

	<p align="center">Art Curriculum – Year 1 and 2 – Cycle A</p> <p align="center">See DT Curriculum Cycle A and Cycle B document for learning intentions linked to textiles. See Computing curriculum Cycle A and Cycle B for learning intentions linked to Digital media</p>		
	<p align="center">Art in the Early Year Foundation Stage – See Early Years Curriculum</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		
	<p>National Curriculum Key Stage 1 For characteristics for the school please see- Art and Design Hierarchy Document</p> <p>Pupils should be taught:</p> <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. <p>Developing Ideas: A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop</p> <p>Inspiration from the greats: A26: Describe the work of notable artists, artisans and designers. A27: Use some of the ideas of artists studied to create pieces.</p>		
Hierarchies	<p>Drawing: A14: Draw lines of different sizes and thickness. A15: Colour (own work) neatly following the lines. A16: Show pattern and texture by adding dots and lines. A17: Show different tones by using coloured pencils.</p> <p>Y2 Revisiting from cycle B:</p>	<p>Textiles: A22: Use weaving to create a pattern. A23: Join materials using glue and/or a stitch. A24: Use plaiting. A25: Use dip dye techniques.</p> <p>Collage: A8: Use a combination of materials that are cut, torn and glued.</p> <p>Drawing: A14: Draw lines of different sizes and thickness.</p> <p>Y2 Revisiting from cycle B:</p>	<p>Collage: A8: Use a combination of materials that are cut, torn and glued. 9: Sort and arrange materials. A10: Mix materials to create texture.</p> <p>Sculpture: A11: Use a combination of shapes. Include lines and texture. A12: Use rolled up paper, straws, paper, card and clay as materials. A13: Use techniques such as rolling, cutting, moulding and carving.</p> <p>Y2 Revisiting from cycle B:</p>
	Autumn 1	Spring 1	Summer 1
	Drawing – Quentin Blake	Textiles – weaving, plaiting and dip dye - Klimt	Collage/3D Sculpture - 3D Garden nature sculptures - Andy Goldsworthy
Resources	<p>Sketch books, drawing pencils, coloured crayons, pastels, sugar paper, charcoal, mirrors,</p> <p>Texts: Texts by Quentin Blake, Texts illustrated by Quentin Blake</p>	<p>A4 (or A3) blue card (in a range of blues) - per child Scissors Strips of paper, card, wrapping paper, ribbon, fabric, string in range of blues (strips should be at least A4 in length and up to 3 or 4 cm wide). Sticking tape/glue 2 strips of coloured paper/card to model the caterpillar starter. G old/silver/metallic paper for children to make fish Sequins, small shiny buttons, beads etc. in shiny/sea colours, scissors, glue, one square of muslin 11cm2 (washed and ironed) - per child (needs to be bigger than original designs by children), apron - per child Latex gloves - per child Liquid fabric dye in blue (more than one shade if possible), wax resist cryon/tool</p> <p>Texts: Commotion in the Ocean by Giles Andreae, Tiddler by Julia Donaldson, The Rainbow Fish by Marcus Pfister,</p>	<p>Sketch books, iPad/camera, clay boards, clay, tools, sketching pencils, magnifying glasses, a range of natural objects including different leaves, pine cones, acorns, twigs, sea shells, fruit, flowers and rocks, flour glue,</p> <p>Texts: Window, Home both by Jeanie Baker,</p>
Vocabulary	<p>Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip</p> <p>Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,</p>	<p>Textiles, fabric, weaving, woven, placemat, loom, alternate, over, under. Klimt, decoration, decorative, interesting, beautiful, golden, gold leaf, materials. batik, wax, resist, dye, fabric, cotton, design, drawings, line, bold, size, space.</p>	<p>sculpture, statue, model, natural, man-made, work, work of art, 3-D, moulding, rolling, carving, land art, Photograph children’s work from nature as evidence and as inspiration for following sessions – record in sketch books</p>
Lesson 1	<p>Year 1: to Introduce the use of a sketchbook; Year 2: To review the use of a Sketchbook Activities: Allow the children to access ‘The Sketchbook Project’ online – a library of artist’s sketchbooks that have been archived to show them what artists actually use them for. The Sketchbook Project</p>	<p>Year 1: To begin to use weaving to create a pattern Year 2: To use weaving to create a pattern Activities: How can we join paper using no glue/Sellotape? Allow chd to explore. Teacher model making paper caterpillar by folding the strips of paper. hare examples of weaving from all over the world, talking about the materials, patterns, colours and equipment used. Gunta Stolzl: Introduce the famous textiles artist and</p>	<p>Year 1: To begin to add texture to clay using tools Year 2: To add line and texture to clay using tools Activities: From a range of natural sculptures explore materials used. Most metal, clay or stone, why? What are the properties of the materials. Discuss the work of a range of artists, craft makers and designers, describing the</p>

	<p>Outcomes: Year 1: To know what sketchbooks are, and how they can enrich creativity. To explain what kinds of activities, take place in sketchbooks, and when and how to use them. To know how to use sketchbooks as tools for reflection and discussion. To explain what sketchbook content might look like. Year 2: To review the use of a Sketchbook, from learning done in Year 1.</p>	<p>show some of the products she made. Paper Weaving: Share some examples of simple products made using paper weaving. Teacher model how to make a paper loom, modelling each step clearly. Children then choose which blue they would like to use and make their own paper loom. Chd could try weaving with different animal patterns to create an imaginary animal skin. Choose one pattern for your loom, and make strips from other papers to weave into it Outcomes: Year 1: Children can use scissors to create a paper loom. Children can weave strips of paper and fabric into their loom. Children can alternate weaving the materials over and under the loom. Year 2: Children can use scissors to create a paper loom. Children can weave strips of paper and fabric into their loom. Children can alternate weaving the materials over and under the loom. Children can explain that artists all over the world use weaving. Children can identify one thing from another artist’s work that I could use in my own.</p>	<p>differences and similarities between different practices and disciplines. Demonstrate sculpting a clay model of a natural object – moulding, carving and rolling. Model making a solid base and moulding the rough shape of the object first. Demonstrate adding texture using the tools. Children experiment adding natural materials to the clay – create patterns from the trees – tree bogarts. Outcomes: Year 1: Children can talk about nature sculptures. Children can shape a model out of clay. Children can use techniques of rolling and moulding clay. Children can begin to add line and/or texture using tools. Year 2: Children can talk about nature sculptures. Children can name properties of natural sculptures and explain why they are mostly made of metal, clay or stone. Children can shape a model out of clay. Children can add line and texture using tools.</p>
Lesson 2	<p>Year 1: To know sketching is different to drawing Year 2: To explain the difference between drawing and sketching Activities: Explore the possibilities of mark making by having a range of media available to use – charcoal, pastels, sketching pencils, biros. Split A3 paper into a simple grid – children cop a pre-printed picture (gridded) they must use a different medium for each square. Reflect on what they have used and talk about the properties of each – how easy/effective they were to use. Y2 might focus on the ability to be precise, colour blending, the ability or inability to shade. Outcomes: Year 1: Children will explore the effects of a range of media Children will begin to differentiate between drawing and sketching Year 2: Children will explore and explain the effects of a range of media. Children will be able to explain how drawing and sketching are different.</p>	<p>Year 1: To use ideas from the work of artists in my own work. Year 2: To use ideas from the work of artists creatively in my own work. Activities: Remind children of examples of textiles art with added decoration. Gustav Klimpt – share examples of his decorated work. Demonstrate how to plait fabrics together, these could be used to add to artwork. Children decorate their work by adding buttons, sequins, beads and other decorative materials available. Outcomes: Year 1: Children can use decorative papers to decorate a placemat. Children can add materials and colours that will make their placemat more interesting. Children can plait fabrics. Children can explain that artists (including Klimt) add decorations to their work. Year 2: Children can use decorative papers to create sea creatures to decorate a placemat. Children can add materials and colours that will make their placemat more interesting or beautiful. Children can plait fabrics. Children can explain that artists (including Klimt) add decorations to their work to make it more interesting. Children can explain that Klimt used gold in his paintings to make them beautiful</p>	<p>Year 1: To collect ideas and visual information from nature Year 2: To collect and analyse ideas and information from nature Activities: (Keep natural materials collected for future lessons) Recap last week’s lesson. Explain what is natural, what is man-made? Children will go on a woodland walk. Discuss which items they should collect on their woodland walk, and which objects they must not collect (rubbish, living creatures and plants). Children could stick and range of collected leaves to a rolled-up piece of paper. Outcomes: Year 1: Children can say if an object is natural or not natural. Children can collect natural objects on a woodland walk. Year 2: Children can say if an object is natural or not natural. Children can collect natural objects on a woodland walk.</p>
Lesson 3	<p>Year 1: To begin to control the size and thickness of lines made Year 2: To control the size and thickness of lines made Activities: Use charcoal. Explain what it is and where it comes from. Teach how to hold and handle a piece of charcoal, specifically looking at the darkness of the line depending on how you press into the paper. Try it on different surfaces and look at adhesion. Year 2 – look at using fingers to blur and blend the lines to add texture to a drawing. Talk to the children about their evaluations of the pencils, which is best to use for what jobs. Outcomes: Year 1: Children will explore the effects of using charcoal as a medium to draw with. Children will control the size and thickness of lines made. Year 2: Children will explore and describe the effects of using charcoal as a medium to draw with. Children will control the size and thickness of lines made. Children will use fingers to blur and blend the lines to add texture to a drawing.</p>	<p>Year 1: To use weaving skills to make a product Year 2: To use weaving skills creatively to make a product Activities: Introduce the paper weaving bags, stressing how special they are and that time and care is taken in making them (Mother’s Day, Easter gifts?) Encourage them to talk about the colours, patterns and decorations that that person would like. Children use a colour wheel to suggest 2 colours that will work well together. This should inform the choices that children make when creating their bag. Outcomes: Year 1: Children can choose materials carefully and explain my choices. Children can weave 2 shapes together to make the shape of a heart. Children can weave paper through and around. Year 2: Children can choose materials carefully and explain my choices. Children can weave 2 shapes together to make the shape of a heart. Children can weave paper through and around. Children can add a handle to make a bag. Children can add detail and decoration to the bag</p>	<p>Year 1: To record ideas and visual information from nature Year 2: To record ideas and visual information from nature Activities: Use sketch books to record ideas. Children looked at images of a leaf, a pine cone and an acorn and discuss shape and texture and items collected on previous week’s woodland walk. Record vocabulary to build up a word bank. Chd create observational drawings of natural items found in nature. Outcomes: Year 1: Children can tell you what a nature sculpture is. Children can tell you what a nature sculpture could be made of Children can collect natural items to inform their work. Year 2: Children can tell you what a nature sculpture is. Children can tell you what a nature sculpture could be made of Children can use sketch books to record ideas from nature</p>
Lesson 4	<p>Year 1: To explain what a sketch is</p>	<p>Year 1: To use materials creatively to design a batik product.</p>	<p>Year 1: To sort and arrange natural materials to create land art</p>

	<p>Year 2: To explain what a sketch is and how to do one</p> <p>Activities: Look at the sketches of Quentin Blake, looking at how the lines are drawn. Direct teach – what a sketch is as opposed to mark making.</p> <p>Focus on the lightness of touch and direct teach how to hold the pencil, how to sit and the pressure on the paper.</p> <p>Put carbon paper under the drawing paper and see if they can copy a picture without the carbon paper making a mark on the sheet below. Y2 – recall learning about pencils and see if different pencils require different pressures. Compare results!</p> <p>Outcomes:</p> <p>Year 1: Children can vary the pressure of pencils to make darker or lighter lines.</p> <p>Year 2: Children can vary the pressure of pencils to make darker or lighter lines.</p> <p>Children can use a range of pencils at different pressures to create different effects.</p>	<p>Year 2: To use materials creatively to design a batik product.</p> <p>Activities: Explain what batik is. Show examples of batik products. Children to design a coaster which used batik. Share ideas from children. Children draw 4 possible designs onto their design sheets. Are they using bold lines? Is their drawing the right size for the space? Choose best for design and explain why.</p> <p>Outcomes:</p> <p>Year 1: Children can create a drawing that will look good on a batik coaster. Children can use bold lines.</p> <p>Year 2: Children can create a drawing that will look good on a batik coaster. Children can use bold lines.</p> <p>Children can make a drawing that is the right size for the space.</p>	<p>Year 2: To sort and arrange natural materials to create land art</p> <p>Activities: Share work by Andrew Goldsworthy. Introduce the idea of land art as art that is a part of the landscape and is left to erode naturally. As a class, children identify the materials that land art sculptures could be made from. Explain textures of materials and effects these materials would have in the land art.</p> <p>Outcomes:</p> <p>Year 1: Children can say an interesting fact about Andy Goldsworthy. Children can choose natural materials for a sculpture.</p> <p>Children can arrange materials for their art</p> <p>Year 2: Children can choose natural materials for a land art sculpture. Children can choose how to arrange their sculpture.</p> <p>Children can arrange materials carefully to make land art.</p> <p>Children can say something about Andy Goldsworthy’s nature sculptures.</p>
Lesson 5	<p>Year 1: To be able to shade their work within the lines drawn.</p> <p>Year 2: To be able to shade their work within the lines drawn.</p> <p>Activities: Recap on learning about sketching.</p> <p>Focus on what you see, not what you think you see....</p> <p>Year 1- Use a mirror to look and capture the basic features of their face in the right place.</p> <p>Year 2 – Begin to look at the features more closely, where lashes come out from, where there is some shading,</p> <p>Model techniques to ensure children shade/colour within their drawn lines. Model shading using the same pencil direction.</p> <p>Outcomes:</p> <p>Year 1: Children can colour their own work within the lines.</p> <p>Children can use skills from previous sessions on drawing i.e. varying thickness of lines, size of lines and pressure of media with improved control</p> <p>Year 2: Children can colour their own work within the lines.</p> <p>Children can use skills from previous sessions on drawing i.e. varying thickness of lines, size of lines and pressure of media with a greater degree of control and precision.</p>	<p>Year 1: To use batik to make a product</p> <p>Year 2: To use batik creatively to make a product</p> <p>Activities: Recap the batik process, summarising what we have done so far, and what we need to do next. Model lining up a square design with the square of fabric and securing but adding masking tape on the corners at the back. Explain and model how to trace a design with wax sticks. Children then use wax sticks to trace their own design onto their square of fabric. Can the children use bold lines and keep their drawing away from the edges?</p> <p>Outcomes:</p> <p>Year 1: Children can line a design up with the fabric.</p> <p>Children can use wax resist sticks to trace a design onto fabric.</p> <p>Children can use bold lines in a wax drawing.</p> <p>Year 2: Children can line a design up with the fabric to make sure it design stays away from the edges.</p> <p>Children can use wax resist sticks to trace a design onto fabric.</p> <p>Children can use bold lines in a wax drawing.</p>	<p>Year 1: To explore different materials from nature to create texture</p> <p>Year 2: To explore and mix different materials from nature to create texture</p> <p>Activities: Briefly revisit previous learning about sculpture, nature sculpture and Andy Goldsworthy. Recap textures of materials and effects these materials would have in the land art. Outdoor, in groups, children make large scale sculptures from natural materials.</p> <p>Outcomes:</p> <p>Year 1: Children help to make a big nature sculpture as part of a group. Children can say how to make the sculpture tall.</p> <p>Children can say a way that their sculptures are similar to the work of Andy Goldsworthy.</p> <p>Year 2: Children can work in a group.</p> <p>Children help to make a big nature sculpture as part of a group.</p> <p>Children can say how to make the sculpture tall.</p> <p>Children can say a way that their sculptures are similar to the work of Andy Goldsworthy.</p> <p>Children can say a way that their sculptures are different to the work of Andy Goldsworthy.</p>
Lesson 6	<p>Year 1: To be able to show different tones using coloured pencils</p> <p>Year 2: To be able to show different tones using coloured pencils</p> <p>Activities: Have a part of the lesson to re-work their portrait, add or work on any areas that they feel need improvement. Teacher model using coloured pencils to shade at different pressures and over shading for darker/lighter effects.</p> <p>Share their portrait with a partner who has to select positives and things to work on.</p> <p>Outcomes:</p> <p>Year 1: Children can colour their own work within the lines.</p> <p>Children begin to respond to artwork, reflect on their own outcomes.</p> <p>Year 2: Children can colour their own work within the lines.</p> <p>Children respond to artwork, reflect on their own outcomes.</p> <p>Children are able to evaluate and to give support and guidance to others.</p>	<p>Year 1: To be able to use dip-dye techniques</p> <p>Year 2: To be able to use dip-dye techniques</p> <p>Activities: Explain the activity and the care we must take to avoid staining our skin, our clothes or our workspace. Children will need to wear an apron and latex gloves. For dip dye fabric is placed in the dye and then raised partially out and left again for a further amount of time in the dye for a two tone effect.</p> <p>Outcomes:</p> <p>Year 1: Children can explain the process of batik.</p> <p>Children can apply dye to change the colour of the fabric on my wax-resist coaster.</p> <p>Year 2: Children can explain the process of batik.</p> <p>Children can apply dye to change the colour of the fabric on my wax-resist coaster.</p>	<p>Year 1: To use a combination of materials that are cut, torn and glued.</p> <p>Year 2: To use a combination of materials that are cut, torn and glued.</p> <p>Activities: Recap learning from unit. Talk about their nature sculptures and self-assess their work. Discuss the natural materials they have been working with and what they like about them. Choose which famous nature sculptures they like and why. Model how to make a collage to showcase the art work produced in the unit. Model writing or sticking the title at the top of the paper. Demonstrate positioning the children’s photographed work first so they are the focus of the collage. Model drawing images to decorate the collage or choosing from a selection to cut and stick. Decorate your collage with leaves, feathers and other natural materials.</p> <p>Outcomes:</p> <p>Year 1: Children can put different materials together to make a collage. Children can say things that they like about their work.</p> <p>Children can say things that they could improve about their work.</p> <p>Year 2: Children can arrange different materials together to make a collage and explain why they have chosen to position it in a particular place.</p>

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