

	Term 1	Term 2	Term 3
Art Work focus and theme	Bridget Riley – ‘Hesitate’ Theme – Drawing and shading	Henri Matisse – ‘Icarus’ Theme – Printing Shapes	David Hockney – ‘Summer Sky’ Theme - Painting Nature
Additional projects – linked to events and subjects	Self-portraits with pencils – link to PSHE Leaf Man Collage – science/literacy links Christmas Doors/Cards/Decorations	Easter cards/decorations	Self-portraits in the style of Elizabeth 1 Clay project at Waltham Abbey to be repeated in school – making natural shapes with clay
Link to Programme of study	KS1 Pupils should be taught: <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 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. 		
Composite knowledge (questions to be answered)	- How can we use shape and line in art? - How can we use pencils to create different effects? -How can we create lines of different length, shape and thickness?	- How do you make and use a printing block? - How can you use shapes to tell a story in art? - What materials can you use to make a collage?	- Which colours can we mix together to find a perfect palette? (which primary colours are needed to make secondary colours) - Why is it important to practise observations in art? -
Component Knowledge (Intentional knowledge they need to understand)	<p>Making Skills: Drawing - To explore mark making, experiment with drawing lines. To draw lines of different shape, length and thickness using a pencil.</p> <p>Formal Techniques: Colour and Tone - To understand what tone is (the lightness and darkness of a colour) and how to apply this to their own work – using tone when drawing to create lighter and darker effects.</p> <p>Line – To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p>	<p>Making Skills: Design, materials and techniques – To learn about a range of materials and techniques such as clay-etching, printing and collage. To design and make own printing block. To find, cut and tear materials to make a collage.</p> <p>Formal Techniques: Shape and form – To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</p>	<p>Making Skills: Drawing - To begin to draw basic shapes after observing an object.</p> <p>Painting - To develop skill and control when painting to create basic shapes with a medium sized brush. To paint something seen first-hand.</p> <p>Design, materials and techniques (clay project) To learn about form and space through making simple sculptures and developing language to describe.</p> <p>Formal Techniques:</p>

	<p>Pattern – To understand patterns in nature as well as human design and to make patterns using a range of materials.</p> <p>Shape and form – To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</p> <p>Evaluation Skills: To self-assess their own skills in making their art – to say what went well, what was difficult and what they could have improved. To recognise and describe key features of their own and other’s work. To describe what they feel about their work and the art of others.</p>	<p>Line - To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p> <p>Evaluation Skills: To self-assess their own skills in making their art – to say what went well, what was difficult and what they could have improved. To recognise and describe key features of their own and other’s work. To describe what they feel about their work and the art of others.</p>	<p>Colour and tone – To remember the primary colours and how to mix them to create secondary colours. To begin to create shades (adding black) of colours and justify the chosen colours based on the purpose.</p> <p>Shape and form To learn about form by making simple three-dimensional sculptures and developing language to describe.</p> <p>Space – To begin to understand the purpose of the area around and within objects, forms, shapes, and lines. To think about the composition of their art</p> <p>Texture - To use a range of materials to create textures in own art for a purpose – thicker paints, paper and card, natural materials.</p> <p>Evaluation Skills: To self-assess their own skills in making their art – to say what went well, what was difficult and what they could have improved. To recognise and describe key features of their own and other’s work. To describe what they feel about their work and the art of others.</p>
<p>Key Vocabulary</p>	<p>Drawing – Sketch, Shade, Draw, HB pencil, Crayon, Mark-make, Observational Colour and tone –shade, light, dark Line – Outline, edge, straight, curved, thick, thin, scribble, long, short, wavy Pattern – Repetition, repeat, natural, simple Shape and Form- 2D shape, 3D shape, circular, rounded</p>	<p>Printing - Sponge Printing, repeat, Pressure, Reverse, Rubbings Shape and Form- figure, body, circular, rounded Line – Outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p>	<p>Painting - Brush stroke, Bristles, Poster paint, Palette, Mix, Blend Sculpture – Mould, coil, Pinch, squeeze, Clay, Attach, Bend, Form Colour - Primary colours, secondary colours, shade, light, dark, blend, bright, pale Texture - Bumpy, hairy, smooth, shiny, spiky Space - Three-dimensional, composition, background, near, far</p>

Resources	HP pencils, rulers, 2D shapes, paper	Printing blocks (sponge), acrylic paints, pencils, paper, scissors, glue	HP pencils, paints, leaves, card, magnifying glasses
Links to prior knowledge	Children will link back to knowledge of 2D shapes and repeating patterns, observational drawings of snails etc	Children will link back to their knowledge of printing with various shapes in reception and will understand that a print can	Children will use their observational skills from reception to help them to draw leaves. Children will use their knowledge of colours and colour mixing to help them to make a palette of colours.
Key knowledge/skills for assessment	Children are able to control a pencil to create lines of various lengths, thickness and shape. Children are able to understand how shapes can be used to create art. Children will be able to draw shapes to create an artwork inspired by Riley.	Children will understand how and why prints are used in art. Children will design a simple shape print inspired by Matisse. Children will be able to cut and stick paper to create a collage inspired by Matisse.	Children will be able to draw leaves by observing them closely and using lines shapes to recreate this. Children will be able to mix their own basic colours for the purpose of painting a landscape. Children will be able to control a large paintbrush to create a simple painting in the style of Hockney.
Art Capital /Experiences	Exploring our outdoor area to find natural patterns and shapes		Online art gallery tour with the National Gallery Waltham Abbey visit
Cross-curricular links	Maths – 2D shapes and repeating patterns, using length and rulers	History – Neil Armstrong Maths - shapes	Science- plants and trees Geography – our school grounds