

KS1 ART CURRICULUM



Year A

AUTUMN: "PEOPLE, PENGUINS & PLATYPUS"	SPRING: "EXCELLENT EXPLORERS"	SUMMER: "PLAYTIME"
ART SKILLS / TECHNIQUES	ART SKILLS / TECHNIQUES	ART SKILLS / TECHNIQUES
FOCUS: Self-portraits <i>(to communicate ideas about themselves)</i>	FOCUS: Natural Forms <i>(line, shape, colour & texture; using observations as basis for textile design)</i>	FOCUS: Playground Scenes <i>(using a viewfinder and recording observations & ideas)</i>
OUTCOME: self-portrait in style / media of choice	OUTCOME: applique panel inspired by nature	OUTCOME: playground scene
Creates patterns using different media, tools and colours. Y2 ext: <i>Uses colour to express moods and feelings.</i>	Cuts a wider range of materials for collage work. Y2 ext: <i>Develops skills of overlapping and overlaying.</i>	Explores tone using pastel, chalk and diff grades of pencil. Y2 ext: <i>Controls marks and lines when drawing.</i>
<ul style="list-style-type: none"> • Compare and contrast portraits from different periods and in different media • Explore techniques to create work in style of artists below • Investigate and trial different media, tools and techniques • Understand proportions of face 	<ul style="list-style-type: none"> • Explore / observe natural artefacts • Compare shapes / colours / textures • Observational drawing • Compare and contrast work of William Morris and Matisse • Explore styles and techniques • Design pattern inspired by nature • Embellish / decorate panel 	<ul style="list-style-type: none"> • Explore viewfinder technique • Line drawings of views • Explore and compare art / periods of Bruegel & Lowry • Use IT to explore parts of a painting • Use IT to record ideas for a painting • Plan composition of painting
<u>VOCABULARY</u> Lines – <i>thin, bold, feint, wavy, broken</i> Colours – <i>bright, dull, light, dark</i> Paint Texture – <i>thick, thin, watery</i> Shapes – <i>long, oval, curvy, egg-shape</i> Textures – <i>smooth, crinkly, rough</i> Composition – <i>arrangement, visual qualities</i>	<u>VOCABULARY</u> Lines / Marks – <i>lines, dots, squiggles, patches</i> Shapes in nature – <i>long, thin, round, regular, symmetrical, flowing, spiral</i> Texture / surface – <i>smooth, prickly, shiny, furry</i> Natural Colours – <i>linked to seasons, earthy colours, shades of green, natural fabric dyes</i> Collage – <i>layering, overlapping, combining, pleating, wrinkling, stitching, appliqué</i>	<u>VOCABULARY</u> Visual images – <i>photograph, picture, illustration, painting</i> Design – <i>plan, outline, shape</i>
ARTIST FOCUS	ARTIST FOCUS	ARTIST FOCUS
Picasso (abstract portraits) Arcimboldo (fruit/veg faces) – link to Harvest Festival Warhol (colourful portraits; repeated patterns)	William Morris (flora & fauna wallpaper designs) Matisse (decorative patterns / collage)	Pieter Bruegel the Elder - 'Children's Games' (1560); 'Winter Landscape with Skaters' (1565) LS Lowry – 'People Standing About' (1935); 'A Cricket Match' (1938)

Year B

AUTUMN: "REMEMBER, REMEMBER..."	SPRING: "HERE & THERE"	SUMMER: "BEAUTIFUL BUILDINGS"
ART SKILLS / TECHNIQUES	ART SKILLS / TECHNIQUES	ART SKILLS / TECHNIQUES
FOCUS: Colour (<i>colour-mixing, collage and weaving</i>)	FOCUS: Pointillism & Sculpture (<i>shape, form, texture</i>)	FOCUS: Shape & Pattern in Buildings (<i>prints, rubbings and relief sculpture</i>)
Outcome: abstract painting inspired by Pollack Paper collage of Fire of London	Outcome: pointillism landscape painting Sculpture / model	Outcome: relief / embossed clay tile
Experiments with mixing paint colours. Becoming more aware of form, feel, texture, pattern (collage). Y2 ext: <i>Uses colour to express moods and feelings. Developing a greater awareness of contrasts (e.g. in texture and colour.</i>	Creates patterns using different tools and colours. Experiments with a purpose, using basic tools. Y2 ext: <i>Represents things observed, remembered or imagined. Compares and recreates form and shape.</i>	Explores & recreates patterns with an extended range of materials. Becoming more aware of form, feel, texture, pattern. Experiments with a purpose, using basic tools. Y2 ext: <i>Is able to create texture and specific effects with a range of tools. Creates a range of prints and can identify prints in their own environment.</i>
<ul style="list-style-type: none"> • Explore colour mixing – tones / shades • Know primary colours and secondary colours • Respond to work of Jackson Pollack • Experiment with painting techniques • Explore collage textures with different papers • Discover natural food dyes • Introduction to weaving 	<ul style="list-style-type: none"> • Aboriginal art – traditional colours & patterns • Compare / experiment with Pointillism landscapes • Compare sculptures – materials used • Look at use of natural / upcycled materials • Design a sculpture for a real place • Make a model sculpture 	<ul style="list-style-type: none"> • Explore printing with different objects • Look at patterns in buildings • Find out about architects / architectural styles • Look at local buildings - use a viewfinder • Sketch ideas • Design a clay tile • Add pattern / detail to clay
<u>VOCABULARY</u> Colours – <i>primary, secondary, bright, dull, light, dark, tone</i> Paint Texture – <i>thick, thin, watery, textured</i> Tactile Qualities – <i>smooth, rough, shiny, soft, course</i> Materials – <i>natural, made, recycled</i> Textiles – <i>felt, velvet, lace, satin, fleece, fibre, thread</i> Weaving – <i>loom, warp, weft, shuttle</i>	<u>VOCABULARY</u> Colours – <i>earthy, bright, tone, mix</i> Painting – <i>dots, brush strokes, detail, pattern, realism</i> Materials – <i>natural, made, reclaimed</i> Visual Qualities – <i>shape, form, colour</i> Tactile Qualities – <i>hard, soft, rough, smooth, bumpy, rigid, pliable</i> Processes – <i>sculpture, carving, modelling, casting, constructing</i>	<u>VOCABULARY</u> Observation – <i>viewpoint, viewfinder, drawing, photograph</i> Visual Qualities – <i>shape, pattern, decoration, natural, mathematical, patterns, symmetry, rotation</i> Tactile Qualities – <i>malleable, form, 3-dimensional, relief (raised surface)</i> Buildings – <i>architect / architecture, public space, private space, purpose (e.g. worship, leisure, learning), materials, surface, doorways, windows, slates, tiles, murals</i> Materials & Process – <i>rubbings (frottage), print-making, clay, modelling</i>
ARTIST FOCUS	ARTIST FOCUS	ARTIST FOCUS
Pollock (paint spatter fireworks) <ul style="list-style-type: none"> • Exploring textured paint • Dragging / pushing paint – using tools 	Aboriginal Dream art Seurat (dot landscapes) Andy Goldsworthy (natural art/sculpture)	Charles Rennie Mackintosh (designer) Christopher Wren & Jorn Utzon (Architects)