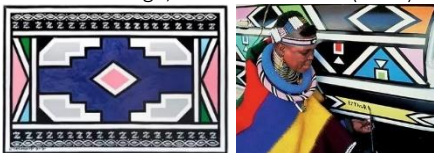


	Term 1	Term 2	Term 3
Unit of work	Line and Shape	Space	Landscapes
Key Skill(s)	Drawing	Printing, Collage	Painting
Key Artists/Artworks	Henri Matisse: The Snail (1964)  Bridget Riley: Hesitate (1953) 	Yinka Shonibare, Space Walk (2002)  Esther Mahlangu, Ndebele Abstract (2021) 	Abel Rodriguez, Terraza Alta II (2018)  David Hockney, Woldgate Woods (2006) 
Composite Knowledge	How do artists use different types of line in their art? How can we use different lines in our art?	What is printing? How can we do it?	What is landscape painting? How can we do it?
Component knowledge	How does Henri Matisse use spirals in his art? How does Bridget Riley use different types of line in her art? What different types of line can we create in our art?	What is a print? What is a printing block? What is a repeat print? What is a symmetrical print? Why does Yinka Shonibare use printed fabric in his sculpture?	What is landscape painting? Why is it important to practise looking carefully in art? Which primary colours are needed to make secondary colours? How does David Hockney paint his landscapes? How does Abel Rodriguez paint his landscapes?
National Curriculum KS1 Skills	Pupils should be taught: - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.	Pupils should be taught: - 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 - 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.	Pupils should be taught: - 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 - 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.
Vocabulary	- Op Art, straight, wavy, bumpy, zigzag, spiral - Like, dislike, what went well, what could I improve.	- Print, printing block, symmetrical, repeat pattern - Like, dislike, what went well, what could I improve.	- Landscape, observation, memory. - Primary colours – red, yellow, blue. - Secondary colours – green, orange, purple

			Like, dislike, what went well, what could I improve.
Links to prior knowledge	Matisse (EYFS Key Artist/Snails topic) Using different drawing materials (EYFS continuous provision)	Printing and stamping (EYFS continuous provision)	Drawing spirals in natural forms (Autumn 1)
Key knowledge for assessment	Children can use a range of materials to make and name different types of line including wavy, loopy, zigzag, bumpy and spiral. Children can discuss how different artists use different types of line in their art, including Matisse and Bridget Riley.	Children can describe what a print is, and what a printing block is. Children can use a simple printing block to create a repeat print. They will be able to create a symmetrical print by folding. Children will be able to discuss why Yinka Shonibare uses printed fabric in his sculpture.	Children know what landscape painting is, and why artists need to look carefully to be successful at it. Children are able to discuss how David Hockney paints his landscapes, including how he paints outdoors and in sections. Children know which primary colours are needed to make secondary colours.

Half Termly Planning

	Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS1 YR1	Learning Objective	LO: To draw a wiggly line picture.	LO: To explore and experiment with printing.	LO: To learn how to make secondary colours.
		LO: To make different types of lines.	LO: To explore printing with a printing block.	LO: To make observational drawings from nature.
		LO: To explore spiral drawing.	LO: To look at the art of Esther Mahlangu.	
		LO: To make a spiral drawing.	LO: To look at the art of Yinka Shonibare.	
		LO: To make a piece of Op Art.	LO: To respond to the art of Yinka Shonibare.	
		LO: To make a piece of art inspired by Henri Matisse.	LO: To print a piece of fabric inspired by Yinka Shonibare.	
		LO: To draw using a continuous line.		

Key Vocabulary					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
- Op Art, straight, wavy, bumpy, zigzag, spiral - Print, printing block, symmetrical, repeat pattern - Landscape, observation, memory. - Primary colours – red, yellow, blue. - Secondary colours – green, orange, purple - Like, dislike, what went well, what could I improve.	- Pop Art, sculpture, mould, form, colour, pattern, texture - Abstract Art, painting, portrait, line, shape, collage - Cityscape, observation, memory, line, shape, light, dark, shading - Like, dislike, what went well, what could I improve, similar, different	- Illustration, character, background, design, animation, pencils, charcoal, pastels. - Public art, painting, mural, natural pigments, shades, tints. - Printing, analogue, relief, linocut, digital. - Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, shade, story, texture, emotion.	- Sculpture, statue, proportion, arm span, height, realistic, distorted, pose, engineer - Still life, painting, proportion, shape, form, perspective, shades, tints. - Drawing, tone, shadow, highlight, charcoal, chalk, pastel - Like, dislike, what went well, what could I improve, similar, different, model, scale, impact, line, shape, colour, shade, palette, light, dark, contrast, form	- Architecture, architect, geometric, circle, concentric square, triangle, arch, shade, tone. - Impressionism, Post-Impressionism, natural, light, distortion, heightened, texture, mood, emotion. - Sculpture, figurative, moulding, carving, armature, assemblage. - Like, dislike, what went well, what could I improve, scale, line, perspective, tone, shade, pattern, repeat, brushstrokes, swirling, fast, energetic, frantic, pose, posture, form, procession.	- Line, tone, highlight, shading, tone, grades, observation, movement. - Printing, lino print, relief print, monoprint, collagraph, poster, mural, movement, complementary colours. - Self-portrait, symbolism, symbolic object, culture, religion, identity. - Like, dislike, what went well, what could I improve, realistic, lifelike, dynamic, message, communicate, text, design, impact, line, shape, colour, likeness, context, intention, context, intention.

Key Skills Progression					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Making:					
<u>Drawing</u> - Exploring mark-making - Drawing lines of different length, shape and thickness including spirals. - Drawing from observation by looking at line and shape.	<u>Drawing</u> - Beginning to use tone and shading to show light and dark areas of a drawing. - Using a range of drawing materials to create different effects. - Drawing more accurately from observation, looking carefully at line, shape or tone.	<u>Drawing</u> - Beginning to sketch designs, and develop them into finished pieces. - Choosing and using a range of drawing materials confidently (charcoal, different grades of pencils, pastels, colouring pencils, ink and biro). - Drawing accurately from observation, looking	<u>Drawing</u> - Beginning to use perspective in drawing to show depth and distance. - Using a range of pencils, charcoal and chalk pastels to create line, tone, shadows and highlights. - Considering positive and negative space when creating a drawing.	<u>Drawing</u> - Drawing using mathematical perspective to create architectural drawings (3D forms). - Adding detail and texture to drawings. - Creating geometric compositions using mathematical shapes – notice geometric shapes	<u>Drawing</u> - Quickly observing and fluently sketching key shapes of objects when drawing. - Using a range of lines to create human and animal forms considering thickness, length, and shape.

		carefully at line, shape or tone or a combination.		when drawing from images or observation.	• Adding detail and texture to drawings using a range of pencils. • Creating realistic three-dimensional spaces in a drawing, using perspective and scale. • Creating depth in drawings using tone (light and dark).
<u>Printing</u> • Making a block print with an object (cork, potato, cotton reel etc.) • Making a simple printing block • Making a symmetrical print by folding • Creating a repeat pattern	<u>Printing</u>	<u>Printing</u> • Making different types of printing block • Making a relief print using lino or Styrofoam • Making a digital print using digital media	<u>Printing</u>	<u>Printing</u>	<u>Printing</u> • Creating prints using a range of techniques (relief prints, monoprints, block prints and digital media). • Planning an artwork that communicates a strong message, through use of form, image, colour and text.
<u>Painting</u> • Mixing primary colours to make secondary colours • Mixing to match the colour of an object • Using medium-sized brushes to paint from observation. • Developing correct brush technique and cleaning between colours • Using the colour wheel to mix secondary colours.	<u>Painting</u> • Beginning to add white to create more colours and shades. • Developing skill, technique and control with brushes • Choosing the correct size of brush for a purpose. • Using the colour wheel to understand colour mixing and the effect of adding white.	<u>Painting</u> • Using a colour wheel, tints and shades (white and black) to create specific colours and shades for a purpose. • Increasing skill and control when painting using a range of different paints (watercolour, acrylic, poster paint, natural paints). • Using a range of brushes to create different effects. • Using the colour wheel to understand secondary and tertiary colours and the effect of adding white.	<u>Painting</u> • Using tone (light and dark) to create depth in painting. • Increasing skill and control when painting using a range of different paints (watercolour, acrylic, poster paint, natural paints), understanding that paints have different properties and need to be applied differently. • Painting with purpose and expression. • Use the colour wheel to understand colour and tone (light and dark).	<u>Painting</u> • Choosing and mixing colours to create a specific effect. • Using specific types of brush stroke to communicate a feeling or an idea – e.g. short, swirling, fast, energetic, frantic. • Painting with purpose and expression to show mood and emotion. • Use the colour wheel to accurately mix colour for a purpose.	<u>Painting</u> • Choosing and mixing colours using knowledge of colour theory, including harmonious and complementary colours. • Using different brushes with increasing accuracy. Choosing different brushes for different parts of a painting. • Planning and building up a painting in layers, from background to foreground. • Use the colour wheel to understand colour theory, including harmonious and complementary colours.
<u>Sculpture and Collage</u> • Choosing, tearing, folding and cutting materials to make collage.	<u>Sculpture and Collage</u> • Forming different shapes using clay for a purpose. • Using tools to cut, roll, coil and mark clay.	<u>Sculpture and Collage</u>	<u>Sculpture and Collage</u> • Planning and develop ideas for a sculpture before making. • Creating form using a material over a structure (clay, wire, Modroc).	<u>Sculpture and Collage</u> • Planning and develop ideas for a sculpture before making. • Creating sculptures using a range of materials including traditional (clay, wire, Modroc) and non-	<u>Sculpture and Collage</u> • Using collage to create or enhance an artwork that communicates a strong message. • Selectively choosing images and text from other media to create an effect.

			Using knowledge of proportion to create plausible figurative sculptures.	traditional materials (junk, cardboard, foil, fabric etc.) Using understanding of the human form to show emotion through posture and distortion of proportions.	
Evaluation:					
Self-assess their own skills in making their art – say what went well, what was difficult and what they could have improved. Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.	Self-assess their own skills in making their art – say what went well, what was difficult and what they could have improved. Begin to compare other's artwork (peers and original artist) and identify similarities and differences. Describe choices and preferences using basic art-based vocabulary.	Discuss own and other's work using an increasingly sophisticated use of art language (focusing on the formal elements). Compare other's artwork (peers and original artist) and identify similarities and differences. Reflect on their own work in order to make improvements.	Use more complex art-based vocabulary when discussing own and others' art. Use their own and other's opinion of work to identify areas of improvement. Reflect on their own work and skills in order to make improvements.	Develop a greater understanding of vocabulary when discussing their own and others' work Regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.	Use key art vocabulary with greater sophistication when discussing their own and others' art. Give reasoned evaluations of their own and others work which takes account of context and intention of their art.