

 <b>Art Curriculum – Year 1 and 2 – Cycle B</b> For characteristics for the school please see <a href="#">Art and Design Hierarchy Document</a> See <a href="#">DT Curriculum Cycle A</a> and <a href="#">Cycle B</a> document for learning intentions linked to textiles. See Computing curriculum <a href="#">Cycle A</a> and <a href="#">Cycle B</a> for learning intentions linked to Digital media			
<p align="center"><b>Art in the Early Year Foundation Stage – See Early Years Curriculum</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. 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><b>Expressive Arts and Design</b>  <b>ELG:</b> Creating with Materials Children at the expected level of development will:            - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;            - Share their creations, explaining the process they have used;            - Make use of props and materials when role playing characters in narratives and stories.  <b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will:            - Invent, adapt and recount narratives and stories with peers and their teacher;            - Sing a range of well-known nursery rhymes and songs;            - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			
<p><b>National Curriculum Key Stage 1</b>  <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul> <p><b>Developing Ideas:</b> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop  <b>Inspiration from the greats:</b> A26: Describe the work of notable artists, artisans and designers. A27: Use some of the ideas of artists studied to create pieces.</p>			
<b>Hierarchies</b>	<p><b>Painting :</b> A5: Mix primary colours to make secondary. A6: Add white to colours to make tints and black to colours to make tones. A7: Create colour wheels.  <b>Y2 Revisiting from cycle A:</b></p>	<p><b>Printing:</b> A18: Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). A19: Use objects to create prints (e.g. fruit, vegetables or sponges). A20: Press, roll, rub and stamp to make prints.  <b>Y2 Revisiting/application of skills from cycle A: Collage:</b> 9: Sort and arrange materials.</p>	<p><b>Painting:</b> A4: Use thick and thin brushes.  <b>Revising</b> A5: Mix primary colours to make secondary. A6: Add white to colours to make tints and black to colours to make tones.  <b>Y2 Revisiting/application of skills from cycle A: Drawing:</b> A14: Draw lines of different sizes and thickness. A15: Colour (own work) neatly following the lines. A16: Show pattern and texture by adding dots and lines. A17: Show different tones by using coloured pencils.</p>
	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	Colour Mixing	Printing - Eric Carle books	Seascapes and water Painting - Hokusai and Monet
<b>Resources</b>	Sketch books, drawing pencils, coloured crayons, pastels, sugar paper, paints, paint brushes, mixing palettes,	Sketch books, sketching pencils, images of buildings, walk around local area to look at buildings, viewfinders (these can be home-made), charcoal, ink pens, felt tips, wax crayons for rubbings, clay, clay tools, clay boards,	Sketch books, examples of artwork with water effects – Monet, Hokusai, water colour paint, mixing palettes, brushes of varying sizes
<b>Vocabulary</b>	Painting, Rangoli patterns, colour, tone, dark, light, tint, darker, lighter, shade, red, yellow, blue, green, orange, purple, brown, colour wheel, <b>Texts:</b>	Print, repeat, repeating, overlap, overlapping, environment, inspiration, mood board, <b>Texts:</b> Eric Carle books	Paint, colour, tint, tone, lighter, darker, ripples, waves, splashes, mix, brush, water colour paint, thick, thin, pastels, <b>Texts:</b>
<b>Flashback</b>	<ul style="list-style-type: none"> <li>Know how to experiment with colour.</li> <li>Know how to mix materials to create texture.</li> <li>Know how to take inspiration from other artist’s work and make comments on its effect.</li> <li>Know how to create their own collage using materials.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use a variety of materials and, tools and techniques.</li> <li>Know how to mix primary colours to make secondary colours.</li> <li>Know how to make tones by adding white and black to colour wheels.</li> <li>Know how to create artwork inspired by other artists.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to hold a paintbrush appropriately.</li> <li>Know how to make prints using shapes.</li> <li>Know how to create a repeating pattern using prints.</li> <li>Know how to use different shapes and colours to create overlapping prints.</li> </ul>
<b>Lesson 1</b>	<p><b>Year 1:</b> To be able to identify colours  <b>Year 2:</b> To be able to identify colours and the objects that are associated with them.  <b>Activities:</b> Children to explore and find different colours. They will be challenged to express their views on their favourite colour and represent this in objects that are of the same colour.</p>	<p><b>Year 1/2:</b> To be able to use objects to create prints  <b>Activities:</b> Start printing with hands and feet, putting prints into patterns and shapes, controlling where the prints are located on the page. Look at how the print is a reverse image of the thing you are printing with; Use paint to make patterns and shapes on a table, then print onto a piece of paper.            Work to be collated in large pupil folders</p>	<p><b>Revision tones and tints</b>  <b>Year 1:</b> To be able to mix colours for water effects  <b>Year 2:</b> To be able to mix tones and tints for water effects  <b>Activities:</b> Share a range of artworks by different artists – discuss effects created for water within the painting. Teacher model using water colours to create tints and tones.</p>

	<p><b>Children will know:</b>  <b>Year 1:</b> Children name a variety of colours  Children choose a favourite colour  <b>Year 2:</b> Children name a variety of colours  Children choose a favourite colour and give reasons for their choices  Children identify objects that are associated with various colours</p>	<p><b>Children will know:</b>  <b>Year 1:</b> To explore the effects of printing with a range of objects.  To explain that a print is the reverse image of what has been printed with.  <b>Year 2:</b>To explore the effects of printing with a range of objects.  To explain that a print is the reverse image of what has been printed with.  To use paint to make additional patterns to my prints.</p>	<p>Children explore using different tints and tones for water effects specifically.  <b>Children will know:</b>  <b>Year 1:</b> Children will be able to mix tones and tints for water effects  <b>Year 2:</b> Children will be able to mix tones and tints for water effects</p>
Lesson 2	<p><b>Year 1/2:</b> To be able to identify primary colours.  <b>Activities:</b> Children to learn about and identify the primary colours. They will explore works of art by artists that use primary colours, such as Piet Mondrian, and create their own versions in this artistic style  <b>Children will know:</b>  <b>Year 1/2:</b>  Children know what primary colours are  Children know who Piet Mondrian is  Children create artwork in the style of Mondrian using primary colours</p>	<p><b>Year 1/2:</b> To be able to print repeating shapes  <b>Activities:</b> when it comes into contact with a wet ink/paint and where the object touches the paper, the mark will be left. Start with making prints with commonly found objects in the environment. Look at how the print is an image of the thing you have used. Model using these to create a repeating pattern across the page. Y2 – use two/three objects for a repeating pattern. Evaluate the effectiveness of the objects based on the print it leaves.  Work to be collated in large pupil folders  <a href="http://eric-carle.com">How I Paint Tissues   Eric Carle (eric-carle.com)</a>  <b>Children will know:</b>  <b>Year 1:</b> Children will understand that a print is the mark left behind by an object  Children will explore using natural objects to create a print.  Children will create a repeating pattern using print.  <b>Year 2:</b> Children will understand that a print is the mark left behind by an object  Children will explore using natural objects to create a print.  Children will create a repeating pattern using 2/3 objects to print.</p>	<p><b>Year 1/2:</b> To be able to use thick brushes for colour washes  <b>Activities:</b> Teacher model mixing colours of varying tints and tones to desired colour and using thick brush to create a colour wash background. Y2 Add another colour/ tone/tint of same colour for effect.  <b>Children will know:</b>  <b>Year 1:</b> Children can use thick brushes for colour washes.  To know colour washed for a background can be completed first in the composition of a piece of artwork.  <b>Year 2:</b> Children can use thick brushes for colour washes.  To know colour washed for a background can be completed first in the composition of a piece of artwork.  Children can add differing tone/tint or colour for effect.</p>
Lesson 3	<p><b>Year 1:</b> To be able to mix primary colours to create secondary colours.  <b>Year 2:</b> To know which primary colours mix to make the secondary colours  <b>Activities:</b> Children to explore mixing the primary colours together to create a secondary colour. They will learn about colour wheels and how to create different shades of one secondary colour.  Opportunity to link to Science topic of ‘Where do minibeasts live?’ by making colour mixing butterflies.  <b>Children will know:</b>  <b>Year 1:</b> Children know what primary colours are  Children know what secondary colours are  Children mix primary colours to create secondary colours  <b>Year 2:</b> Children know what primary colours are  Children know what secondary colours are  Children mix primary colours to create secondary colours  Children can recall which primary colours mix to make the secondary colours  Children can create a colour wheel</p>	<p><b>Year 1/2:</b> To be able to print using overlapping shapes  <b>Activities:</b> Explore mark making by printing with familiar objects in the environment. Use shapes of a regular size i.e. cubes, cuboids and triangular prisms to make printed repeating patterns or mosaics. Use colour to make a recognisable overlapping of the shapes (differing colour).  Work to be collated in large pupil folders  <b>Children will know:</b>  <b>Year 1:</b> Children will explore mark making by printing with familiar objects in the environment.  Children will be able to make repeating patterns using print.  Children will begin to make overlapping print on their repeated pattern.  <b>Year 2:</b> Children will be able to print with familiar objects in the environment.  Children will be able to make repeating patterns using print (2/3 objects).  Children will make overlapping print on their repeated pattern.</p>	<p><b>Year 1:</b> To be able to use thinner brushes for detail  <b>Year 2:</b> To be able to use thinner brushes for adding detail to create watery effects.  <b>Activities:</b> Share again range of artworks by different artists – discuss effects created for water within the painting – particularly the effect of movement in the water. Teacher model using finer brushes to add these effects to colour washes from previous week.  <b>Children will know:</b>  <b>Year 1:</b> Children can use thin brushes for detail  Children begin to use some of the ideas of artists studied to create pieces.  <b>Year 2:</b> Children can use differing thin brushes for adding detail to create watery effects.  Children can use some of the ideas of artists studied to create pieces.</p>
Lesson 4	<p><b>Year 1/2:</b> To be able to create light shades of colour.  <b>Activities:</b> Children to learn about creating lighter shades of a colour by adding white to a colour (tint). They will then use these techniques to create their own artwork using one colour but different shade variations.  <b>Children will know:</b>  <b>Year 1:</b> Children know how to create lighter shades of a colour  Children create monochrome works of art by mixing shades of one colour  <b>Year 2:</b> Children know how to create lighter shades of a colour  Know that adding white to colours makes tints  Children create monochrome works of art by mixing shades of one colour</p>	<p><b>Year 1/2:</b> To collect ideas for printing from the environment  <b>Activities:</b> wall papers, wrapping papers, fabrics, curtains, tablecloths, greetings cards, coasters, placemats, clothing. Samples could be collected to create a mood board style collection – sketch books? William Morris – arts and craft movement use of fabrics, wall papers etc.  <b>Children will know:</b>  <b>Year 1:</b> To evaluate a range of printed designs from our environments.  To explain likes and dislikes of designs of printing from the environment.  <b>Year 2:</b>To evaluate a range of printed designs from our environments.  To explain likes and dislikes of designs of printing from the environment.</p>	<p><b>Year 1:</b> To begin to use thick and thin brushes to paint water effects  <b>Year 2:</b> To be able to use thick and thin brushes to paint water effects  <b>Activities:</b> Identify large blocks of colour (background) and finer details within a painting. Teacher model using thick and thin brushes to paint water effects  <b>Children will know:</b>  <b>Year 1:</b> Children will begin to use thick and thin brushes to paint water effects  <b>Year 2:</b> Children will be able to use thick and thin brushes to paint water effects</p>
Lesson 5	<p><b>Year 1/2:</b> To be able to create dark shades of colour.  <b>Activities:</b> Children to learn about creating dark shades of a colour (tones). They will then use these techniques to create their own artwork using one colour but different shade variations.</p>	<p><b>Year 1/2:</b> To be able to mimic print from ideas collected from the environment  <b>Activities:</b> Starting to plan ahead and planning a composition – using ideas board from previous lesson. What sorts of shapes might we want to create on our print</p>	<p><b>Year 1:</b> To begin to use painting skills taking inspiration from Monet to paint water effects  <b>Year 2:</b> To be able to use painting skills taking inspiration from Monet to paint water effects</p>

	<p><b>Children will know:</b>  <b>Year 1:</b> Children know how to create darker shades of a colour  Children create monochrome works of art by mixing shades of one colour  <b>Year 2:</b> Children know how to create darker shades of a colour  Know that adding black to colours makes tones  Children create monochrome works of art by mixing shades of one colour</p>	<p>design next week? Take ideas. (Use Eric Carle as inspiration for simplicity) Begin to manipulate and change objects to make prints of the shape you want to print – Use sponges and soft objects to cut into a range of simple shapes of variety of sizes. Include colour in the design, encourage limited palette of complimentary colours. (No overprinting at this stage – this is next week)  Work to be collated in large pupil folders  <b>Children will know:</b>  <b>Year 1:</b> Children can manipulate a sponge to create the desired print shape. Children can mimic print they have observed from their environment. Children can discuss ideas from their designs.  <b>Year 2:</b> Children can manipulate a sponge to create the desired print shape. Children can mimic print they have observed from their environment. Children can discuss ideas from their designs.</p>	<p><b>Activities:</b> Introduce more detail of life and artwork of Claude Monet. Identify large blocks of colour (background) and finer details within a Monet painting. Teacher model using thick and thin brushes to paint water effects  <b>Children will know:</b>  <b>Year 1:</b> Children will begin to use painting skills taking inspiration from Monet to paint water effects  <b>Year 2:</b> Children will be able to use painting skills taking inspiration from Monet to paint water effects</p>
Lesson 6	<p><b>Year 1/2:</b> To be able to produce art based on the work of Kandinsky.  <b>Activities:</b> Children to learn about Wassily Kandinsky and explore his different works of art. They will then create their own interpretations influence by Kandinsky’s style.  <b>Children will know:</b>  <b>Year 1:</b> Children know who Kandinsky is  Children use their knowledge of colour to create artwork in the style of Kandinsky  Children evaluate their finished artwork  <b>Year 2:</b> Children know who Kandinsky is  Children use their knowledge of colour to create artwork in the style of Kandinsky  Children evaluate their finished artwork and state what they think and feel about it</p>	<p><b>Year 1/2:</b> To be able to use printing skills taking inspiration from Eric Carle to create a design  <b>Activities:</b> Take the piece don last week and choose a contrasting colour (or white if dark colours selected) and choose one shape to print over the top in a contrasting pattern i.e. in a circle, checkerboard etc.  Work to be collated in large pupil folders  <b>Children will know:</b>  <b>Year 1:</b> Children apply skills taught throughout the unit to create a printed piece of artwork they have designed.  Children understand that work can be added to over time to make a completed piece.  Children evaluate their finished artwork and state what they think and feel about it  <b>Year 2:</b> Children apply skills taught throughout the unit to create a printed piece of artwork they have designed.  Children understand that work can be added to over time to make a completed piece.  Children evaluate their finished artwork and state what they think and feel about it</p>	<p><b>Year 1:</b> To begin use painting skills taking inspiration from Hokusai to paint a seascape  <b>Year 2:</b> To be able to use painting skills taking inspiration from Hokusai to paint a seascape  <b>Activities:</b> Introduce more detail of life and artwork of Hokusai. Identify large blocks of colour (background) and finer details within a Hokusai painting. Teacher model using thick and thin brushes to paint water effects  <b>Children will know:</b>  <b>Year 1:</b> Children will begin to use painting skills taking inspiration from Hokusai to paint a seascape  <b>Year 2:</b> To be able to use painting skills taking inspiration from Hokusai to paint a seascape</p>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>- Know how to mix primary colours to make secondary colours.</li> <li>- Know how to make tones by adding white and black to colour wheels.</li> <li>- Know how to create artwork inspired by other artists.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to make prints using shapes.</li> <li>- Know how to create a repeating pattern using prints.</li> <li>- Know how to use different shapes and colours to create overlapping prints.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use thick and thin brushes.</li> <li>- Know how to make colours using knowledge of primary and secondary colours.</li> <li>- Know how to add extra detail to artwork.</li> </ul>