



KS1 Cycle B Phase Overview

Art and Design KS1 Cycle B			
Painting and mixed media: Colour splash	Sculpture and 3D: Paper play	Painting and mixed media: Life in colour	Sculpture and 3D: Clay houses
Key artists: Jasper Johns and Clarice Cliff	Key artists: Samantha Stephenson and Louise Bourgeois.	Key artist: Romare Bearden.	Key artists: Ranti Bam and Rachel Whiteread
Painting and mixed media <u>Composite piece</u> To apply their painting skills when working in the style of an artists, for example, Clarice Cliff	Sculpture and 3D <u>Composite piece</u> To create a tree of life sculpture that includes several different techniques for shaping paper.	Painting and mixed media <u>Composite piece</u> To compose a collage, choosing and arranging materials for effect.	Sculpture and 3D <u>Composite piece</u> To make a 3D clay tile from a drawn design.
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	
Improve mastery of art & design <u>techniques</u>			
<u>Painting and mixed media</u> Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick, Mixing, Collage, Overlap, Detail, Surface.			



KS1 Cycle B Phase Overview

Sculpture and 3D

Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine, Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing.

<p>To generate ideas use sketchbooks to explore ideas in an open-ended way.</p>	<p>To Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To develop techniques, including the control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Learn about artists, architects and designers in history.</p>
<p>I can explore my own ideas using a range of media.</p> <p>I can use sketchbooks to explore ideas in an open-ended way.</p>	<p><u>Painting and mixed media: Colour splash</u></p> <p>I can combine primary coloured materials to make secondary colours. I can mix secondary colours in paint. I can choose suitable sized paint brushes. I can clean a paintbrush to change colours. I can print with objects, applying a suitable layer of paint to the printing surface. I can overlap paint to mix new colours. I can use blowing to create a paint effect. I can make a paint colour darker in different ways by adding water or a darker colour. I can make a paint colour lighter in different ways by adding water or a lighter colour.</p>	<p>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.</p>
<p>I can explore my own ideas using a range of media.</p> <p>I can use sketchbooks to explore ideas in an open-ended way.</p>	<p><u>Sculpture and 3D: Paper play</u></p> <p>I can roll and fold paper. I can cut shapes from paper and card. I can cut and glue paper to make 3D structures. I can decide the best way to glue something. I can create a variety of shapes in paper, e.g. spiral and zig zag. I can make larger structures using newspaper rolls.</p>	<p>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.</p>



KS1 Cycle B Phase Overview

<p>I can begin to 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><u>Painting and mixed media: Life in colour</u></p> <p>I can mix a variety of shades of a secondary colour.</p> <p>I can make choices about amounts of paint to use when mixing a particular colour.</p> <p>I can match colours that I see.</p> <p>I can create texture using different painting tools.</p> <p>I can make textured paper to use in a collage.</p> <p>I can choose and shape collage materials e.g. cutting and tearing.</p> <p>I can compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>I can add painted detail to a collage to enhance/improve it.</p>	<p>I can talk about art I have seen using some appropriate subject vocabulary.</p> <p>I can make links between pieces of art.</p>
<p>I can begin to 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><u>Sculpture and 3D: Clay houses</u></p> <p>I can smooth and flatten clay.</p> <p>I can roll clay into a cylinder or a ball.</p> <p>I can make different surface marks in clay.</p> <p>I can make a clay pinch pot.</p> <p>I can mix clay slip using clay and water.</p> <p>I can join two clay pieces using slip.</p> <p>I can make a relief clay sculpture.</p> <p>I can use hands in different ways as a tool to manipulate clay.</p> <p>I can use clay tools to score clay.</p>	<p>I can talk about art I have seen using some appropriate subject vocabulary.</p> <p>I can make links between pieces of art.</p>
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>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>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>



KS1 Cycle B Phase Overview

<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>Sketchbooks</p> <p>Use sketchbooks to explore ideas in an open-ended way.</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>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>
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>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>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>



KS1 Cycle B Phase Overview

<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>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 learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Talk about how art is made.</p>
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