

# Art Curriculum – 2 Year Cycle



## Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to engage, inspire and challenge pupils, equipping them with the knowledge to experiment, invent and create their own works of art, craft and design. As pupils progress, they will understand how art and design reflects our history and contributes to the cultural and diversity of our world in which we live.

Through our Art and Design curriculum, we intend to inspire pupils to develop a love of art, craft and design which stimulates creativity, imagination and enriches their lives.

## Implementation

Art and Design is taught through the 'Threshold Concepts' of Develop Ideas, Master Practical Skills and Takes Inspiration. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of Art and Design so that it is in their long-term memory.

## Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

# Art Curriculum – 2 Year Cycle



Year Group	Cycle	Autumn	Spring	Summer
1/2	<b>A</b>	<b>Theme-Landscapes</b>  <b>Painting and Drawing</b>	<b>Theme-Portraits</b>  <b>Drawing and Collage</b>	<b>Theme-Ancient Art</b> <b>Sculpture</b>  <b>Digital Art</b>
	<b>B</b>	<b>Theme- Under the sea</b>  <b>Painting and drawing</b>	<b>Theme- Food</b>  <b>Drawing and Printing</b>	<b>Theme- Flowers</b> <b>Sculpture</b>  <b>Textiles</b>

# Art Curriculum – 2 Year Cycle



Key Stage 1 Teaching Sequence for Art (Milestone 1) CYCLE A			
Each term includes the Key concepts of: Developing ideas, Mastering techniques, Taking inspiration from the Greats			
Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<p><b>Key Elements: Line/ Colour Painting/ Drawing</b></p> <p><b>Theme- Landscapes</b></p> <p><b>Artists- Constable (Traditional)/ Monet (Modern) Ndambo (contemporary)</b></p> <p>Cold Task- Drawing self portrait</p>	<p><b>Key Elements: Shape/ Tone Portraits-Drawing Collage- Texture</b></p> <p><b>Artists- Leonardo Da Vinci (Traditional) Picasso- (Modern)</b></p>	<p><b>Key Elements: Form/ Texture Sculpture- Ancient art The Mesopotamians- (Traditional)</b></p> <p><b>Digital media (Contemporary)</b></p>
<b>1</b>	<p><b>Take inspiration/ Mastering Techniques</b></p> <p>Exploration- Linda Karshan</p> <p>Introduce line- what kind of lines can we make? Use wool make lines.</p> <p>Experiment with lines- different types (descriptions- pencil) Long and short (sketchbooks)</p> <p>Create own Linda Karshan type image- varied media- felts, chalks, crayons</p>	<p><b>Developing ideas/ Taking inspiration</b></p> <p>Intro portraits- Jigsaw clues- discuss art- Leonardo- What is a portrait?</p> <p>Look at shapes in the face- experiment with drawing shapes in sketch books, cut out shapes etc. Straight, curved lines.</p> <p>Draw an eye focus- observation Yr2- charcoal</p>	<p><b>Taking inspiration</b></p> <p>Artist spotlight: <b>The Mesopotamians</b></p> <p>Style/ background, technique, appreciate Telling stories/ process with limited materials What is a sculpture?</p> <p>Explain Form- Look for <b>form</b> in Sculptures – Label images</p> <p>Draw forms- from images Year 2- discuss light/shadows</p>
<b>2</b>	<p><b>Retrieval-</b> what types of lines can we create with our sky pencil?</p>	<p><b>Retrieval-</b> What is a portrait? Is it only ever face? Look at examples (Say how feel about art work)</p>	<p><b>Retrieval</b> The Mesopotamians</p>
<b>3</b>	<p><b>Developing ideas/ Taking inspiration</b></p> <p>Intro to Landscapes- use of lines</p> <p>Constable, Pissaro, Ndambo - what lines can we see? What do we think about this art?</p> <p>Ariel art 5 line sketch minutes- <a href="#">Landscape with Antiquities (Lamorna)</a>, <a href="#">Ithell Colquhoun, 1955</a>   <a href="#">Tate</a></p> <p>Line- Exploration</p> <p>Thickness of line- experiment with different sized pencils to make own marks- try paint brushes- free paint</p> <p>Field study – draw own landscape from school (observational)-Focus lines</p>	<p><b>Mastering techniques</b></p> <p>Are faces the same on both sides?</p> <p>Drawing- Half a face- look at shapes</p> <p><b>Tone</b></p> <p>Light and dark- carousel</p> <p>Skin tones/ hair tones/ eye tones-</p> <p>Experiment with different tones of colour-light/ dark lines- pencil crayons</p> <p>Experiment with paint changing the tone- tone chart</p> <p>Adding white/ black</p>	<p><b>Mastering techniques</b></p> <p><b>Exploring Texture-</b></p> <p>Experiment with adding coffee/ salt/ glue to create texture in paint.</p> <p>Using clay techniques to roll, cut, and create textures in clay. Flat but 3D</p> <p>Draw- from imagination</p>
<b>4</b>	<p><b>Retrieval-</b> 5 minute sketch lines- <a href="#">Wivenhoe Park, Essex (1816)</a> costable</p>	<p><b>Retrieval-</b> find different tones of a colour round room</p>	<p><b>Retrieval-</b> Look at local glass art- talk form</p>

# Art Curriculum – 2 Year Cycle



<p><b>5</b></p>	<p>Mastering techniques 5 min sketch of lines in a landscape-Ndambo (intro colour use)</p> <p>Colour – <b>Recognise/ mix Primary and secondary colours</b></p> <p>Experiment by painting just with primary- free design Then begin to understand how to make Secondary- colour addition/ foil mixing/ colour wheels yr 2</p>	<p>Mastering techniques</p> <p><b>Tone-</b> Experiment with light and dark lines in sketchbook- crayons. pencils</p> <p>Draw portrait of self <b>Colour own work neatly</b></p> <p>Tone- pressing harder with a colour- trial in book</p>	<p>Mastering techniques <b>It's time to shine!</b> <b>knead, shape-mould coil</b> thumb pots and attach coil-, coil pots</p> <p>Rehearse techniques- make own cup or vase. Add lines in clay</p>
<p><b>6</b></p>	<p><b>Retrieval</b> –Colour questions- Name Primary Name Secondary</p>	<p><b>Retrieval</b> – gallery of children’s work- discuss (What do they think of peers work)</p>	<p><b>Retrieval-</b> Look at Clay- what do they think about it, how might change it?</p>
<p><b>7</b></p>	<p>Taking inspiration Artist spotlight- Monet</p> <p><b>Describe work/style-</b> colours lack of definite lines- lots of small brushstroke lines. Compare to Constable neatness. Zoom in.</p> <p>Mastering techniques <b>Use ideas from artists</b></p> <p>Draw based on Monet Lily Garden- use wax crayons. Focus on lines</p>	<p>Taking inspiration <b>Describe work of an artist</b> Artist Spotlight- Picasso</p> <p>Describe work/style- discuss shapes used/ effects</p> <p>Draw from Picasso work- shapes- use simple lines and shapes Use oil pastels</p>	<p>Developing ideas <b>Discuss local art</b></p> <p>Look at local sculptures- Dudley/ Belle Vue Talk form- draw sculptures- shapes</p> <p><b>Explore ideas</b> Design own piece- sculpture for the playground to show what their life is like in thousand years.</p>
<p><b>8</b></p>	<p><b>Retrieval- Monet- describe work</b></p>	<p><b>Retrieval- Picasso- describe work</b></p>	<p><b>Retrieval-</b> Paint clay</p>
<p><b>9</b></p>	<p>Mastering techniques <b>Brush strokes</b></p> <p>Brushstrokes exercises- Correct and incorrect, load paintbrush, thin and thick strokes. Careful brushstrokes. Trial fast thick brush strokes.</p> <p>Create fields landscape</p> <p>Developing Ideas Collect own landscape ideas- <b>Explore ideas</b> (Imagination) for own landscape- drawing ideas- colour own work neatly following lines</p>	<p>Mastering Techniques</p> <p>Sort and describe materials based on feel Yr2 group based on colour, texture</p> <p>Discuss ideas as they work Collage- <b>Sorting and arranging</b> in the style of an artist- Picasso- Yr 2 on tissue paper</p>	<p>Mastering techniques <b>Create own sculpture</b> using clay. Comment on own and others artwork- clay sculptures.</p>
<p><b>10</b></p>	<p><b>Retrieval- return to ideas, discuss ideas- share with partner</b></p>	<p><b>Retrieval- texture what does it mean? Find something smooth, bumpy.</b></p>	<p><b>Retrieval- What tools did we use?</b></p>
<p><b>11</b></p>	<p>Mastering techniques</p> <p>Landscape steps to paint- sketch, big brush for sky, smaller for features.</p> <p>Paint own landscape- include colour mixing</p>	<p>Mastering Techniques</p> <p>Collage- <b>Combine varied materials-</b> texture Cut, tear, glue- <b>mix materials.</b> Own image With partner talk about what they might change, alter in work.</p>	<p>Develop Ideas Digital Media- Tell a story Purple Mash - tools- imaginative</p>
<p><b>12</b></p>	<p><b>POP TASK – colour theory</b></p>	<p><b>POP TASK-</b></p>	<p><b>POP TASK</b> <b>Hot task- drawing</b></p>

# Art Curriculum – 2 Year Cycle



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Key Stage 1 Teaching Sequence for Art (Milestone 1) CYCLE B			
Each term includes the Key concepts of: Developing ideas, Mastering techniques, Taking inspiration from the Greats			
Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<b>Scenes of the sea</b> <b>Colour/ Pattern</b> <b>Drawing/Painting</b> <b>Hokusai- Modern</b> <b>Daniel Jean- Contemporary</b> Drawing cold task- fish	<b>Food</b> <b>Tone/ Texture</b> <b>Drawing and Print</b> <b>Paul Cezanne- (Modern)</b> <b>Gisueppe Arcimboldo- (Traditional)</b> <b>Sandra Blow-Printer (contemporary)</b>	<b>Form/ line</b> <b>Sculpture- Flowers</b> <b>Georgia O' Keefe- Modern</b> <b>Van Gough</b> <b>Marc Quinn- Contemporary</b>  <b>Textiles</b>
<b>1</b>	<b>Develop Ideas/ Taking Inspiration</b> Sea scape Hokusai-colours/method  <b>Experiment with different techniques-</b> Wax resistant image of a wave- paint/ wax	<b>Mastering Techniques</b> Observational drawing (fruit)- <b>shape/ texture-</b> dots and lines  Varied media- charcoal/ oil	<b>Develop Ideas/ Taking Inspiration</b> Look at work of Van Gough/ Georgia O' Keefe <b>Talk about artwork/ collect</b>  <b>Observational drawing-</b> Line focus- flowers close up (magnifying glass) then Vase (use colour)
<b>2</b>	<b>Retrieval-Hokusai</b>	<b>Retrieval-</b> Dots and lines for texture	<b>Retrieval-</b>
<b>3</b>	Drawing- Look at examples of patterns <b>experimenting with pattern</b> (sketch books)- lines and dots  Drawing fish and star fish with added patterns Draw other half of sea creature  Drawing- Jelly fish- alternative media/lines- chalk on black	<b>Develop Ideas/ Taking Inspiration</b> Artist spotlight- Cezanne Effects/techniques/ process  Look at <b>Tone-</b> where is light/ dark, why? Torch work with fruit. What happens to colours? Fruit drawing- colour with tone in pencil crayons	<b>Mastering Techniques</b> Artist spotlight- Georgia O'Keefe Look at lines  Observational drawing- trees <b>Lines-</b> Oil pastels
<b>4</b>	<b>Retrieval- Copy patterns- 5 minute draw</b>	<b>Retrieval- Cezanne</b>	<b>Retrieval-</b> Leaf rubbing/bark rubbing
<b>5</b>	<b>Take Inspiration</b> Colour- Look at <b>Daniel Jean</b> work- bright colours- discuss Collect ideas  <b>Mastering Techniques</b>	<b>Take inspiration</b> Arcimboldo work  <b>Imaginative drawing based on artist-</b> Use fruit in a new way Colour own work- add tone/ texture?	<b>Taking Inspiration</b> Marc Quinn- Sculpture/work  <b>Mastering Techniques</b> Create 3D work-Tubes or

# Art Curriculum – 2 Year Cycle



	<p>mix colours to match. Overlay see through papers to make colours</p> <p>Primary to secondary colours- Daniel Jean colour wheels</p>		<p>3D drawings Cut, roll, bend, coil</p> <p><i>It's time to shine!</i></p>
<b>clay</b>	<b>Retrieval-colours</b>	<b>Retrieval-Look at artwork- critique and appreciate</b>	<b>Retrieval- Look at sculptures-appreciate and critique</b>
<b>7</b>	<p><b>Colour-shades</b> Match colours to artefacts/objects- create colour spectrums</p> <p>Lightening- white to make tint Darkening- black to make tone</p> <p>Create changing rainbow- year 1 Paint a star fish with light and dark patterns- year 2</p>	<p><b>Mastering Techniques</b> Sandra blow—'Borderline' examples of overlapping</p> <p><b>Rehearse printing techniques-</b> roll (Rollers) , press (string), stamp (Veg), card board tubes or edges, can they make overlapping prints?</p> <p>Draw puddings/ cakes- observational</p>	<p>Look at Tree of life</p> <p>Encourage <b>paper curling, shaping, twisting</b> to create 3d image. Include fabrics. Added features- birds etc</p>
<b>8</b>	<b>Retrieval- How do we lighten/darken?</b>	<b>Retrieval- What is a print? How can they be made?</b>	<b>Retrieval- How can we sculpt?</b>
<b>9</b>	<p>Drawing</p> <p>Look at images of unusual fish Draw own unusual fish- <b>Explore ideas</b> from imagination</p> <p><b>Mastering Techniques</b> Paint a fish with pattern Thick/ thin brushes- why change?</p>	<p><b>Master techniques-</b></p> <p>Trial other <b>printing techniques-</b> Remove paint (press) Print with leaves</p> <p><b>Develop ideas</b></p> <p><b>Design</b> own Print for wrapping paper Decide on print technique- removal or block</p>	<p><b>Develop ideas</b></p> <p>Design own flower sculpture</p> <p>Recycled art- In small groups straws paper, card- roll, cut, pipe cleaners attach Add texture/ colour to sculpture</p>
<b>10</b>	<b>Retrieval- Create wash for painting</b>	<b>Retrieval- discuss design</b>	<b>Retrieval</b> Look at sculptures-appreciate and critique
<b>11</b>	<p><b>Develop ideas</b></p> <p>draw own ideas for under water sea image to paint next lesson</p> <p><b>Mastering Techniques</b> Use <b>thick and thin brushes</b> to create own under water image</p>	<p><b>Mastering Techniques</b></p> <p>Create own wrapping paper print- <b>repeating/overlapping shapes</b></p>	<p><b>Weaving</b></p> <p>Weave different fabrics Create weave of fabrics/paper/wool Plaiting-</p>
<b>12</b>	<p><b>POP TASK</b> –</p> <p>Gallery- say how feel about work/ how they might change it. Talk about others artwork.</p>	<b>POP TASK</b>	<b>POP TASK</b>
			<p>Friendship bracelets- end of year gifts. hot task draw fish</p>