






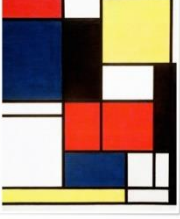




Carr Hill Community Primary School
Art Curriculum Planning

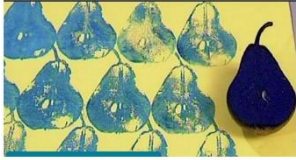


KS1	Cycle 1 – Autumn A		Drawing Unit	
<p align="center">Key Vocabulary</p> <p><i>thick, thin, soft, broad, narrow, fine, pattern, shape, detail, image, shade, dark, light, pressure, mark making</i></p>	<p align="center">Key Artists</p>			
<p align="center">Media & Tools</p>	<p align="center"><i>Molly Haslund</i></p>	<p align="center"><i>Louise Bourgeois</i></p>	<p align="center"><i>Wassily Kandinsky</i></p>	<p align="center">Spirals in Nature</p>
<p><i>A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands.</i></p>				
<p align="center">Prior Learning</p>	<p><i>Most children can hold a pencil with appropriate pincer grip, have had experienced mark marking with an array of tools.</i></p>			
<p align="center">Access Art- Spirals</p>	<p>Making Spiral Drawings Molly Haslund: Outdoor Circles Make Snail Drawings</p>		<p>Close Looking & Experimental Mark-Making Observational Drawing: Continuous Line Experimental Mark-Making with Water Soluble Pens</p>	
<p align="center">Curriculum Skills</p>	<p align="center">Learning Intention</p>		<p align="center">Knowledge</p>	
<p>Record from the natural and made world – from life and from memory. Experiment with simple marks and patterns to explore the use of line, shape and colour</p> <p>Select from, and experiment with, a range of media inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Using a wide variety, develop control over media.</p> <p>Use a sketchbook to gather and collect artwork .</p>	<p>What is a spiral ? To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at artwork created by Molly Haslund , Louise Bourgeois and Wassily Kandinsky</p> <p>Can I see that spirals can be created in a continuous line drawing ? Look at Louise Bourgeois' 'Spiral' collection Accumulation of technique</p> <p>Can we make snail drawings ? Develop a wide range of art and design techniques, such as using drawing to create a range of spirals using on black paper</p> <p>Can we use spirals in nature to inspire our drawings? Develop a wide range of art and design techniques, using pencils, charcoals to make observational drawings of spirals in nature</p> <p>Can we look carefully at shells? Using Drawing Source Materials: Shells to create observation of shell patterns Extend to Experimental Mark-Making with Water Soluble Pens Mark Making with Water Soluble Pens</p> <p>Can we create a line drawing? Develop a wide range of art and design techniques, such as line drawing through Close Looking & Experimental Mark-Making to create a spiral picture.</p> <p>Innovation and application Can we create a Spiral Artwork ? Develop a wide range of art and design techniques in using colour and pattern, when making a spiral artwork</p> <p>Share, Reflect, Discuss What would you do to develop this artwork? Decide/assess if the artwork is effective. Evaluate the impact of colour choice. Invite children to display the work in a clear space and walk around the work as if they are in a gallery. Give the work the respect it deserves.</p>		<p>INTENDED END POINTS: I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I can make choices about which colours I'd like to use in my drawing.</p> <p>Key Knowledge: Know that marks and different effects can be made in print using found objects and basic tools. Objects with raised surfaces can create rubbings. A repeated pattern is a pattern whereby it is repeated again and again and again.</p>	



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KS1	Cycle 2- Spring B	Painting Unit	
Key Vocabulary	Key Artists		
<i>secondary colour, light, dark, thick, thin, tone, warm, cold shade e.g. different shades of red, green, blue, yellow bright, colour wash</i>	<p><i>Paul Klee</i></p> 	<p><i>Piet Mondrain-</i></p>  <p><small>Digital Art Computing Curriculum</small></p>	<p>Emma Burleigh Wild Swimming</p> 
Media & Tools	<p>Mark Rothko</p> 		
<i>paper, scissors, painted patterns, cartridge paper, washing paintbrushes, painting palettes</i>			
Prior Learning			
<i>Most children can mix some paint colours. EYFS pupils are given only red, blue, yellow, black and white paint.</i>			
<i>Access Art Unit: Exploring Watercolour</i>	<p>Hands-On Exploration: What Can Watercolour Do? Building Imagery Through Watercolour</p>		
Curriculum Skills	Learning Intention	Knowledge	
<p><i>Select from a range of brushes (thick, thin, flat, and round) to suit a given task.</i></p> <p><i>Apply paint in a range of strokes, dots, lines, and washes.</i></p> <p><i>Mix secondary colours in a range of tones - using red, blue, yellow, and white.</i></p> <p><i>Mix paint to match a given colour sample.</i></p> <p><i>Vary the thickness of paint to match the task – thin paint for washes, thick for painting a box sculpture</i></p>	<p>Artists – evaluating, analysing and contextual knowledge</p> <p>What can watercolour do?</p> <p>Access Art activity – looking at the work of Emma Burleigh</p> <p>How might Mondrian paintings be described?</p> <p>Describe the composition and use of primary colours created in Mondrain paintings. Identify these are abstract and describe his use of lines.</p> <p>How does Rothko use secondary and tonal colours in his paintings?</p> <p>Describe how this artist creates abstract art using colour mixing</p> <p>How does Paul Klee using shapes and colours to represent buildings in 'Castle and Sun'?</p> <p>Discuss similarities and differences between his work and that of Rothko and Mondrain</p> <p>Accumulation of Technical Skill</p> <p>Can we create paintings using primary colours and black lines like Mondrian?</p> <p>Demonstrate how Mondrian works using black lines and block of primary colours to create his abstract art.</p> <p>Use lines and shapes (block colour) to create abstract art.</p> <p>How can we mix primary colours to create secondary colours?</p> <p>Use the work of Mark Rothko to inspire our colour mixing and to make paintings in the style of Rothko.</p> <p>How can we create 'tonal colours' by adding black and white to colours?</p> <p>Create an abstract piece of art in the style of Rothko demonstrating tonal paint effects.</p> <p>Can we create colour mixed paintings in the style of Paul Klee?</p> <p>Demonstrate how Klee works mixes colours to create his abstract art</p> <p>Innovation and Application</p> <p>Can we use our colour mixing knowledge of lines to create a painting in the style of Paul Klee?</p> <p>Apply techniques to create own 'Castle and Sun'.</p> <p><i>Creative Reflection/Share, reflect, discuss</i></p> <p>What would you do to develop this artwork? Decide/assess if the artwork is effective.</p> <p>Discuss colours used and if primary or secondary. Discuss how to correct tonal colours.</p>	<p>INTENDED END POINTS:</p> <p>UNDERSTANDING</p> <p>Ideas and feelings can be expressed through painting. The colour and consistency of paint can be best described using appropriate vocabulary.</p> <p>It is useful to talk about the work of other artists. Differences are valuable and all end products do not have to look the same.</p> <p>Key Knowledge:</p> <p>Know that the primary colours are red, yellow and blue. Know that secondary colours can be made by mixing red and yellow to make orange, blue and yellow to make green and blue and red to make purple.</p> <p>Know when best to use thick and thin brushes.</p>	
Assessment			
<p>Year 1</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades. Create different textures e.g. use of sawdust. 			
<p>Year 2</p> <ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects 			



KS1	Cycle 2- Summer A		Printing Unit
<p align="center">Key Vocabulary</p>	<p align="center">Key Artists</p>		
<p><i>print, rubbing, smudge, image, reverse, surface, pressure, decoration, cloth, repeated pattern, rub, press, texture, raised surface</i></p>	<p><i>Lynn Flavell Monoprints</i></p>	<p><i>Molly Mahon Designer Block Prints</i></p>	<p>Eva Sonaiké – Textile Designer</p>
<p align="center">Media & Tools</p>	  		
<p><i>printing tray, rollers, printing inks, found items to print with, relief blocks and materials to add surface detail for print.</i></p>			
<p align="center">Prior Learning</p>			
<p><i>Most children can print with an array of found materials or prepared tools.</i></p>			
<p><i>Access Art: Simple Printmaking</i></p>	<p>Hands, Feet and Flowers Taking Rubbings & Making Compositions Explore How Plasticine Can Be Used to Print</p>		
<p align="center">Curriculum Skills</p>	<p align="center">Learning Intention</p>		<p align="center">Knowledge</p>
<p>Make printed marks with a variety of objects including natural or made objects i.e. fruit and vegetable prints. Make a simple wax or pencil rubbing – compare textures. Carry out different printing techniques e.g. monoprint, collagraph printing; Build a repeating pattern and recognise pattern in the environment. Make repeating and rotating patterns on a variety of surfaces – different papers.</p>	<p>Introduce Artist(s) – evaluating, analysing and contextual knowledge How might Lynn Flavell's and Molly Mahon's prints be described? How does she represent fruit and vegetables? Describe the colour, shapes and textures used in Lynn Flavell's art. How are Eva Sonaiké's patterns influenced by her African heritage?</p> <p>Accumulation of technical skill <i>Progress may be plotted, and recorded in a sketchbook</i> Can we create repeated patterns using natural materials? To use natural objects to create prints with repeated patterns. Can we examine the textures natural objects leave when printing? Make rubbings with natural objects using crayons, to examine texture. Collect selection of materials and print to make observations Can we create a picture using collage and frottage? Create a picture from the rubbings made. Can we create a collagraph print in the style of Sue Brown? Make simple printing blocks for mono-printing – adapt foam blocks of make marks on a Plasticine block. Innovation and application Can we use our printing knowledge of texture and repeated pattern to create a character print?</p>		<p>INTENDED END POINTS: UNDERSTANDING <i>Textiles and wallpaper have been produced using a printing process that is reproducible.</i> <i>The printing process uses a range of specific vocabulary.</i> <i>Images can be made in a variety of ways, not just drawn or painted, and can be reproduced.</i></p>
<p align="center">Assessment</p>			
<p>Year 1</p> <ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 			<p>Key Knowledge: <i>Know that marks and different effects can be made in print using found objects and basic tools.</i> <i>Objects with raised surfaces can create rubbings.</i> <i>A repeated pattern is a pattern whereby it is repeated again and again and again.</i></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<p>To apply techniques demonstrated by visiting artist from the Northern Print. To use ink with rollers to create relief prints</p> <p>Creative Reflection What would you do to develop this artwork? To decide/assess if the artwork is effective. What textures are used? What is the impact of colour choice?</p>		






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KS1	Cycle 2-Autumn B		3D Form	
Key Vocabulary	Key Artists			
<i>Model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal</i>	<i>Eduardo Martinet</i>	<i>Nick Bidy</i>	<i>Hoang Tien Quyet</i>	<i>Ernst Haekel</i>
Media & Tools				
<i>Air drying clay, etching or clay modelling tools, large collection of junk items, selection of natural materials, PVA glue, shallow trays, newspaper, masking tape, paint, large brushes, sponges.</i>				
Prior Learning				
<i>Most children can join materials in simple ways and manipulate malleable media</i>				
<i>Access Art: Making Birds</i>	Drawing from Photographic Sources Drawing from Observation & Experimental Mark-Making Manipulating Paper from 2D to 3D			
Curriculum Skills	Learning Intention		Knowledge	
<i>To manipulate clay in a variety of ways, e.g., rolling, kneading, and shaping, cut, bend, fold, and stick.</i> <i>To explore sculpture with a range of malleable media, especially clay, i.e., Modify the texture of play dough using a range of objects.</i> <i>To experiment with, construct and join recycled, natural, and man-made materials.</i> <i>To explore shape and form in assembly and construction this can be used to produce an object or be abstract.</i> <i>To make an assemblage from found or natural materials on a large/small scale.</i>	Artist(s) – evaluating and analysing and contextual knowledge <i>How do artist use found natural materials to create sculptures?</i> <i>How does Eduoardo Martinet combine found metal scrap items to create his sculptures?</i> Identify how scrap materials have been combined to create another recognisable 3D form. Accumulation of Technical skills <i>Can we create a 3D model of a creature?</i> Use moulding clay to create a pattern. Use moulding clay to create a sculpture. Join recycled materials to make a sculpture based on a design. <i>Can we make a 3D sculpture?</i> Select natural materials that they think will make an interesting piece of art. Arrange the materials in a meaningful way and explain their placement in their final composition. Innovation and application <i>Can we plan and create our own individual sculptures?</i> Apply techniques Create different parts of a sculpture. Secure parts of the sculpture together. Know that 3D sculpture can be created from a range of materials. <i>Can I paint my sculpture?</i> Use different tools to paint with. paint onto 3D surfaces using appropriate methods Creative Reflection <i>What would you do to develop this artwork?</i> Decide/assess if the artwork is effective. Consider what textures are used. Consider the impact of colour choice. Consider what they may do differently		INTENDED END POINTS: UNDERSTANDING <i>There is specific vocabulary relating to sculpture and 3D materials.</i> <i>Sculpture does not have to be permanent and may take place outside.</i> <i>To know that camouflage allows insects and animals to blend into their surroundings so that they cannot be seen.</i> <i>To make patterns by repeating motifs.</i> <i>Recycled junk can be reused to make artwork</i>	
Assessment				
Year 1				
<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 				
Year 2				
<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 				







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KS1	Cycle 1-Spring B		Architecture			
<p align="center">Key Vocabulary</p>	<p align="center">Key Artists</p>					
<p><i>Model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal</i></p>	<p>Hundertwasser</p>		<p>Hundertwasser House</p>		<p>Hundertwasser's Beer Tower</p>	
<p align="center">Media & Tools</p>						
<p><i>large collection of junk items, selection of natural materials, PVA glue, shallow trays, newspaper, masking tape, paint, large brushes, sponges.</i></p>						
<p align="center">Prior Learning</p>						
<p><i>Most children can join materials in simple ways and manipulate junk materials</i></p>						
<p align="center"><i>Access Art- Be an Architect</i></p>	<p>What Is Architecture? Exploring the Work of Hundertwasser Making Architecture</p>					
<p align="center">Curriculum Skills</p>	<p align="center">Learning Intention</p>		<p align="center">Knowledge</p>			
<p><i>To manipulate materials in a variety of ways, e.g., rolling, kneading, and shaping, cut, bend, fold, and stick.</i> <i>To explore sculpture with a range of media</i> <i>To experiment with, construct and join recycled, natural, and man-made materials.</i> <i>To explore shape and form in assembly and construction this can be used to produce an object or be abstract.</i> <i>To make an assemblage from found or natural materials on a large/small scale.</i></p>	<p>Artist- evaluating, analysing and contextual knowledge</p> <ul style="list-style-type: none"> What Is Architecture? session <p>Explore & Draw using Google Earth images - Access Art or buildings of your own choice e.g. local landmarks Navigate around the building to explore. Draw from different angles and perspectives Invite children to make drawings of different timed length: 10 minutes, 5 minutes, 2 minutes. Try various challenges: Make a drawing in one continuous line. Make a drawing using only straight lines. Make a drawing using different line weights. Make a drawing using charcoal, pen, ink and nib etc</p> <ul style="list-style-type: none"> Exploring the Work of Hundertwasser <p>What words would you use to describe Hundertwasser's architecture to those who can't see it? How does it make you feel? What would it be like to be inside the buildings? What kinds of materials does he use? How does he use colour in his buildings? How important is the relationship of detail to big structures? Can you see any straight lines? What observations can you make about this artwork?</p> <p>Discuss which piece children think is most effective. Children to further explore material artwork, and describe how materials have been used to create houses/ buildings</p> <ul style="list-style-type: none"> Making Architecture- session <p>Accumulation of skills</p> <p>What would you do to develop this artwork?</p> <p>Decide/assess if the artwork is effective. What are the most dominant shapes? What fabrics did you choose and why? Do they have the desired effect? How have you incorporated stitching into your artwork? How can you develop your skill of stitching?</p> <ul style="list-style-type: none"> Present, Reflect, Review <p>Invite children to take photographs or films of their architectural models. Encourage them to really get down on eye level with their models to create interesting images, and use windows and doors as viewpoints. You might also like them to use lighting (torches) to create shadows.</p>		<p>INTENDED END POINTS: UNDERSTANDING Different materials may be assembled to create 3d Sculptures e.g. create a house form recycled paper and card Key Knowledge: To know that card/paper can be joined. To know how to manipulate card and paper e.g. folding bending joining</p>			
<p align="center">Assessment</p>						
<p>Year 1</p> <ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 						
<p>Year 2</p> <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with construct and join recycled, natural and man-made materials more confidently. 						



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KS1	Cycle 1- Summer A			Collage
Key Vocabulary	Key Artists			
<i>Fabric, colour, pattern, shape, texture, mixed media, collage, layers, combine, Opinion, tear, layer, crumple, fold, crease, cut, fold, pop-outs, fringe.</i>	Jan van Kessel	Erin Anfinson	Romare Bearden	Henri Matisse
Media & Tools	   			
<i>Glue stick, scissors, PVA, mixed media</i>				
Prior Learning				
Visual ideas and images can be represented in media other than on paper. Different materials can be assembled to create images. Collages can be made from a variety of media and by layering, folding, crumpling, fringing, creasing and tearing materials. 'Collage' can refer to both the actual procedure of cutting and pasting (the verb), as well as to the final artistic product (the noun).				
Access Art: Flora and Fauna	Explore the Work of Artists Who Are Inspired by Flora & Fauna Drawing from Film		Using Graphite and Oil Pastel Make Your Minibeast Collage	
Curriculum Skills	Learning Intention			Knowledge
Engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways. Experiment with combinations of materials. Use scissors accurately to cut out shapes for attaching. Attach paper in a variety of different ways. Combine materials into a mixed media image	<p>Artists – evaluating, analysing and contextual knowledge Explore the Work of Artists Who Are Inspired by Flora & Fauna <i>Why and how has Henri Matisse used paper cuts to create a collage?</i> Describe effect created in the work of Matisse. Look at 'The Snail' and identify colours and shapes used. Identify these can be abstract and discuss how some have repeated patterns or repeated shapes. Analyse how images have been created. https://www.youtube.com/watch?v=cMKIBoDsWuc https://www.youtube.com/watch?v=r0DwcqCF9iM Observational Drawings</p> <p>Accumulation of Technical Skill <i>How are abstract images created fusing a selection of shapes and patterns?</i> Practise folding and cutting paper strips to create repeated shape patterns. Use shapes to create Images of a snail. Create a collage inspired by the work of Henri Matisse The Snail'. <i>How are images created from a series of images and media?</i> Create a collage inspired by minibeasts Select colours and images from a range of magazine images and coloured paper to create a simple image</p> <p>Innovation and Application How can you combine the style of two artists? Design and create an image using a selection of shapes to make a house collage. Create a background using green and blue paper strips, and add to the top the image of a house through using a range of images, textures and papers Use a range of collage techniques to create a desired effect.</p> <p>Creative Reflection <i>Is your artwork effective?</i> Decide what has been effective on the collage. Decide what could be improved next time. Discuss which feature draws the eye.</p>			<p>INTENDED END POINTS: UNDERSTANDING Visual ideas and images can be represented in media. Different materials may be assembled to create images Key Knowledge: To know that collages can be made from a variety of media and by layering, folding, crumpling, fringing, creasing and tearing materials.</p>
Assessment				
Year 1	<ul style="list-style-type: none"> Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 			
Year 2	<ul style="list-style-type: none"> Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills 			