◆ Watercolour paint has translucent and transparent properties.</li> <li>◆ Translucent means light can be passed through such as sunglasses, oil etc.</li> <li>◆ Transparent means you can see through it such as a window, water etc.</li> <li>◆ Acrylic paint is a type of water-based paint.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Collage is a technique of materials being arranged and stuck down on to a surface</li> <li>◆ Mixed media means artwork using a combination of different media</li> <li>◆ Deborah Roberts is an African American artist who creates collage using mixed media</li> <li>◆ Imagination is ideas that come from your mind using your senses</li> </ul>
Skills used	Team work, creativity, organization, mathematical thinking, oral literacy, leadership	Creativity, organization, communication, perseverance , problem solving, critical thinking	Numeracy, critical thinking, imagination, making connections	Creativity, imagination, organization, problem solving, critical thinking	Creativity, organization, oral literacy, imagination
Vocabulary to be retained	Primary colours , Secondary colours ,Andy Goldsworthy artist, Thick, Thin, Sculptor	Clay, Pottery, Sculptor, Shape Tools Sculptor	Thick, thin, curved, straight, short, long	Loose parts , water colour paint Acrylic paint, Observation/observing, transparent, translucent	Collage, artist , imagination
Prior learning to recall	Primary colours Colour mixing—free exploration How to hold a paintbrush How to put on an apron What an artist is Loose parts to create artwork	Andy Goldsworthy sculptures using natural materials Using an apron	Use of chalk and how it can be manipulated (rubbing, smudging) How to create shapes What an artist is	Use of loose parts Drawing through observing	Collage Artist Progressive work
Useful links	<a href="https://www.tate.org.uk/art/artists/andy-goldsworthy-7274">https://www.tate.org.uk/art/artists/andy-goldsworthy-7274</a>	<a href="https://kinderart.com/art-lessons/sculpture/about-clay/">https://kinderart.com/art-lessons/sculpture/about-clay/</a>	<a href="https://www.tate.org.uk/art/artists/paul-blee-1417">https://www.tate.org.uk/art/artists/paul-blee-1417</a> <a href="https://www.theartstory.org/artist/blee-paul/">https://www.theartstory.org/artist/blee-paul/</a>	<a href="https://earlyexcellence.com/latest-news/press-articles/transient-art-and-loose-parts-play/">https://earlyexcellence.com/latest-news/press-articles/transient-art-and-loose-parts-play/</a> <a href="https://www.fantasticfunandlearning.com/art-loose-parts-play.html">https://www.fantasticfunandlearning.com/art-loose-parts-play.html</a>	<a href="http://www.deborahrobertsart.com/">http://www.deborahrobertsart.com/</a> <a href="https://www.createmixedmedia.com/make/collage">https://www.createmixedmedia.com/make/collage</a>
Assessment	Independent work and application of skills learnt Hot task—Term 6 Pupil voice <a href="#">What is a primary colour?</a> <a href="#">How do we make secondary colours?</a> <a href="#">Who is Andy Goldsworthy?</a> <a href="#">What can you tell me about him?</a>	Final piece Pupil voice <a href="#">What is clay?</a> <a href="#">What is it used for?</a>	Pupil voice Final Piece <a href="#">Who is Paul Klee?</a> <a href="#">What can you tell me about him?</a>	Pupil voice <a href="#">What materials can we use to create loose part art?</a>	Skills lesson Cold and hot tasks Pupil voice <a href="#">What is collage?</a> <a href="#">Who is Deborah Roberts?</a> <a href="#">What can you tell me about her?</a>

Year 2	Term 1— Start with art	Term 2—Start with Art	Term 3— Tunnels and Funnels	Term 4- Tunnels and Funnels	Term 6— Bee Happy
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5-
National Curriculum Coverage	<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> <li>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>☑ 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.</li> </ul>	<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> <li>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>☑ 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.</li> </ul>	<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> </ul>
Lesson Objectives + Concepts	<ol style="list-style-type: none"> <li>1—To gain a deeper understanding of the use of primary and secondary colours</li> <li>2—To explore pointillism</li> <li>3—To gain a deeper understanding of collage and it's links to surrealism</li> <li>4—To understand the use of tints and shades</li> <li>5—To explore a well known artist</li> <li>6—To explore silhouettes</li> </ol>	<ol style="list-style-type: none"> <li>1 —To explore a well known artist and create a piece of work in response</li> <li>2 — To allow children to create artwork of their choice.</li> <li>3—To complete artwork</li> </ol>	<ol style="list-style-type: none"> <li>1—To create a piece of artwork using natural loose parts of the titanic</li> <li>- To observe and draw an artefact (Titanic, hat)</li> </ol>	<ol style="list-style-type: none"> <li>1—To observe and draw a stimulus (Poppy's at war memorial)</li> </ol>	<ol style="list-style-type: none"> <li>1 — To design a clay pot</li> <li>2—To create a clay pot</li> <li>3—To explore frottage using natural materials (leaf/flower rubbing)</li> </ol>
Knowledge taught	<ul style="list-style-type: none"> <li>◆ The primary colours are blue, yellow and red.</li> <li>◆ The secondary colours are orange, purple and green and they are made by primary colours through mixing.</li> <li>◆ Pointillism is a technique of painting using tiny dots of different colours, which become blended in the viewer's eye.</li> <li>◆ George Seurat was French artist. He used a technique for portraying the play of light using tiny brushstrokes of contrasting colour known as Pointillism.</li> <li>◆ Collage is a technique of materials being arranged and stuck down on to a surface</li> <li>◆ Deborah Shapiro is an artist who collages everyday objects.</li> <li>◆ Tint refers to any hue or mixture of pure colours to which white is added</li> <li>◆ Shades are created when black is added to any hue found on the colour wheel</li> <li>◆ A silhouette is an outline, shadow drawing of an object, in one solid colour</li> </ul>	<ul style="list-style-type: none"> <li>◆ Frida Kahlo was a Mexican artist who was known for her portraits and self portraits.</li> <li>◆ Portraits are a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways.</li> <li>◆ Observing is to see, watch, perceive, or notice</li> <li>◆ An artefact is an object made by a human being, typically one of cultural or historical interest.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observing is to see, watch, perceive, or notice</li> <li>◆ The poppy's are red to symbolize the colour of blood.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Clay is a soft, loose, earthy material you can manipulate when wet.</li> <li>◆ Clays develop plasticity when wet.</li> <li>◆ Clay was used in the past to make bowls, pots, cups etc. and is still used now.</li> <li>◆ Frottage (rubbing) is a reproduction of the texture of a surface created by placing a piece of paper or similar material over the subject and then rubbing the paper with something to deposit marks</li> </ul>
Skills used	Team work, creativity, organization, mathematical thinking, oral literacy, leadership	Creativity, organization, communication, perseverance , problem solving, critical thinking	Numeracy, critical thinking, imagination, making connections	Creativity, imagination, organization, problem solving, critical thinking	Creativity, organization, oral literacy
Vocabulary to be retained	Primary colours, secondary colours, mixing, artists, collage, Deborah Shapiro, George Seurat, pointillism, tint, shade, silhouettes.	Frida Kahlo, Mexico, portrait, engraving	Loose parts, material, attach, observe, artefact,	Observation, symbolize	Clay, frottage
Prior learning to recall	Primary colours Secondary colours Colour mixing—free exploration How to hold a paintbrush How to put on an apron What an artist is	What an artist is Portrait	Loose parts Observing	What a poppy is Why they are a symbol for the war	Rubbing Clay Designing
Useful links	<a href="https://www.youtube.com/watch?v=bmquqAP2w_8">https://www.youtube.com/watch?v=bmquqAP2w_8</a>	<a href="https://www.fridakahlo.org/">https://www.fridakahlo.org/</a> <a href="https://www.theartstory.org/artist/kahlo-frida/">https://www.theartstory.org/artist/kahlo-frida/</a>		<a href="https://www.funkidslive.com/learn/great-war/why-do-we-wear-poppies-every-year/">https://www.funkidslive.com/learn/great-war/why-do-we-wear-poppies-every-year/</a> <a href="https://www.britishlegion.org.uk/get-involved/remembrance/about-remembrance/the-poppy">https://www.britishlegion.org.uk/get-involved/remembrance/about-remembrance/the-poppy</a>	<a href="https://www.youtube.com/watch?v=W66TAqCT4hc">https://www.youtube.com/watch?v=W66TAqCT4hc</a>
Assessment	Pupil voice Cold task— first session on mixing colour Hot task— end of term task What is a primary colour? What is a secondary colour? How do you make this colour? What is a tint? What is a shade?	Pupil voice Assessment of child's choice of artwork for calendar (did they use the skill correctly) What style have art have you used to make your calendar? Which artist used this style? Can you tell me how to do this?	Pupil voice What materials can we use to make loose part art? What shapes have you used to make ....? Can you explain why you are using that material?	Pupil voice What did you observe? What do the Poppy's symbolise?	Pupil voice What is clay? What is frottage?