

Art Curriculum - Year 1/2

Statement of Intent:

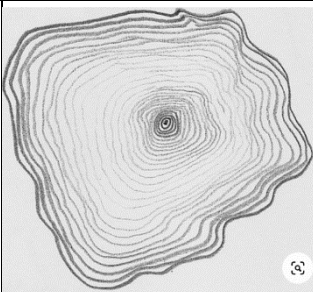

The intent identifies what our pupils need from our art curriculum:

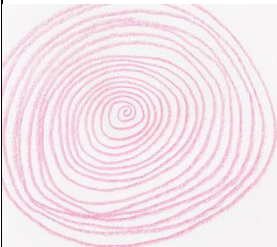
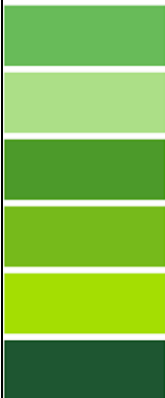
Our pupils need:


- high quality and ambitious teaching where we build children's knowledge, skills and concepts sequentially so learning opportunities reflect the needs of all pupils.
- to see that art should engage, inspire and challenge, that it is a form of positive communication that leads to a sense of belonging and well-being and anyone can do it.
- to develop their self-confidence and to see art as a form of self-expression.
- to learn about how art reflects and shapes our history, contributing to the culture, creativity and wealth of our nation.
- to be able to talk critically and concisely, developing a rigorous understanding of art and design.
- to be able to express themselves creatively, using their skills to experiment, invent and create their works of art and craft.
- to be exposed to a wide variety of artistic experiences and styles (beyond those they encounter every day at home) on which to form their personal opinions and thoughts.

Opportunities and Experiences in Art for pupils at Cirencester Primary School



- All pupils will have the opportunity to take part in regular and sustained class art lessons which develop visual awareness and artistic understanding
- All pupils will have the opportunity to join art clubs or to visit art galleries or exhibitions.
- All pupils will experience a range of artistic styles and will have the opportunity to express their preferences.
- All pupils will have the opportunity to learn and develop a wide range of artistic skills.
- Children will experience high-quality teaching to enable them to respond with discernment and develop their preferences.
- All pupils will have the opportunity to create art which is displayed to an audience.

Year 1/2 Term 1	<u>Big Question: What lives in a rainforest? DRAWING</u>			
Unit: Drawing	Prior Knowledge: In Reception children explored line mark making, and drawing form (shape of natural object).			
	Objectives (from NC2014) <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. 			
	Question	Lesson Ideas/Resources	WTS	EXS
1	How can I use make making to make natural patterns? SKETCHBOOK	<div data-bbox="786 520 1097 813">  </div> <div data-bbox="1097 520 1697 813"> <p>Curly circles. This mark making activity is designed to improve line control. Start with a dot or very small circle. Draw the next circle around the first circle and continue.</p> <p>Try to make each successive line lighter or darker than the one before.</p> </div> <p>Work on keeping the circles parallel. This skill is hard. Once finished what do they remind the children of? Maps? Tree trunks?</p>		
2	Can I draw concentric circles like an artist? SKETCHBOOK	<div data-bbox="786 948 1317 1181">  </div> <p>https://www.bryannashgill.com/woodcuts</p> <p>Print some images by the artist Bryan Nash Gill. Stick onto a sketchbook page. Use your mark making skills to create similar patterns and sketches around them.</p>		

		<p>Try adding some of your own outward spirals – keeping the lines as tightly together as possible. Put your pencil on the paper and begin drawing a line that curves around itself. Keep going as long as you can, making the circle ever larger.</p> 																														
3	How can I recreate the colours of a lush green rainforest?	<p>Colour mixing session.</p> <p>Give each child a selection of green colour swatches. Challenge the children to vary the amount of yellow, blue, white (and tiny touches of red and black) to make their own range of greens?</p> <p>Paint each different green as a colour swatch and try to give them names e.g. lush green, fresh green, leaf green ect.</p> <div><table><tr><td>TEA</td><td>PISTACHIO</td><td>LAUREL</td><td>MINT</td></tr><tr><td>APPLE</td><td>LIME</td><td>CHARTREUSE</td><td>PEAR</td></tr><tr><td>SEAFOAM</td><td>FERN</td><td>JADE</td><td>SAGE</td></tr><tr><td>GREEN</td><td>PARAKEET</td><td>SHAMROCK</td><td>EMERALD</td></tr><tr><td>MOSS</td><td>OLIVE</td><td>CROCODILE</td><td>PICKLE</td></tr><tr><td>FOREST</td><td>BASIL</td><td>ARMY</td><td>PINE</td></tr><tr><td>UNIFORM</td><td>SEAWEED</td><td>JUNIPER</td><td>SACRAMENTO</td></tr></table></div>	TEA	PISTACHIO	LAUREL	MINT	APPLE	LIME	CHARTREUSE	PEAR	SEAFOAM	FERN	JADE	SAGE	GREEN	PARAKEET	SHAMROCK	EMERALD	MOSS	OLIVE	CROCODILE	PICKLE	FOREST	BASIL	ARMY	PINE	UNIFORM	SEAWEED	JUNIPER	SACRAMENTO		
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4	How can I create painting of a forest canopy?	<p>Using oil pastels outline trees and leaves. Use the oil pastels to decorate the drawings with mark making.</p> <p>Look at the painting of the Rainforest. How many different shade of green can you see? Some greens are almost yellow and some are so blue they are almost teal or turquoise.</p>																														

		<p>Ask the children to remember all the greens the children created last lesson. They now need to paint their Rainforest scene with as many different greens as they can.</p>  <p><i>Tropical Forest with Monkeys</i> Henri Rousseau</p>		
<u>Year 1/2</u> <u>Term 2</u>	<u>Big Question: What lives in a rainforest? DRAWING</u>			
Unit: Mixed Media	<u>Prior Knowledge:</u> In year 1 children explored line mark making, and drawing form (shape of natural object).			
	<u>Objectives</u> (from NC2014) <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. 			
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>LP1:How many different marks can I make?</p>	<p>In this lesson, the children are going to create a mark-making sheet that they can refer to in the future. Start by practicing the marks in each box.</p>		

	<div>SKETCHBOOK</div>	<div><div>MARK MAKING</div><div><div><div></div><div>Horizontal Lines</div></div><div><div></div><div>Hatching</div></div><div><div></div><div>Cross Hatching</div></div><div><div></div><div>Zig Zags</div></div><div><div></div><div>Spirals</div></div><div><div></div><div>Vertical Lines</div></div><div><div></div><div>Scribbling</div></div><div><div></div><div>Stippling</div></div><div><div></div><div>Crosses</div></div><div><div></div><div>Circles</div></div><div><div></div><div>Wavy Lines</div></div><div><div></div><div>Dashes</div></div></div><div>Once the sheet is full. Stick into the sketchbook (middle of a double-paged)</div></div>		
2.	<div>LP2: What elements of mark-making find most effective?</div> <div>SKETCHBOOK</div>	<div>Now the mark making grid in complete. Ask the children to look back at it.</div> <div>Use the space around the sheet to practice the marks again. Confident children may like to try mixing the marks together or invent their own.</div> <div>Challenge children to use a mixture of pencils (H and B range), pens (biro and felt) and charcoal. Which do they like best? Why?</div>		
3.	<div>LP3: How can I use observational drawing to capture plants in a rainforest?</div> <div>SKETCHBOOK</div>	<div>Observational drawings.</div> <div>There are three types of observational drawing: landscape, figure and still life. Observational drawing is drawing what you see in front of you.</div> <div>Collect a range of house plants (see SMH and GDS). Spend time looking at the shape of, and patterns on the leaves.</div>		

		<p>Divide sketchbook paper into four. In each section draw shapes and patterns of each leaf.</p>  <p>A few tips:</p> <p>Keep looking at what you are drawing. Your eyes must continually move backwards and forwards from what is in front of you to your drawing.</p> <p>Keep the outlines faint (lightly use your pencil), and as your drawing develops the lines will too.</p>  <p>To show surface quality and texture, use mark-making: hatching, cross-hatching, dots, lines...</p>		
4.	<p>LP4: Can I use oil pastels to create a Rainforest inspired by the artist John Dyer?</p> <p>https://johndyergallery.com/collections/rainforest-art-amazon-indian-paintings</p>	<p>Look at the bold bright art of John Dyer.</p>		




Print some examples of his work and glue in the centre of a double-page spread of your sketchbook. Use oil pastels to make sketches around the images. Try to mimic the colours and shapes.

Create your own Jungle scene using oil pastels on A4 or A3



cartridge paper.

Year 1/2 Term 3	Big Question: How was London changed by the Great Fire? Mixed Media											
Unit: Mixed media	Prior Knowledge: In term 1 children explored mark making influenced by the Victorian Arts and Crafts movement.											
	Objectives (from NC2014) <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout 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.											
	Question	Lesson Ideas/Resources				WTS	EXS					
1	LP1:How many different marks can I make?									Give children a selection of thumbnail photographs on a grid (above). Children recreate the marks and patterns they can see on a thumbnail recording sheet.		
2	LP2:How can I use mark making to represent fire? museumoflondon											

Explore the printed pictures for the GFL on the Museum of London website.



Create a sketchbook page of different size and shaped flames. Add buildings and colours.



3.

LP3: How can we develop a sketch into design?

LP4: How can we make a repeated pattern of flames?



Show how to rotate the tracing paper to build an interesting design and repeat any details they really like. eg. a curve of a flame could appear on every corner of the tracing paper square.







Once the children have finished the design, they can use the tracing paper to transfer the image onto a piece of paper. Remind the children they are going to build up a repeating pattern so they can lay the tracing paper next to each transferred image to create another one (if the pencil on the reverse of the trace becomes too faint they can simply redraw over the top of it).




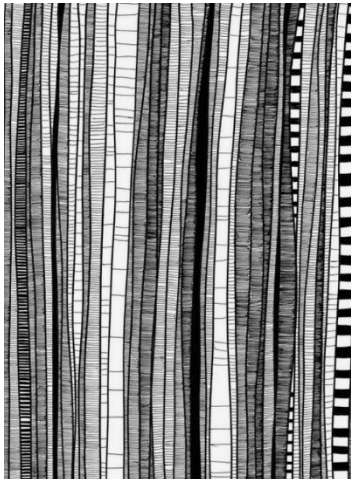
The finished piece could be carefully painted with watercolours with a fine brush.

4.	LP4: How can I use colour and texture to create a collage of fire?	<p>Experiment with layering make flames. The tissue PVA glue and a small so it becomes mouldable</p>   	tissue paper to can be coated in amount of water			
			Draw Tudor style houses with thick dramatic black lines and add to the background.			

Year 1/2 Term 4	Big Question: How do plants help us survive? Painting				
Unit: Painting	<p>Prior Knowledge: In year 1 children explored line mark making, drawing form (shape of natural object). Earlier in yr 2 children have explored lots of different mark making techniques. They have also explored observational drawings.</p> <p>Objectives (from NC2014)</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. 				
	Question	Lesson Ideas/Resources	WTS	EXS	

<p>1</p>	<p>What is a colour wheel?</p> <p>What colours can I make?</p> <p>SKETCHBOOK</p>	<div data-bbox="595 132 763 320">  </div> <div data-bbox="786 132 1836 336"> <p>Red, yellow and blue are called primary colours. This means that you can't mix them from other colours, but you CAN use them to make other colours</p> <p>Explain that all the colours on the colour wheel can be made by using the three primary colours of yellow, red and blue and that each of the three secondary colours – orange, green and purple, can be made by mixing two primary colours together. Experiment and have fun creating colour wheels!</p> </div> <div data-bbox="595 371 873 639">  </div>		
<p>3.</p>	<p>How does the artist Georgia O'Keeffe make us stop and look at plants?</p> <p>SKETCHBOOK</p>	<div data-bbox="595 799 1025 831"> https://www.georgiaokeeffe.net/ </div> <div data-bbox="595 871 1532 903"> https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe </div> <div data-bbox="595 938 913 1114">   </div> <div data-bbox="1032 935 1205 1169">  </div> <div data-bbox="1223 1050 1832 1185"> <p>Ask the children to look closely at these two images. How many different shades of red and blue can they see? Put both images into the children's sketch books and ask children to do</p> </div> <div data-bbox="595 1193 1832 1262"> <p>a paint mixing colour matching exercise. They need to mix as close as they can to the images and place the colours they create on the page in colour swatches.</p> </div> <div data-bbox="595 1273 969 1399">  </div>		

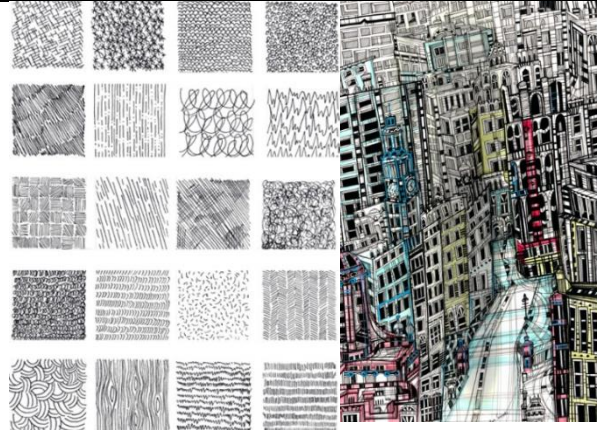
	<p>Can I paint what a bee can see?</p>	 <p><i>so I said to myself- I'll paint what I see - what the flower is to me, but I'll paint it big and they will be suppressed into taking time to look at it.' O'Keeffe</i></p> <p>Plan drawings in pencil. Try to get the shape of the flower to fill the whole page. Think about the drawings being a series of shapes rather than trying to make it look like a flower.</p> <p>https://www.tate.org.uk/whats-on/tate-modern/exhibition/georgia-okeeffe</p>		
	<p>How can I represent nature in paint?</p> <p>How can I paint like Georgia O'Keeffe ?</p>	<p>Show the children how to masking tape their paper to the table to create a straight edge to their painting. Before starting to paint, ask the children to look back at their colour mixing work. Make sure they spend time perfecting the colours they use to make their paintings really striking. Once the paintings are dry over them in a layer of PVA glue to make the petals iridescent</p> 		

Unit: DRAWING	Prior Knowledge: In year 1 children explored line mark making, drawing form (shape of natural object). Earlier in yr 2 children have explored lots of different mark making techniques. They have also explored observational drawings.			
	Objectives (from NC2014) <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. 			
	Question	Lesson Ideas/Resources	WTS	EXS
1	How can I use mark making to create texture and depth? SKETCHBOOK	Demonstrate to the children how you can create a dense woodland by mixing two types of lines. Start by drawing vertical lines. Do not try to make them all straight. The inconsistencies make the woodlands more lifelike. Then start to add horizontal lines, experiment with different thicknesses and different spacing so each trunk has its own feel. 		

2.

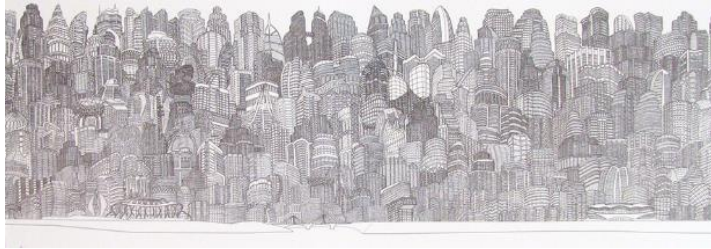
LP2 How can I use mark making to create an urban habitat?

How can I use lines to create drawings of buildings?



<https://www.artmajeur.com/maria-susarenko>

Look at the work of Maria Susarenko



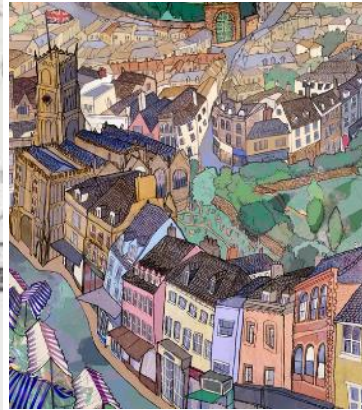





She uses biro, ink and gel pens to make architectural-infused urban drawings.









Draw along with the urban sketching video.

https://www.youtube.com/watch?v=pRh_r3Gs2TM

1.	LP2 How can I use pen, ink and pencil to create urban sketches of Cirencester ?	  		
		Look at photos of Cirencester and translate the pictures into pen and ink sketches. Children can use Carbon Copy paper to 'trace' photos of buildings.		
2.	LP3: How can I use pen, ink and pencil to create urban sketches of Varanasi?	  		
		Look at photos of Varanasi and translate the pictures into pen and ink sketches. What similarities/ differences can you see in the pictures? Think about colours, shapes, and height.		

Year 2 Term 6	Big Question: How is Cirencester different to other towns? (Romans) MIXED MEDIA
Unit: mixed media	<p>Prior Knowledge: In year 1 children have created simple mixed media collages.</p> <p>Objectives (from NC2014)</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

	<ul style="list-style-type: none"> 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. 			
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>How can we make mosaics inspired by Romans?</p> <p>SKETCHBOOK</p>	<p>Look at examples of mosaics. Ask the children what shapes they can see? How are the spaces between the colour created?</p>  <p>Copy and stick into sketchbooks mosaic images. Give the children snippets of squared paper with different sided grids. Children practice Mosaic designs.</p> <p>https://www.britishmuseum.org/pompeii-live</p> 		
2.	<p>How can I design a mosaic?</p> <p>MIXED MEDIA</p>	<p>Make a paper mosaic</p> <p>Cut coloured paper into small pieces to make tiles. The pieces should be small, about the size of your thumbnail. Make squares, rectangles, triangles, or even thin strips. The pieces don't have to be the same size. In fact, try to cut some smaller ones too. This way, you can fit them into tight corners.</p> 		

		 <p>Draw a simple outline on a sheet of paper. Start gluing the pieces on it, leaving a small gap between each one. If you are using irregular shapes, including triangles, make sure that the straightest edge is on the outside of the outline—otherwise, your shape will look jagged.</p>  <p>Consider filling in the background using a contrasting colour. This will make the mosaic stand out.</p>  <p>Once it is dry cover the whole project with PVA glue.</p>		
3.	<p>How can I make a real mosaic?</p> <p>MIXED MEDIA</p>	<p>Using a wooden tile or clay slab children arrange acrylic tiles into their chosen design. Glue the tiles down with PVA.</p> 