

The Key stage One curriculum is designed to cover the National Curriculum over the period of the Key Stage, providing opportunities for prior learning of the KS2 NC objectives. The objectives have been broken down further to ensure skill coverage, progression and the building of knowledge.

National Curriculum

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn 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.

Topic Art themes/activities are linked to topic where possible	Curriculum Objective	Knowledge / activity	Vocab
What do minibeasts look like?	<ul style="list-style-type: none"> 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 to know 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. 	<p>Explore and Draw</p> <ol style="list-style-type: none"> Become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. Visually list places and things that they can explore and collect from school home and their local area. Explore playground or school area to collect items that inspire them. Use objects to create new shapes and patterns on the ground. Group objects by colour, size, material, and type. Use a variety of media to draw the things that they collected in week 2, - continuous line drawing and feely drawing. 	<p>Explore, Collect, ReSee, Imagine, Curious,</p> <p>Present, Re-present, arrange, composition</p> <p>Observational Drawing,</p> <p>Pressure, Line, Mark, Page Wax resist, Graphite, Watercolour, Brusho, Pencil,</p>

		<p>4. Create a finished drawing. Investigate wax resist techniques</p> <p>5. Display, share and reflect</p>	<p>Mark making, Line, Tone, Shape,</p>
<p>What would you find in space?</p>	<ul style="list-style-type: none"> ● 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 ● to know 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. 	<p>Music and Art</p> <ol style="list-style-type: none"> 1. create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. (Wassily Kandinsky) 2. listen to sounds and use mark making skills to make marks in response in 3 different exercises. 3. visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. 4. Use slow, careful observation and their hand-eye coordination by making 'backwards forwards drawings'. They will bring together musical beats and mythical beasts to complete a large-scale drawing of a musical instrument. Pupils will use a variety of materials in their exploration. They will respond to music with narratives and then will create self-portraits of themselves playing an instrument to form a noisy orchestra. 	<p>Music, Rhythm, Gesture, Mark Making, Listen, Respond</p> <p>Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed,</p> <p>Line, Shape, Colour, Form, Texture, Balance,</p> <p>Scale, Devise, Invent, Combine, Express, Try, Explore,</p> <p>Design Through Making, Construct, Fasten</p>

		5. display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	
What happens in our capital city?	<ul style="list-style-type: none"> ● 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 ● to know 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. 	<p>Expressive Painting</p> <ol style="list-style-type: none"> 1. Become familiar with the term 'expressionism'. Introduction to artists who use colour and mark making . Take part in discussion, responding to artists work verbally and visually 2. Use various home-made tools to apply paint in abstract patterns. 3. Explore the brushwork of old masters. They will focus in on details of paintings to understand how they built the work. 4. Arrange their own still life scene which they will go on to make continuous line drawings of. 5. Introduce colour and form by tearing and arranging coloured paper in their composition. Use acrylic paint to create gestural paintings 6. Display, discuss, evaluate 	<p>Gesture, Gestural, Mark making, Loose, Evocative, Emotion,</p> <p>Energy, Impression, Colour, Life, Shape, Form, Texture, Line</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,</p> <p>Medium, Surface, Texture, Impasto</p> <p>Brush, Mark making Tools, Palette Knife, Home-Made Tools,</p>

			<p>Abstract, Still Life,</p> <p>Line, Rhythm, Gesture, Mark</p> <p>Composition, Positive shapes, Negative shapes</p>
What happened on the Titanic?	<ul style="list-style-type: none"> ● 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 ● to know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Explore the World Through Monoprint</p> <ol style="list-style-type: none"> 1. use hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. 2. develop their careful looking and mark making whilst they create small drawings of small objects. 3. explore work of an artist who uses mono print. Learn how to create their own monoprints using carbon paper, 4. continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. 5. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. 	<p>Mark Making, Pressure, Line, Speed, Fast, Slow,</p> <p>Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel</p> <p>Life size, Scale,</p> <p>Shape, Form, Light, Dark, Shadow, Ground,</p> <p>Mono Print, Mono Type, Carbon paper,</p>

How would you build a fortress?	<ul style="list-style-type: none"> ● 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 ● to know 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. 	<p>Be an Architect</p> <ol style="list-style-type: none"> 1. Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area. Make drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making. 2. Hundertwasser -I use images and videos to frame discussion around his work. Collecting and gathering information visually in their sketchbooks using a range of materials. 3. Make their own architecture. Address questions of how their architecture will stand, the purpose of it, and who it will be made for. 4. Display and reflect 	<p>Architect, Architecture, Designer, Maker</p> <p>Model, Scale,</p> <p>Three Dimensional, Form, Structure,</p> <p>Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p>
Staying healthy	<ul style="list-style-type: none"> ● 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 ● to know 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. 	<p>Stick Transformations (link to Forest Schools)</p> <ol style="list-style-type: none"> 1. Think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. 2. Transform sticks to make either worry dolls, a tree house or masks out of sticks. 3. Respond to stimulus and will 	<p>Fasten, Construct,</p> <p>Form, Personality, Character, Material, Object, Sculpture</p> <p>Transform, Create</p>

		generate ideas in sketchbooks. 4. Display, reflect	Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture
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