

Year 1 and 2 Medium Term Planning Cycle A

Key Knowledge

Pupils should be taught:

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.

	Generating Ideas	Sketch Books	Making skills including formal elements	Knowledge of Artists	Evaluation and Analysing
Autumn 1 Drawing Exploring Line and Shape	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas.	Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) Exploring drawing and combining geometric shapes. (Line, Shape) Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line)	Understand how artists choose materials based on their properties in order to achieve certain effects.	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.

			Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone) Creating an area with a single, consistent tone when colouring/shading. (Tone) Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)		
Spring 1 Painting and mixed media (colour splash)	Explore their own ideas using a range of media.	Use sketch book to develop ideas in an open ended way.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.		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.
Summer 1 Sculpture and 3D paper play (Link to park topic- use a park landscape)	Explore their own ideas using a range of media.	Use sketch book to develop ideas in an open ended way.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a		- Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and

			wider variety of ways to join and fix materials in place.		made in different ways and by different people.
Stand Alone Lessons Craft Woven Wonders	Explore their own ideas using a range of media.	Use sketch book to develop ideas in an open ended way.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	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.

<u>GDS Opportunities</u>	Children can use a variety of patterns to make quite complex patterns so encourage them to experiment and take risks. Children will work in an assured manner and use tools more confidently. Children should be encouraged to describe how they are creating tones by using the pencil differently. Children will be able to respond to more complex images. Children could be asked to describe the connection between their own work and the artist, and should be confident in mixing and applying their colours to the painting. Children create designs that indicate deliberate pattern and/or colour choices. Children use richer language in their discussion and feedback and give more detailed reasoning. Children create more sophisticated pictures, with a good level of detail. Use a range of materials to create the correct textures.
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Year 1 and Year 2 Medium Term Planning Cycle B

Key Knowledge

Pupils should be taught:

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.

	Generating Ideas	Sketch Books	Making skills including formal elements	Knowledge of Artists	Evaluation and Analysing
Autumn 1 Drawing Tone and Texture	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Use a sketchbook to develop ideas in an open ended way. Experiment in sketchbooks using drawing to record ideas. Use sketchbooks to make decisions about what to try out next.	Demonstrating increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Developing 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.	Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	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.

Spring 1 Sculpture and 3D	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Use a sketchbook to develop ideas in an open ended way. Experiment in sketchbooks using drawing to record ideas. Use sketchbooks to make decisions about what to try out next.	Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.	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.
Summer 1 Painting and mixed media Life in Colour	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		Further demonstrate increased control with a greater range of media. 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. 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.	Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	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.

Stand Alone Lessons Craft and Design (Map it Out)	Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.	Use a sketchbook to develop ideas in an open ended way. Experiment in sketchbooks using drawing to record ideas. Use sketchbooks to make decisions about what to try out next.	Demonstrating increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Developing 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. Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials	Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.	Explaining 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.
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GDS Opportunities

Children confidently experiment with different compositions and make decisions about the direction of their work which they can justify. Children can use more lengths of string and coloured pencils to work colour into their small square drawings on white paper. Children will control the materials more effectively and create more accurate work. Encourage them to develop greater detail in their drawing.

Children can justify why they have chosen to work in a particular way.

Children can use a range of varied vocabulary.