




	Term 1	Term 2	Term 3
Artwork focus and theme	 <p>Theme – Natural Forms Yayoi Kusama, <i>Pumpkin</i>, 1990s</p>	 <p>Theme – Portraits Pablo Picasso, <i>Portrait of Dora Marr</i>, 1937</p>	 <p>Theme – Cityscapes L.S Lowry, <i>Corner Shop</i>, 1970</p>
Additional projects – linked to events and subjects			
Link to Programme of study	<p>KS1 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 to learn 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. 		
Composite knowledge (questions to be answered)	<p>-How has Yayoi Kusama used shapes to create a pattern? - Can you mould and carve a natural form (fruit or vegetable) out of clay? - Can you mix your own colours to paint your clay sculpture?</p>	<p>- How has Picasso used shapes and line to create an abstract portrait? - How can you use paint to create different textures and patterns? - Can you create your own colour palette to paint your self-portrait?</p>	<p>- How has Lowry used line and shape to create a busy cityscape? - How can we use tone and shading to create space in our drawings? - Can we use pencils and pens draw a cityscape?</p>
Component Knowledge (Intentional knowledge they need to understand)	<p>Making Skills: SCULPTURE To use a range of materials to design and make products including printmaking, clay and collage. To form different shapes using clay for a purpose-use tools to cut, roll, coil.</p> <p>Formal Techniques: COLOUR AND TONE To mix, apply and refine colour mixing for a purpose – beginning to use some tints by adding white. To describe colour selections.</p> <p>LINE To draw lines with increased skill and confidence.</p>	<p>Making Skills: PAINTING To further improve skill and control when painting by choosing the right brush size for the task, beginning to add finer detail using smaller brushes.</p> <p>Formal Techniques: COLOUR AND TONE To mix, apply and refine colour mixing for a purpose – beginning to use some tints by adding white. To describe colour selections.</p> <p>LINE To draw lines with increased skill and confidence. To use line to show create a form and begin to shade using line.</p>	<p>Making Skills: DRAWING To explore drawing techniques and start to apply tone (light and dark) to show form. To begin to develop control with a range of drawing materials (pens, pastels and different grades of pencils) to experiment different effects. To focus on a specific part of an object and draw it.</p> <p>Formal Techniques: COLOUR AND TONE To use tone to create form when drawing by learning simple shading rules.</p> <p>LINE To draw lines with increased skill and confidence.</p>

	<p>To use line to show create a form and begin to shade using line.</p> <p><u>PATTERN</u> To learn a range of techniques to make repeating and nonrepeating patterns and try some of these themselves – printing, photography, collage. To identify natural and man-made patterns around them.</p> <p><u>SHAPE AND FORM</u> To learn that shapes in art can either be geometric or organic and to identify these in art. To begin to use a range of shapes within their own artworks. To extend their ability to create 3D sculptural forms.</p> <p><u>TEXTURE</u> To identify and describe different textures. To select and use appropriate materials to create textures in own art – thinking about how art materials can be manipulated to create texture.</p> <p>Evaluation Skills: To self-assess their own skills in making their art – to sat what went well, what was difficult and what they could have improved. To begin to compare other’s artwork (peers and original artist) and identify similarities and differences. To describe choices and preferences using basic art-based vocabulary.</p> <p>Exploration and Creation -To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’ - To create their own art with a purpose and intention that is personal to them. -To develop personal and imaginative responses to a theme.</p>	<p><u>SPACE</u> To experiment with the composition of their artwork for a certain purpose. To begin to see how artists use line, tone and colour to create a three-dimensional space.</p> <p><u>PATTERN</u> To learn a range of techniques to make repeating and nonrepeating patterns and try some of these themselves – printing, photography, collage.</p> <p><u>SHAPE AND FORM</u> To learn that shapes in art can either be geometric or organic and to identify these in art. To begin to use a range of shapes within their own artworks.</p> <p><u>TEXTURE</u> To identify and describe different textures. To select and use appropriate materials to create textures in own art – thinking about how art materials can be manipulated to create texture.</p> <p>Evaluation Skills: To self-assess their own skills in making their art – to sat what went well, what was difficult and what they could have improved. To begin to compare other’s artwork (peers and original artist) and identify similarities and differences. To describe choices and preferences using basic art-based vocabulary.</p> <p>Exploration and Creation -To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’ - To create their own art with a purpose and intention that is personal to them. -To develop personal and imaginative responses to a theme.</p>	<p>To use line to show create a form and begin to shade using line.</p> <p><u>SPACE</u> To experiment with the composition of their artwork for a certain purpose. To begin to see how artists use line, tone and colour to create a three-dimensional space.</p> <p><u>SHAPE AND FORM</u> To learn that shapes in art can either be geometric or organic and to identify these in art. To begin to use a range of shapes within their own artworks.</p> <p>Evaluation Skills: To self-assess their own skills in making their art – to sat what went well, what was difficult and what they could have improved. To begin to compare other’s artwork (peers and original artist) and identify similarities and differences. To describe choices and preferences using basic art-based vocabulary.</p> <p>Exploration and Creation -To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’ - To create their own art with a purpose and intention that is personal to them. -To develop personal and imaginative responses to a theme.</p>
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Key Vocabulary	<p>Sculpture – Knead, mould, coil, pinch, smooth, construct, form</p> <p>Colour and tone– primary colours, secondary colours, tone, tint, shade, pale, bright, dull, colour wheel</p> <p>Line – outline, vertical, horizontal, diagonal, fine, bold, curved</p> <p>Texture – Surface, dry, wet, bumpy, smooth</p> <p>Pattern – Natural, simple, plain, complicated, decoration</p> <p>Shape and Form –2D shapes, 3D shapes, symmetrical, figure, circular, spherical</p> <p>Evaluation - self-assess, evaluate, improve, identify, describe, compare, similar, different</p> <p>Type of art - sculpture</p>	<p>Painting - Brush size, brush stroke, watercolour paints, palette, blend</p> <p>Colour and tone– primary colours, secondary colours, tone, tint, shade, pale, bright, dull, colour wheel</p> <p>Line – Detail, outline, edge, vertical, horizontal, diagonal, fine, bold, curved</p> <p>Space – Three-dimensional, composition, background, foreground</p> <p>Texture – Surface, dry, wet, bumpy, smooth</p> <p>Pattern – Natural, simple, plain, complicated, decoration</p> <p>Shape and Form –2D shapes, symmetrical, figure, circular, spherical</p> <p>Evaluation - self-assess, evaluate, improve, identify, describe, compare, similar, different</p> <p>Type of art – self-portrait, abstract, Cubism</p>	<p>Drawing – Sketch, shade, detail, control, observational, 2B pencil</p> <p>Colour and tone– tone, shade</p> <p>Line – Detail, outline, edge, vertical, horizontal, diagonal, fine, bold, curved</p> <p>Space – Three-dimensional, composition, background, foreground, middle-ground, near, far</p> <p>Shape and Form – 2D shapes, 3D shapes, symmetrical, figure, circular, spherical</p> <p>Evaluation - self-assess, evaluate, improve, identify, describe, compare, similar, different</p> <p>Type of art – matchstick people, cityscape</p>
Resources	Clay, acrylic paints, real fruit and veg, paintbrushes, 2D shapes	Poster paints, photographs (to collage with), paintbrushes	HB and 2B pencils, pens, ruler
Links to prior knowledge	Children will link back to year 1 Bridget Riley topic in using 2D shapes to create patterns. Children will use their experience with clay and playdough to make forms.	Children will remember their use of colour mixing and secondary and primary colours from year 1 and reception. Children will use their knowledge of 2D shapes to create a self-portrait.	Children will recall their knowledge of sketching a landscape from year 1 David Hockney topic. Children will use their knowledge of shading and tone from the Bridget Riley year 1 topic.
Key knowledge/skills for assessment	Children will be able to mould and carve an organic shape from clay based on a fruit or vegetable of their choice. Children will experiment with different 2D shapes to create patterns. Children will mix paints and apply them to create different textures.	Children will be able to use shapes and line to create an abstract self-portrait inspired by Picasso. Children will mix a variety of colours to create their own palette. Children will add pattern and texture to their self-portraits.	Children will use lines of various thicknesses, lengths and shapes to create a cityscape and figures. Children will add tone and shading to create a feeling of space in their drawings. Children will create their own Lowry inspired cityscape based on their school or local area.
Art Capital /Experiences	Children to look at organic forms to find natural patterns – cutting up fruit and vegetable.	Children able to take photos of each other for their self-portraits. They could get the chance to go to a gallery or online gallery to see other portraits/self-portraits	Children can sketch our school or our local area
Cross-curricular links	Maths – 2D shapes and repeating patterns Science – plants Harvest	ICT - photography PSHE – who we are	Geography – towns and cities History