



Year A

To be taught throughout the year:

Exploring and Developing Ideas	Evaluating and Developing Work	Drawing
<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. <p>Knowledge and skills from Spring term to be incorporated in printing and painting units if possible/applicable.</p>

KS1 Autumn term - Painting				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <p>Texture</p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster. 	<p>Ideas and feelings can be expressed through painting.</p> <p>The colour and consistency of paint can be best described using appropriate vocabulary.</p> <p>It is useful to talk about the work of other artists.</p> <p>Differences are valuable and all end products do not have to look the same.</p>	<p>Develop an understanding about different types and styles of painting (by looking at artists).</p> <p>Identify and describe differences between paintings from a wide range of times and places.</p> <p>Develop an understanding of the different purposes of painting and the significance of colour – e.g. that the Chinese view red as a particularly lucky colour.</p>	<p>Seurat, Monet, Lowry</p>	<p>Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright</p>



KS1 Spring term - Drawing				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. <p>Lines and Marks</p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. <p>Form and Shape</p> <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <p>Tone</p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p>Texture</p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 	<p>Drawing can be used to develop ideas.</p> <p>Drawing can be used as a starting point for other processes.</p> <p>Comparisons with own and others' work is useful in order to share ideas and methods.</p> <p>It is essential to carefully observe when drawing from life; noting shape and scale of the original.</p>	<p>Look at and talk about drawing from other periods and cultures - cave drawings, aboriginal drawings etc.</p> <p>Understand that drawing has different purposes in different cultures - costume, religious pictures etc.</p>	<p>Picasso, Miro, Kandinsky & Bridget Riley</p>	<p>Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment Charcoal Coloured pencil Drawing pencil Felt tip pen Marker</p>



KS1 Summer Term - Printing				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. Colour <ul style="list-style-type: none"> Experiment with overprinting motifs and colour. Texture <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. 	<p>Textiles and wallpaper have been produced using a printing process that is reproducible.</p> <p>The printing process uses a range of specific vocabulary.</p> <p>Images can be made in a variety of ways, not just drawn or painted, and can be reproduced.</p> <p>Patterns can be altered – repeating, rotating and reflecting the original image.</p> <p>Their own technical skills can be improved through self-evaluation. Express likes and dislikes regarding everyday design in textiles.</p>	<p>Develop an awareness of pattern and texture in the environment – bark, leaves.</p> <p>Recognise and be aware of artists' and designers' use of pattern for functional and decorative purposes – E.g. native costumes, Indian fabrics.</p>	Kimmy Cantrell, David Hockney & Orla Kiely	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mono-print Two-tone print



KS1 Art and Design Rolling Programme