



# KS1 Cycle A Phase Overview

Art and Design KS1 Cycle A			
<b>Drawing:</b> Making your mark	<b>Craft and design:</b> Woven wonders	<b>Drawing:</b> Tell a story	<b>Craft and design:</b> Map it out
Key artists: Bridget Riley, Zaria Forman, Renata Bernal, Wassily Kandinsky and Ilya Bolotowsky.	Key artists: Judith Scott and <b>Cecilia Vicuna</b>	Key artist: <b>Quentin Blake</b>	Key artists: Susan Stockwell, Kim Soon Im, Josef Albers, Eduardo Paolozzi and Matthew Cusick.
<b>Drawing</b> <u><b>Composite piece</b></u> To apply an understanding of materials and mark making to create an observational drawing.	<b>Drawing</b> <u><b>Composite piece</b></u> Combine techniques such as weaving, plaiting, threading and knotting to create a three dimensional woven art.	<b>Sculpture</b> <u><b>Composite piece</b></u> To apply paper shaping skills to create an imaginative sculpture, individually and then collaboratively.	<b>Craft and Design</b> <u><b>Composite piece</b></u> To develop an idea and apply a range of craft techniques to create art that represents their local area, using a map as a stimulus.
Subject Specific Vocabulary			
Materials	Ideas, experiences and imagination	Artists	
Scissors, glue stick, PVA glue, card board, paper, card, tubes, boxes, plastic bottles, newspaper, carrier bags, mediums, paint, pastels, pencils, crayons, chalk, pens, HB pencils, textured paper, different sized paper, different coloured paper, paint brush, sponges, cotton buds, texture stamps, Play Doh, salt dough, natural resources (leaves, stones, pine cones, sticks, flowers etc.) felt, cotton, silk, wool, linen, sequins, beads, buttons, feathers, ribbon, weaving loom, 2D, 3D	Art, where, what, place, gallery, nature, all around, group, create, independent, imagination, observation, memory, design, record, tell stories, express, thoughts, feelings, audience, share, review, reflect, evaluate, investigate, change, experiment, trial and error, up, across, next to, on top of, underneath, between, over the top of, in line with, near to, inside, left, right, explore, shape, real life, representation effect, pleat, cut, fold, strong, weak, 2D, 3D, design, make, range of resources, tools, product, model, share, review, reflect, evaluate	Artist, create, names of some famous artists, like, dislike, feel, happy, sad, hot, cold, describe, artwork, inspired by, in the style of, colour, technique	



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### Improve mastery of art & design techniques

#### Drawing

Line, **Vertical**, **Horizontal**, **Diagonal**, Wavy, Straight, **Cross-Hatch**, **Optical art**, **2D shape**, **3D shape**, **Abstract**, **Narrative**, **Printing**, **Shade**, **Form**, **Continuous**, Mark-making, Observe, **Dots**, Circle, **Lightly**, **Firmly**, Texture, **Shadow**, **Charcoal**, **Pastel**, Chalk, Thick, **Thin**, **Stippling**, **Hatching**, **Scribbling**, Blending, **Sketch**, **Illustrator**, **Illustrations**, **Expression**, **Emoji**, **Emotion**, **Storyboard**, **Frame**, **Re-tell**, Concertina.

#### Craft and Design

Art, Artist, Craft, **Knot**, **Plait**, Thread, Threading, Weaving, **Warp**, **Weft**, **Loom**, **Imaginary**, **Inspired**, **Landmarks**, Shape, Texture, Pattern, **Felt**, **Fibre**, **Viewfinder**, **Abstract**, **Composition**, Mosaic, **Stained glass**, Overlap, **Gallery**, **Curator**, Design, **Design brief**, **Evaluate**.

To generate ideas use <b>sketchbooks</b> to explore ideas in an open-ended way.	To Improve mastery of art and design <u>techniques</u> , including drawing, painting and sculpture with a range of materials.  To develop <u>techniques</u> , including the control and use of <u>materials</u> , with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Learn about artists, architects and designers in history.
I can explore my own ideas using a range of media.  I can use sketchbooks to explore ideas in an open-ended way.	<b><u>Drawing: Making your mark</u></b> I hold and use drawing tools in different ways to create different lines and marks. I can create marks by responding to different stimulus such as music. I can overlap shapes to create new ones. I can use mark making to replicate texture. I can look carefully to make an observational drawing. I can complete a continuous line drawing.	I can describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to my own work.
I can explore my own ideas using a range of media.  I can use sketchbooks to explore ideas in an open-ended way.	<b><u>Craft and design: Woven wonders</u></b> I can wrap objects with wool. I can wrap shapes with wool. I can measure length. I can tie a knot. I can thread. I can plait. I can make a box loom. I can join using knots. I can weave with paper on a paper loom.	I can describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to own work.



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	I can weave using a combination of materials.	
<p>I can generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>I can experiment in sketchbooks, using drawing to record ideas.</p> <p>I can use sketchbooks to help make decisions about what to try out next.</p>	<p><b><u>Drawing: Tell a story</u></b></p> <p>I can use different materials and marks to replicate textures.</p> <p>I can manipulate materials and surfaces to create textures.</p> <p>I can scratch with tools.</p> <p>I can blend with my fingers.</p> <p>I can use marks and lines to show expressions on faces.</p> <p>I can make a concertina book.</p> <p>I can use drawing to tell a story.</p> <p>I can use charcoal to achieve different types of lines.</p> <p>I can use drawing pens.</p>	<p>I can talk about art they have seen using some appropriate subject vocabulary.</p> <p>I can make links between pieces of art.</p>
<p>I can generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>I can experiment in sketchbooks, using drawing to record ideas.</p> <p>I can use sketchbooks to help make decisions about what to try out next.</p>	<p><b><u>Craft and design: Map it out</u></b></p> <p>I can draw a map to illustrate a journey.</p> <p>I can separate wool fibres ready to make felt.</p> <p>I can lay wool fibres in opposite directions to make felt.</p> <p>I can roll and squeeze the felt to make the fibres stick together.</p> <p>I can add details to felt by twisting small amounts of wool.</p> <p>I can choose which parts of my drawn map to represent in 'stained glass'.</p> <p>I can overlap cellophane and tissue to create new colours.</p> <p>I can draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>I can apply paint or ink using a print roller.</p> <p>I can smooth a printing tile evenly to transfer an image.</p> <p>I can try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>I can talk about art they have seen using some appropriate subject vocabulary.</p> <p>I can make links between pieces of art.</p>



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I will know...		
Substantive knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and analysing
<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark making.</p> <p>Explore mark making using a range of tools.</p> <p>Develop mark making, demonstrating increased control.</p> <p>Create a diverse and purposeful range of marks through experimentation.</p> <p>Build on skills and vocabulary.</p> <p>Experiment with drawing on different surfaces.</p> <p>Explore tone using a variety of graded pencils.</p> <p>Draw light and dark lines, patterns and shapes.</p> <p><b><u>Sketchbooks</u></b> Use sketchbooks to explore ideas in an open-ended way.</p>	<p>Some artists are influenced by things happening around them.</p> <p>Some artists create art to make people aware of good and bad things happening in the world around them.</p> <p>Artists concentrate on how they are making something rather than what they make.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Art can be figurative or abstract.</p> <p>Artists can use everyday materials that have been thrown away to make art.</p> <p>Artists choose materials that suit what they want to make.</p> <p>Illustrators use drawn lines to show how characters feel.</p> <p>Artists try out different combinations of collage materials to create the effect they want.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p>	<p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p> <p>Craft is making something creative and useful.</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p> <p>People make art for fun.</p> <p>People make art to decorate a space.</p> <p>People make art to help others understand something.</p> <p>Describe and compare features of their own and others' work.</p>



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I will be able to...		
Substantive Knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and Analysing
<p>Develop increasing control when using a wide range of tools to draw, paint and create craft and sculptures.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely.</p> <p>Develop observational skills to reflect some of the formal elements of art in their work (colour, pattern, texture, line, shape, form and space).</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>	<p>Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Talk about art they have seen using some appropriate 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>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>