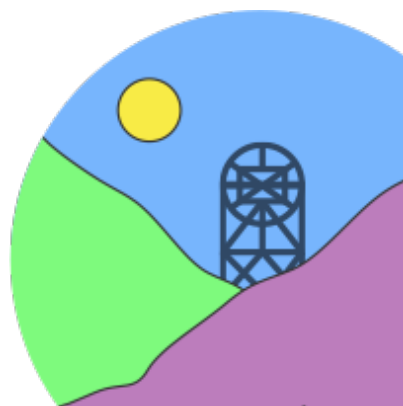


Lingdale Primary School



Art and Design Curriculum

Art and Design Curriculum Intent:

At Lingdale Primary School, we envision children who leave our school not just as skilled artists, but as individuals who have developed a deep and lasting appreciation for the transformative power of art in human society. Throughout their time at school, our students will explore art in all its diversity and richness, recognizing how it shapes cultures, reflects historical contexts, and influences the world around us. They will understand art as a universal language that transcends time, geography, and individual differences, enabling them to engage with and respond to the world in creative, thoughtful, and meaningful ways.

We aim to nurture children who are not only technically proficient but also confident in their creative expression, using art to communicate ideas, emotions, and perspectives. Our curriculum fosters a holistic understanding of art that links the practical aspects of making with the theoretical knowledge of its history, significance, and cultural relevance. Students will leave our school with the ability to analyse and critique art, recognizing its value and purpose across different contexts and forms.

- We believe that art is central to human civilisation and plays a vital role in enriching every aspect of life, fostering creativity, expression, and cultural understanding.
- Our curriculum provides a comprehensive and inspiring exploration of art that encourages deep engagement and personal growth.
- We are committed to developing three essential areas of knowledge—Practical, Theoretical, and Disciplinary Knowledge—ensuring a well-rounded and progressive approach to art education.
- Through the acquisition of practical knowledge, we aim to equip students with the technical skills needed to explore and excel in diverse artistic disciplines, including painting, mixed media, and sculpture.
- We strive to deepen students' understanding of art's past, present, and future, encouraging connections between historical, cultural, and contemporary artistic practices through theoretical knowledge.
- Our curriculum fosters disciplinary knowledge, empowering students to interpret, discuss, and critically engage with art, building their ability to appreciate and evaluate artworks across a variety of contexts.
- We are committed to broadening students' cultural horizons by introducing them to diverse artists, movements, and art traditions, fostering a deeper understanding of art's significance across different cultures and periods.

Key stage 1

Pupils are 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- About great artists, architects and designers in history.

Curriculum Knowledge and Skills

At Lingdale Primary School, our Art Curriculum is designed to inspire creativity, develop practical skills, and deepen understanding of artistic concepts. Rooted in practical, theoretical, and disciplinary knowledge, our curriculum provides a rich and structured approach to art education.

Below, you will find an overview of our curriculum, outlining the key substantive content and the knowledge that underpins our approach to teaching art.

Art and Design				
Key Substantive Knowledge Concepts				
Drawing	Painting	Printmaking	Sculpture	Idea Development
The essence of visual representation across all of the creative arts. Drawing stands firmly as its own discipline however it also inherently interweaves throughout painting, printmaking and sculpture.	Painting is the exploration of paint as a medium; the manipulation of its colour, texture and form to produce visually vibrant works of art that entertain, engage and captivate global audiences.	Printmaking is a collection of sophisticated techniques and processes that allow practitioners to create, reproduce and disseminate visual information for a multitude of different purposes.	Sculpture is the exploration of form structure and spatial relationships through the manipulation of many different materials. As a discipline, it allows the artist to explore form, texture, space and even colour.	Idea Development is where initial thoughts take shape in sketchbooks and through experimentation, evaluation honing and refining, became original pieces of artwork. It's a process that encourages exploring and responding to set themes using all accumulate practical, theoretical and disciplinary knowledge.

Art and Design				
Practical Knowledge				
Drawing	Painting	Printmaking	Sculpture	Developing Ideas
Drawing progresses from a foundational skill to a method of transcribing accurate observations and a means of planning personal creative ideas.	Painting progresses from being a medium for making vibrant lines and shapes on different surfaces to a method used to create accomplished, unique compositions.	Printmaking progressing from a primitive method of making impressions of simple objects to a range of complex techniques that can be drawn upon to produce unique, visual artwork.	Sculpture evolves from learning basic manipulation of materials to shaping three-dimensional forms and exploring spatial relationships.	Idea development progresses from the most basic form of teacher-directed recording in sketchbooks to pupils planning, developing and refining their own ideas in response to set themes.

Art and Design

How we understand the work of history's greatest artists

Materials, Techniques and Processes	Subject Matter and Imagery	Conceptual Meaning	Cultural, Social and Political Links	Inspiration	Art Movements	Historical Significance
Understanding the materials, tools and methods used in creating art. It involves learning how and why the great artists have used different mediums and techniques to produce their work.	Exploring the themes, ideas and visual elements within artworks. This strand focuses on the subjects depicted in art and how artists use imagery to convey meaning and emotions.	Examining the deeper ideas and messages conveyed through art. IT involves understanding the symbolism, messages and concepts artists express in their work.	Exploring how art connects to cultural, social or political contexts. This aspect investigates how art reflects, comments on or shapes cultural and societal values or political viewpoints.	Studying the sources of influences behind an artist's work. This strand explores what inspires artists, whether it's personal experiences, other artists, nature or societal issues.	Learning about different artistic movements and styles. It involves understanding the characteristics, principles and key artists associated with various art movements.	Examining the historical context and impact of artworks. This strand delves into understanding the importance of artworks within their historical period and their lasting influence on art history.

Disciplinary Knowledge

How we study, discuss and form judgements about art.

Perspective	Purpose	Creation	Judgement and Value	Impact	Culture and History
Understanding varying viewpoints on the definition and boundaries of art. It acknowledges that different individuals or cultures have diverse opinions regarding what qualifies as art.	Exploring the multitude of roles and intentions behind creating art. Recognising that art serves various purposes across cultures, societies and historical periods.	Investigating the processes and methodologies involved in creating art. Recognising the myriad techniques, skills and approaches used by artists in their creative endeavours.	Understanding the criteria and methods used to assess and assign value to artworks. Acknowledging the diverse perspectives and standards that influence how art is evaluated.	Exploring the intersections of art with societal, political or moral issues. Understanding how art can reflect, comment on or contribute to broader social, political or ethical dialogues.	Studying the influences shaping art across diverse cultures and historical periods. Recognising the impact of cultural heritage, traditions, movements and historical events on artistic expressions.

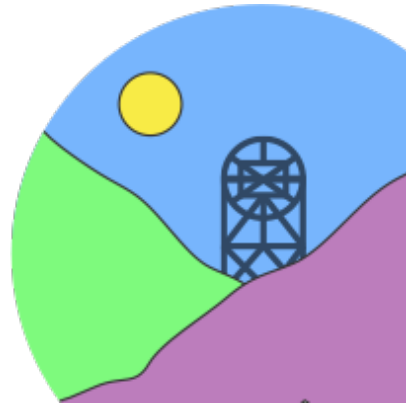
	Autumn	Spring	Summer
EYFS: <i>Foundations for Art</i>	<p>Nursery:</p> <ul style="list-style-type: none"> - Draws and identifiable picture of a person and basic animal. E.g. Body, head, arms, legs. - Begin to explore colour mixing with a range of media- paints, tissue paper and food colouring/water. - Develop finger strength and control to manipulate and use tools independently- holding scissors to make snips in paper. - Begin to show emotions in their drawings/paintings like happiness, sadness, e.g. on people's faces- linked to the Colour Monster text. - <p>Reception:</p> <ul style="list-style-type: none"> - The children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - They share their creations, explaining the process/es they have used. - To be able to draw a face containing the main parts of a face, e.g. 2 eyes, 1 nose, 1 mouth, 2 ears, chin correct coloured eyes, hair, skin. - To know the 3 primary colours. - To explore colouring mixing of 2 primary colours with the purpose of making a new colour. - To use knowledge of colour mixing to make colours lighter or darker. - To follow a design brief given by the teacher to create models and pictures using a range of resources. - To create collaborative creations sharing their ideas, resources and skills for specific purposes including to complement role play. - Begin to go back to their designs and improve these building on previous learning. - Hold a pencil properly. - Begin to make observational drawings/paintings 		
Years 1 & 2 Cycle A	Drawing <i>Make your mark – Tell a story (understanding tone and texture)</i>	Craft and Design <i>Woven Wonders</i>	Craft and Design <i>Map it Out</i>
Years 1 & 2 Cycle B	Painting and Mixed Media <i>Colour Splash</i>	Sculpture and 3D <i>Paper Play Clay Houses</i>	Painting and Mixed Media <i>Life in Colour</i>
Years 3 & 4 Cycle A	Drawing <i>Growing Artists – Power Prints (Exploring tone, texture and proportion)</i>	Craft and Design <i>Ancient Egyptian Scrolls</i>	Craft and Design <i>Fabric of Nature.</i>
Years 3 & 4 Cycle B	Painting and Mixed Media <i>Prehistoric Painting</i>	Sculpture and 3D <i>Abstract Shape and Space</i>	Sculpture and 3D <i>Mega Materials</i>
Years 5 & 6 Cycle A	Drawing <i>Expressing Ideas</i>	Craft and Design <i>Architecture</i>	Craft and Design <i>Photo opportunity</i>
Years 5 & 6 Cycle B	Painting and Mixed Media <i>Portraits</i>	Sculpture and 3D <i>Interactive Installation 3D Installation Art</i>	Sculpture and 3D <i>Memories.</i>



EYFS

Foundations for Art and Design

EYFS Foundation for Art and Design	
Areas of Learning	Early Learning Goal for Physical Development and Expressive Art and Design
<p>Art and design are part of the Expressive Arts and Design area of learning in the EYFS framework. This area encourages children to explore, create, and express themselves through art and design by using and experimenting with a variety of materials, tools, and techniques. The learning involves both being imaginative and using materials and media creatively, and it develops skills in using colour, pattern, texture, and form, as well as an understanding of art and design through observation and exploration. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Key Aspects</p> <p>Using materials: Safely using and exploring a variety of materials, tools, and techniques.</p> <p>Experimentation: Experimenting with colour, design, texture, form, and function.</p> <p>Sharing ideas: Creating and sharing their work and explaining the process they used.</p> <p>Imaginative expression: Using drawing, painting, and sculpture to develop and share their ideas, and using props in role-playing.</p> <p>Developing techniques: Developing techniques in using colour, pattern, texture, line, shape, and form.</p> <p>Exploring and appreciating: Exploring the work of artists, craft makers, and designers, and making links to their own work.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>
	Key Vocabulary
	<p>Painting: Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Wet, Wipe</p> <p>Collage: Cut, Place, Move, Cutting Shapes, Sticking, Texture</p> <p>Sculpture: Bend, Clay, Chop, Collage, Cut, Flatten, Join, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p> <p>Drawing and Printing: Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Marking, Medium, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p>
Conceptual Knowledge and Understanding	
Nursery	Reception
<p>By the end of Nursery our children should be able to:</p> <ul style="list-style-type: none"> - Draw an identifiable picture of a person and basic animal. - Explore colour mixing with a range of media. Eg – tissue paper. Food colouring, light boxes and paint. - Use a range of resources to build with a purpose or meaning. Eg – junk modelling, loose parts, wooden blocks. - Use drawing to represent ideas like movement or loud noises, such as movement / art to music. - Show different emotions in their drawing / paintings like happiness, sadness, fear e.g. on people’s faces. 	<p>By the end of Reception our children should be able to:</p> <ul style="list-style-type: none"> - Be able to use shapes and colour to express emotions within creations. - Create collaborative creations sharing ideas, resources and skills for specific purposes including to complement role play. - Create pictures and models using a range of resources from their own ideas. - Be able to talk about what they have made and why they have made it. - Make darker and lighter shades of colours.



Year 1/2

Cycle A

Art Sequences of Learning

Topics of Study: Drawing, Craft and Design		Term: ALL	Year: 1/2 Cycle A
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Drawing:</p> <ul style="list-style-type: none"> • Know that shapes can be organic (natural) and irregular. • Know that patterns can be made using shapes. • Know that that 'composition' means how things are arranged on the page. • Know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. • Know that texture means 'what something feels like.' • Know that different marks can be used to represent the textures of objects. • Know lines can create patterns like zig zags and wavy lines. • Know different drawing tools make different marks. • Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture. <p>Craft and Design</p> <ul style="list-style-type: none"> • Know that three-dimensional art is called sculpture. • Know what materials can be cut, knotted, threaded or plaited. • Know how to wrap objects/shapes with wool. • Know to measure a length. • Know how to tie a knot, thread and plait. • Know how to make a box loom. • Know how to join using knots • Know some artists are influenced by things happening around them. • Know sometimes artists concentrate on how they are making something rather than what they make. • Know how to weave with paper on a paper loom. • Know how to weave using a combination of materials. <p>Craft and Design</p> <ul style="list-style-type: none"> • Know that shapes can be organic (natural) and irregular. • Know how to draw a map to illustrate a journey. • Know how to roll and squeeze the felt to make the fibres stick together. • Know how to overlap cellophane/tissue to create new colours. • Know how to smooth a printing tile evenly to transfer an image. • Know that people make art to decorate a space. • Know that people make art for fun. • Know how to try out a variety of ideas for adapting prints into 2D or 3D artworks. 		
	Vocabulary		
	<p>Grip, mark making, materials, refine, shading, sketch, texture, tone, art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft, abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture.</p>		

Year 1/2 Art and Design Cycle A: Drawing – Autumn Term

Make your mark

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can you explore control and pressure to create different types of lines?	Can we draw different lines using music as a stimulus?	Can we connect lines to create shapes?	How can lines and shapes help in pictures of portraits?	How can we use control and pressure skills to add colour to a drawing?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture.	Know that texture means 'what something feels like.' Know that different marks can be used to represent the textures of objects.	Know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. Know lines can create patterns like zig zags and wavy lines.	Know that patterns can be made using shapes. Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture.	Know that patterns can be made using shapes. Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture. Know different drawing tools make different marks.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Year 2: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)	Year 1: Creating an area with a single, consistent tone when colouring/shading. (Tone) Year 2: Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)	Year 1: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Year 2: Exploring drawing and combining geometric shapes. (Line, Shape)	Year 1: Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line) Year 2: Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)	Year 1: Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line) Year 2: Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture).	Describe when colouring is lighter or darker (Tone).	Make lines and marks on paper, staying within the boundaries of the page (Space).	Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).	Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).

Year 1/2 Art and Design Cycle A: Craft and Design – Spring Term

Woven Wonders

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is Art?	Can we choose correct materials?	Can we explore threading and knotting?	How can we weave using warp and weft?	Can we combine techniques in a woven artwork?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that three-dimensional art is called sculpture.</p> <p>know that art can be made in different ways.</p>	<p>Know what materials can be cut, knotted, threaded or plaited.</p> <p>Know how to wrap objects/shapes with wool</p> <p>Know to measure a length</p>	<p>Know sometimes artists concentrate on how they are making something rather than what they make.</p> <p>Know how to tie a knot, thread and plait.</p> <p>Know how to join using knot.</p>	<p>Know how to weave using a combination of materials.</p> <p>Know how to weave with paper on a paper loom.</p>	<p>Know how to weave using a combination of materials.</p> <p>Know some artists are influenced by things happening around them.</p> <p>Know how to make a box loom.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Use sketchbooks to explore ideas.</p> <p>Year 2: Explore their own ideas using a range of media.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Year 1: Make choices about which materials to use to create an effect.</p> <p>Year 2: Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Year 1: Make choices about which materials to use to create an effect.</p> <p>Year 2: Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Year 1: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Year 2: Independently use some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>	<p>Year 1: Make choices about which materials to use to create an effect.</p> <p>Year 2: Explore and analyse a wider variety of ways to join and fix materials in place.</p>
<i>Prior Learning</i>	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Design something on paper ready to make in three dimensions.</i>	<i>Explore differences when cutting a variety of materials.</i>	<i>Apply craft skills e.g. cutting, threading, folding to make their own artworks.</i>	<i>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</i>	<i>Apply craft skills e.g. cutting, threading, folding to make their own artworks.</i>

Year 1/2 Art and Design Cycle A: Craft and Design – Summer Term

Map it out

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do maps lead us on a creative journey?	Can we make a map 3d?	Can we experiment with crafts to make a map?	How can we develop ideas when printmaking?	Is art fun?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to draw a map to illustrate a journey.</p> <p>Know that shapes can be organic (natural) and irregular.</p>	<p>Know that shapes can be organic (natural) and irregular.</p> <p>Know how to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Know that shapes can be organic (natural) and irregular.</p> <p>Know how to roll and squeeze the felt to make the fibres stick together.</p> <p>Know how to overlap cellophane/tissue to create new colours.</p>	<p>Know how to smooth a printing tile evenly to transfer an image.</p> <p>Know how to overlap cellophane/tissue to create new colours.</p>	<p>Know that people make art for fun.</p> <p>Know that people make art to decorate a space.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Year 2: Experiment in sketchbooks, using drawing to record ideas.</p>	<p>Year 1: Create abstract art, recognising some of the techniques used.</p> <p>Year 2: Create and critique both figurative and abstract art, recognising some of the techniques used.</p>	<p>Year 1: Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Year 2: Use hands independently with confidence when shaping paper, card and tougher materials.</p>	<p>Year 1: Further demonstrate increased control.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Year 2: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>	<p>Year 1: Talk about how art is made.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Year 2: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Make lines and marks on paper, staying within the boundaries of the page (Space).</i>	<i>Design something on paper ready to make in three dimensions.</i>	<i>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</i>	<i>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</i>	



Year 1/2

Cycle B

Art Sequences of Learning

Topics of Study: Painting and Mixed Media, Sculpture and 3D.		Term: All	Year: 1/2 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Painting and Mixed Media:</p> <ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. • Know primary colours can be mixed to make secondary colours: (Red + yellow = orange. Yellow + blue = green. Blue + red = purple) • Know a pattern is a design in which shapes, colours or lines are repeated. • Know that there are many different shades (or 'hues') of the same colour. • Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. • Know how to combine primary-coloured materials to make secondary colours. • Know how to mix secondary colours in paint. • Know how to choose suitable sized paint brushes. • Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> • Know pieces of clay can be joined using the 'scratch and slip' technique. • Know a clay surface can be decorated by pressing into it or by joining pieces on. • Know that Patterns can be made using shapes. • Know how to smooth and flatten clay. • Know how to roll clay into a cylinder or ball. • Know how to make different surface marks in clay. • Know how to make a clay pinch pot. • Know how to mix clay slip using clay and water. • Know how to join two clay pieces using slip. • Know how to use clay tools to score clay. <p>Painting and Mixed Media</p> <ul style="list-style-type: none"> • Know how different amounts of paint and water can be used to mix hues of secondary colours. • Know that colours can be mixed to 'match' real life objects or to create things from your imagination. • Know that 'composition' means how things are arranged on the page. • Know that collage materials can be shaped to represent shapes in an image. • Know that patterns can be used to add detail to an artwork. • Know that collage materials can be chosen to represent real-life textures. • Know that collage materials can be overlapped and overlaid to add texture. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Know that painting tools can create varied textures in paint. • Know how to make choices about amounts of paint to use when mixing a particular colour. 		
	<p>Vocabulary</p>		
	<p>Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick, flatten, pinch pot, roll, score, sculpture, shape, slip, surface, collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture.</p>		

Year 1/2 Art and Design Cycle B: Painting and Mixing – Autumn Term

Colour Splash

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we mix colours to make new colours?	Is painting with mixed colours fun?	Can we use print to explore colour?	Can we create pictures using secondary colours?	Are we artists if we use paint?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that the primary colours are red, yellow and blue.</p> <p>Know primary colours can be mixed to make secondary colours: (Red + yellow = orange. Yellow + blue = green. Blue + red = purple)</p> <p>Know how to mix secondary colours in paint.</p>	<p>Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Know how to combine primary-coloured materials to make secondary colours.</p>	<p>Know a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that there are many different shades (or 'hues') of the same colour.</p> <p>Know how to choose suitable sized paint brushes.</p> <p>Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Know how to choose suitable sized paint brushes.</p> <p>Know that there are many different shades (or 'hues') of the same colour.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Use sketchbooks to explore ideas.</p> <p>Year 1: Use paints to explore and make new paints.</p> <p>Year 2: Use sketchbooks to explore ideas and being able to describe how colours change.</p>	<p>Year 1: Use paints to explore and make new paints.</p> <p>Year 2: Make choices about which materials/paints to use to create an effect.</p>	<p>Year 1: Use prints to create some prints and use control.</p> <p>Year 2: Develop full control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>	<p>Year 1: Use sketchbooks to explore ideas.</p> <p>Year 2: Use sketchbooks to explore ideas and being able to describe how colours change.</p>	<p>Year 1: Use prints to create some prints and use control.</p> <p>Year 2: Develop full control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Describe colours and textures as they paint.</i></p> <p><i>Explore what happens when paint colours mix..</i></p>	<p><i>Describe colours and textures as they paint.</i></p> <p><i>Explore what happens when paint colours mix.</i></p>	<p><i>Use paint to express ideas and feelings.</i></p> <p><i>Explore colours, patterns and compositions when combining materials in collage.</i></p>	<p><i>Explore paint, using hands as a tool.</i></p>	<p><i>Use paint to express ideas and feelings.</i></p> <p><i>Explore colours, patterns and compositions when combining materials in collage.</i></p>

Year 1/2 Art and Design Cycle B: Sculpture and 3D – Spring Term

Clay Houses

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can my hands be a tool?	Can we use clay to decorate?	How can we use impressing and joining techniques?	How does drawing help us plan?	Can we make a 3D house from clay?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to smooth and flatten clay.</p> <p>Know how to roll clay into a cylinder or ball.</p> <p>Know how to make a clay pinch pot.</p> <p>Know how to use hands in different ways as a tool to manipulate clay.</p>	<p>Know pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know how to make different surface marks in clay.</p>	<p>Know a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Know how to mix clay slip using clay and water.</p> <p>Know how to join two clay pieces using slip.</p>	<p>Know that patterns can be made using shapes.</p> <p>Know that people make art to share their feelings.</p>	<p>Know how to use clay tools to score clay.</p> <p>Know how to make a relief clay sculpture.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Use hands and tools with confidence when shaping and joining material.</p> <p>Year 2: Further demonstrate increased control with a greater range of care.</p>	<p>Year 1: Use hands and tools with confidence when shaping and joining material.</p> <p>Year 2: Further demonstrate increased control with a greater range of care.</p>	<p>Year 1: Use hands and tools with confidence when shaping and joining material.</p> <p>Year 2: Further demonstrate increased control with a greater range of care.</p>	<p>Year 1: Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Year 2: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</p>	<p>Year 1: Begin to talk about how they could improve their own work.</p> <p>Year 2: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials eg. playdough, clay.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p>	<p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials eg. playdough, clay.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p>	<p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials eg. playdough, clay.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p>	<p><i>Problem-solve and try out solutions when using modelling materials.</i></p> <p><i>Plan ideas for what they would like to make</i></p>	<p>Develop 3D models by adding colour</p>