

Art and Design Cycle 2 Key Stage 1				
	Woven Wonders (Stand Alone Lessons 1, 2 and 3) Craft and Design	Map it out Craft and Design	Colour Splash Painting and Mixed Media	Life in Colour Painting and Mixed Media
	3 hours (could be less)	5 hours	5 hours	5 hours
Knowledge Children know that...				
Formal Elements	<p>Form: Three dimensional art is called sculpture.</p>	<p>Form: 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular.</p>	<p>Colour: The primary colours are red, yellow and blue. Colour: Primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: A pattern is a design in which shapes, colours or lines are repeated. Tone: There are many different shades (or 'hues') of the same colour. Tone: Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures. Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours</p>
Knowledge of Artists	<p>Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make.</p>	<p>Art can be figurative or abstract Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'</p>		<p>Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want.</p>
Evaluating and Analysing	<p>Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.</p>	<p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>	<p>Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	<p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p>

Skills Children know how to...				
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Using Sketchbooks	Use sketchbooks to explore ideas.	Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks to explore ideas	Use sketchbooks to help make decisions about what to try out next.
Making Skills	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Wrap objects/shapes with wool.</p> <p>Measure a length.</p> <p>Tie a knot, thread and plait.</p> <p>Join using knots.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Draw a map to illustrate a journey.</p> <p>Separate wool fibres ready to make felt.</p> <p>Lay wool fibres in opposite directions to make felt.</p> <p>Roll and squeeze the felt to make the fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials eg cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p>		<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>

Evaluating and analysing	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	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. Begin to talk about how they could improve their own work. Talk about how art is made.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	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. Begin to talk about how they could improve their own work. Talk about how art is made.
	Vocabulary			
	Art, Artist, Craft, Knot, Plait, Thread, Threading	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface