



Scheme of Learning – Art and Design

KS1 – Year 1 and 2

Spring Term Cycle A






Sheep Dip Lane
Academy

Phase	KS1 Year 1 and 2
Strand	Power, Leadership & Invasion

Subject Lead: F Parish

ART AND DESIGN

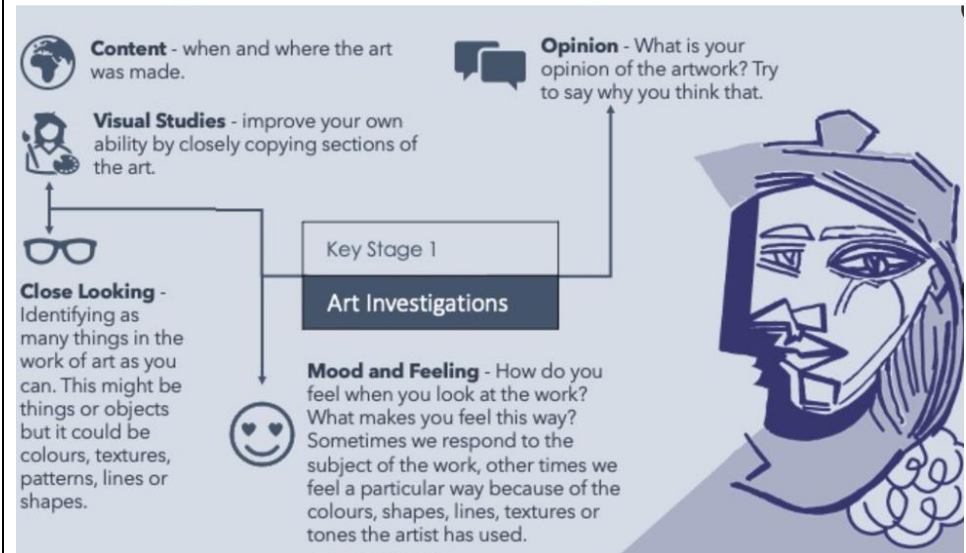
Main Strand/Concepts	Power, Leadership & Invasion – focused on drawing into painting and collage linking ideas and concepts to 2 major artists: Piet Mondrian- block colours and Paul Klee- primary, secondary colour, shape castles						
Unit overview	<p>Within this unit children will build upon their knowledge of using tools to make marks from EYFS.</p> <p>In this block, pupils will be introduced to a range of techniques for collage , painting and drawing. They will be taught to explore 2D shapes and line, how to overlay using different paper/card.</p> <p>When using powder paint - pupils will explore making thick and thin paint marks to colour block in response to the style of an artist they explore. They will use primary colours and the dip, dip dab method of painting.</p>						
Disciplinary Knowledge – working artistically							
	Shape Shape is a flat (2D) area surrounded by an outline or edge.	Line Lines are used to show movement and mood.	Colour Colour is used to convey atmosphere and mood.	Value Value is the intensity of colour and depends on the amount of white added.	Form Artists use form when they create sculptures. These are 3D shapes.	Texture Texture is the look and feel of a surface.	Space Space in artwork makes a flat image look like it has form.
Prior Learning Links	<ul style="list-style-type: none"> • In EYFS, children will have had opportunities of experimenting with a range of media • They will be familiar with mixing colour using powder paint. • They will have experienced playing with a range of materials at home as well as in EYFS • They will have explored using IT packages at home on iPads as well as in EYFS settings 						
Programme of Study NC Requirements	<p>Pupils should be taught:</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 ♣ 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. 						
Learning Objective	Pre-Learning Expectations						
Concepts – Painting Exploration of materials Recap learning: How do I hold a paintbrush correctly?	<p><i>Know how to</i> position their paper according to whether they are left or right-handed.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • hold a paintbrush correctly in the same way that they hold a pencil <p><i>Know how to make thick and thin lines using a paint brush and powder paint.</i></p>						

Subject Specific Vocabulary	Substantive/Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
<p>Tier 2: painting, marks, tools, palette, primary colours, Secondary colours brushstrokes control</p> <p>Tier 3: bristles, ferrule handle</p>	<ul style="list-style-type: none"> Know that paint can be used to create a range of marks Know the names of the primary colours and common secondary colours Know that marks can be made using a variety of tools. Know parts of a paintbrush. Know how to use water, paint and a palette (dip, dip, dab) to mix powder paint. Know how that they need a creamy consistency of paint (yogurt like). <p><i>Additional teacher knowledge:</i> <i>Artists to study:</i> Pablo Picasso</p>  <p>Kimmy Cattrell</p>  <p>Session 1</p>  <p>Session 2</p> <p>FP create a modelled example.</p>	<p><i>Sequence of sessions for painting:</i></p> <ol style="list-style-type: none"> Exploration of materials to make marks. Explicit teaching of techniques. Application of knowledge of techniques. <p>1) Connect: Recall from EYFS/Y1 types of tools that make marks when painting. Attempt: Pupils will explore how to use the thick No 20 brush to mix primary colours with powder paint red, blue, yellow to the right consistency. Explain: A No 20 brush is used for mixing and filling in large spaces in paintings and a No 12 brush is used for adding detail and painting smaller parts on a painting. The names of the primary colours. Explain the names of the secondary colours they will use and how to mix these tones. Model: how to mix primary colours and label them (have a modelled example ready for pupils sketchbooks, how to mix secondary colours by adding white for pale tones or blue/black for darker tones. Attempt: children to label primary colours in their sketchbooks and then how to mix pale tones by adding white e.g pink and darker tones by adding black. Apply: Children use pieces of painting paper and label the colours they make in Y1, Y2 write the sum of the 2 or 3 colours mixed to make secondary colours.</p> <p>2) Connect back – recall primary colours/secondary colours and parts of a brush matching labels on wordwall. Explain: In this unit children are going to develop portraits, show children what a portrait is, let them take photos of each other on the ipad to add into their sketchbooks. Look at the different lines/patterns you can make with the number 20 brush and the number 12 brush/number 8 brush for fine details. Model: How to make thick paint lines and also thin lines, model how to apply pressure for thicker marks and light pressure for thin/fine marks. Attempt: pupils practice these skills in their sketchbooks split into two sections top thick marks/patterns using the no 20 brush, bottom of page thin marks using a 12 or 8 sized brush, children label thick, thin, Y2 press on harder, press on lighter.</p>

Session 3

Talk about the artist – use the KS1 investigating art guide to discuss colours, shapes, media, style (contemporary) talk about what portraits mean.

For Principle 4 – Disciplinary development here are some ideas on how to investigate art, reflect, discuss and debate with pupils. Phase toolkit to support teaching and learning.



Apply: Pupils use coloured small images from artists add annotations on the artists name, when the art was made abstract. Colours used, details they can see in the portraits, 2D or 3D shapes, textures, patterns/thick and thin lines. Children to talk about how the work makes them feel/ mood and this response can be recorded in different ways e.g. seesaw video, word map, list, class brainstorm with pupil initials alongside photos of pupils exploring art.

4)Connect: Recap back on what the focus is: portraits, abstract, artist, paint brush sizes using quick quizzing.

Explain: Look at the work of Kimmey Catrell. Select two or three questions to ask the pupils:

- What do you notice?
- What shapes have been used?
- What colours have been used?
- What could the title for this painting be?

Model: how to finish half of an abstract portrait in the style of the artist in pencil, give pupils A4 sized images cut in half, they complete the other half,

		<p>model how to finish the shapes, add details, talk about features of the portraits.</p> <p>Attempt: Divide A4 into 2, give them half the image and they draw in pencil the remaining half.</p> <p>Apply: children to use the skills practised to apply in chalk pastel to create their own pieces on black 15cm by 20 cm sugar paper abstract portraits.</p> <p>Composite outcome, recap on all vocabulary and taught knowledge. Pupils create in small groups cardboard relief portraits by painting pieces of thin card/cardboard in primary colours to then cut out 2D shapes to build a portrait, use templates if needed.</p>
<p>Assessment questions</p>	<p>Can name each part of the paintbrush? What would you do differently or change and why? Can make a range of marks by stroking the brush on the paper?</p>	<p>Resources: Art sketchbook, A3 paper, powder or ready-mixed paint (primary colours), wide-based water pots, water, paintbrushes of various sizes, scraps of paper, card, paper towel, hessian, corrugated cardboard, PVA glue, cardboard cartons (cereal boxes or similar – flattened and cut for use as a painting surface), a cloth or paper towels for each pupil to use as an artist's rag, palettes for placing and mixing paint</p>