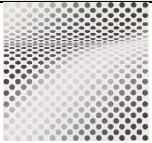




	Term 1	Term 2	Term 3
Art Work focus and theme	 <p>Theme - Line and Shape Bridget Riley, <i>Hesitate</i>, 1964</p>	 <p>Theme – Space Henri Matisse, <i>Icarus</i>, 1944</p>	 <p>Theme – Landscapes David Hockney, <i>Woldgate Woods</i>, 2006</p>
Additional projects – linked to events and subjects	Self-portraits with pencils – link to PSHE Leaf Man Collage – science/literacy links Christmas Doors/Cards/Decorations	Easter cards/decorations	Self-portraits in the style of Elizabeth 1 Clay project at Waltham Abbey to be repeated in school – making natural shapes with clay
Link to Programme of study	KS1 Pupils should be taught: <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)	- How does Bridget Riley use shape and line in her art? - How can we use pencils to create tone and shade? -How can we create lines of different length, shape and thickness?	- How do you make and use a printing block? - How can you use shapes to tell a story in art? - Can you think about composition to create a feeling of space in your prints?	- Which colours can we mix together to find a perfect palette? (which primary colours are needed to make secondary colours) - Why is it important to practise observations in art? - How can we use shapes and line to create a David Hockey inspired landscape?

<p>Component Knowledge (Intentional knowledge they need to understand)</p>	<p>Making Skills: <u>DRAWING</u> To explore mark making, experiment with drawing lines. To draw lines of different shape, length and thickness using a pencil. To begin to draw basic shapes after observing an object.</p> <p>Formal Techniques: <u>COLOUR AND TONE</u> To understand what tone is (the lightness and darkness of a colour) and how to apply this to their own work – using tone when drawing to create lighter and darker effects.</p> <p><u>LINE</u> To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p> <p><u>PATTERN</u> To understand patterns in nature as well as human design and to make patterns using a range of materials.</p> <p><u>SHAPE AND FORM</u> To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</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 recognise and describe key features of their own and other’s work. To describe what they feel about their work and the art of others.</p> <p>Exploration and Creation</p>	<p>Making Skills: <u>PRINTING, SCULPTURE AND COLLAGE</u> To learn about a range of materials and techniques such as clay-etching, printing and collage. To design and make own printing block. To find, cut and tear materials to make a collage.</p> <p>Formal Techniques: <u>LINE</u> To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p> <p><u>SPACE</u> To begin to understand the purpose of the area around and within objects, forms, shapes, and lines. To think about the composition of their art.</p> <p><u>SHAPE AND FORM</u> To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</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 recognise and describe key features of their own and other’s work. To describe what they feel about their work and the art of others.</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 use artists’ work to develop and stimulate their own original artwork.</p>	<p>Making Skills: <u>PAINTING</u> To develop skill and control when painting to create basic shapes with a medium sized brush. To paint something seen first-hand.</p> <p>Formal Techniques: <u>COLOUR AND TONE</u> To remember the primary colours and how to mix them to create secondary colours. To begin to create shades (adding black) of colours and justify the chosen colours based on the purpose. To understand what tone is (the lightness and darkness of a colour) and how to apply this to their own work – using tone when drawing to create lighter and darker effects.</p> <p><u>LINE</u> To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p> <p><u>SPACE</u> To begin to understand the purpose of the area around and within objects, forms, shapes, and lines. To think about the composition of their art.</p> <p><u>SHAPE AND FORM</u> To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</p> <p><u>TEXTURE</u> To use a range of materials to create textures in own art for a purpose – thicker paints, paper and card, natural materials.</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.</p>
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	<ul style="list-style-type: none"> - 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 use artists' work to develop and stimulate their own original artwork. -To gain inspiration for their artwork from the natural world. 	<ul style="list-style-type: none"> -To gain inspiration for their artwork from the natural world. 	<ul style="list-style-type: none"> To recognise and describe key features of their own and other's work. To describe what they feel about their work and the art of others. <p>Exploration and Creation</p> <ul style="list-style-type: none"> - 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 use artists' work to develop and stimulate their own original artwork. -To gain inspiration for their artwork from the natural world.
Key Vocabulary	<p>Drawing – Sketch, Shade, Draw, HB pencil, Crayon, Mark-make, Observational</p> <p>Colour and tone –shade, light, dark, pale</p> <p>Line – outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p> <p>Pattern –Repetition, repeat, natural, simple</p> <p>Shape and Form- 2D shape, 3D shape, circular, rounded</p> <p>Evaluation – Evaluate, improve, compare, describe, similar, different</p> <p>Type of art – op-art</p>	<p>Printing - Block Printing, repeat, pressure, reverse, rubbings, roller, printing ink</p> <p>Collage – Stick, overlap, shred, fabric, materials</p> <p>Line – outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p> <p>Space– composition, background, near, far</p> <p>Shape and Form- 2D shape, figure, body, circular, rounded</p> <p>Evaluation – Evaluate, improve, compare, describe, similar, different</p> <p>Type of art – cut-out</p>	<p>Painting - Brush stroke, bristles, poster paint, mix, blend, palette</p> <p>Colour and tone –primary colours, secondary colours, shade, light, dark, blend, bright, pale</p> <p>Line – outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p> <p>Space– Three-dimensional, composition, background, near, far</p> <p>Texture – bumpy, hairy, smooth, shiny, spiky</p> <p>Shape and Form- 2D shape, 3D shape, circular, rounded</p> <p>Evaluation – Evaluate, improve, compare, describe, similar, different</p> <p>Type of art -landscape</p>
Resources	HP pencils, rulers, 2D shapes, paper	Printing blocks (sponge), printing inks, pencils, paper, scissors, glue	HP pencils, paints, leaves, card, magnifying glasses
Links to prior knowledge	Children will link back to knowledge of 2D shapes and repeating patterns, observational drawings of snails etc.	Children will link back to their knowledge of printing with various shapes in reception and will understand that a print can be used more than once.	Children will use their observational skills from reception to help them to draw leaves. Children will use their knowledge of colours and colour mixing to help them to make a palette of colours.
Key knowledge/skills for assessment	Children will be able to control a pencil to create lines of various lengths, thickness and shape. Children will be able to understand how shapes can be used to create art.	Children will understand how and why prints are used in art. Children will design and use a simple shape block print inspired by Matisse.	Children will be able to draw leaves by observing them closely and using lines and shapes to recreate this. Children will be able to mix their own basic colours for the purpose of painting a landscape.

	Children will be able to draw shapes to create an artwork inspired by Riley.	Children will be able to cut and stick paper to create a collage inspired by Matisse.	Children will be able to control a large paintbrush to create a simple painting in the style of Hockney.
Art Capital /Experiences	Exploring our outdoor area to find natural patterns and shapes	Children to experiment with various types of printing – with pre-made printing blocks, vegetable and fruit printing	Online art gallery tour with the National Gallery Waltham Abbey visit
Cross-curricular links	Maths – 2D shapes and repeating patterns, using length and rulers	History – Neil Armstrong Maths - shapes	Science- plants and trees Geography – our school grounds