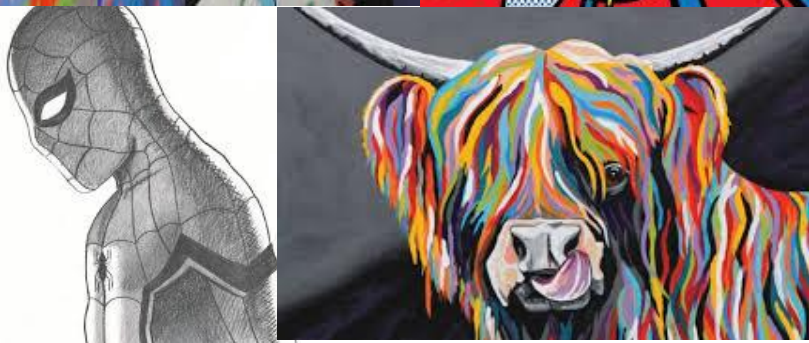




# Horbury Primary Academy

## Key Stage 1 Art



### Progression of Learning Objectives

*Creativity is contagious pass it on. Albert Einstein*

## Art : Key Stage One

### National Curriculum

Key stage 1 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.

### Art Coverage: Key Stage One

	Year 1	Year 2
<b>Observations/Sketching/Generating ideas</b>	Across all artwork	Across all artwork
<b>Drawing</b>	Self-portraits, seasons, toys, plants	London landmark sketching, Penguin Charcoal Art, Massai Tribe art
<b>Painting</b>	Primary, secondary colours lesson, Georgia O'Keefe (Plants)	Autumn artwork, Corals artwork
<b>Sculpture</b>	Continuous provision, plants, Barbara Hepworth	Making a biscuit holder
<b>Printing</b>	Autumn Term (pattern lesson)	Seaside animal print, great fire of London
<b>Pattern</b>	Autumn Term (pattern lesson)	Take one picture artists
<b>Knowledge of Artists/Historic and Culture</b>	Georgia O'Keefe (Plants) Barbara Hepworth/Take one picture artists	Massai tribe art/Take one picture artists
<b>Evaluation</b>	Across all artwork	Across all artwork

	KS1		Vocabulary
Drawing	Year 1	Year 2	
<b>Tools</b>	Self Portraits. <ul style="list-style-type: none"> <li>I can use pencils to draw faces.</li> <li>I can use colour pencils to colour a face accurately.</li> </ul> Seasons <ul style="list-style-type: none"> <li>I can use chalk to create a winter scene</li> </ul> Toys <ul style="list-style-type: none"> <li>I can sketch and draw toys using pencils and felt pens.</li> </ul> Plants <ul style="list-style-type: none"> <li>I can use chalks and pastels to draw flowers</li> </ul>	London Landmark sketching <ul style="list-style-type: none"> <li>I can name and use three different grades of pencil when drawing.</li> </ul> Penguin Charcoal Art <ul style="list-style-type: none"> <li>I can use charcoal to create the outline of a Humbolt Penguin</li> <li>I can create a smudging effect using charcoal.</li> </ul> Massai Tribe Art <ul style="list-style-type: none"> <li>To use tartan print to create pictures of own Maasai tribe using black fine liner pens</li> </ul>	Sketching Pencil Grade Chalk Charcoal Pastel Smudging Black fine liner pens
<b>Tone/Line/Shape/Texture</b>	Self Portraits <ul style="list-style-type: none"> <li>I can use pencils to create lines of different thickness in drawings.</li> <li>I know that using the point and side of the pencils creates different thickness of lines.</li> <li>I know that by pressing harder with pencil will give a darker line.</li> </ul> I can observe the shape of a face and try to replicate this.	London Landmark Sketching <ul style="list-style-type: none"> <li>I know that the shade of a pencil get darker as the number gets bigger. (2B, 4B, 6B)</li> </ul> Penguin Charcoal Art <ul style="list-style-type: none"> <li>I can use charcoal to create the outline of a Humbolt Penguin</li> <li>I can create a smudging effect using charcoal.</li> </ul> <u>Safari Art (Silhouettes)</u> <ul style="list-style-type: none"> <li>Discuss pastel and compare to charcoal</li> <li>Create sunset background using appropriate shades of pastel, smudging to create a smooth effect</li> <li>Sketch African animals as practise</li> <li>Use black pastel/charcoal to draw animals over the sunset – this needs testing to check coverage.</li> </ul> <u>Take One Picture:</u> <ul style="list-style-type: none"> <li>Use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	Thickness Point Side Pressure Smooth Charcoal Smudging Pastel Smooth Background Shades Viewfinder

	KS1		Vocabulary
Painting	Year 1	Year 2	
<b>Colour</b>	Autumn Term as part of continuous provision activities (stand-alone lesson) <ul style="list-style-type: none"> <li>I can name all the colours</li> <li>I can mix primary colours to create secondary colours</li> </ul>	Autumn Artwork <ul style="list-style-type: none"> <li>I can confidently name the primary colours.</li> <li>I can confidently name the secondary colours.</li> <li>I can mix primary colours to make brown.</li> <li>Mix paint to create all the secondary colours.</li> </ul>	Primary colours Red yellow Blue Secondary colours Green Purple Orange
<b>Tone/Line/Shape</b>	Plants – Georgia O’Keeffe <ul style="list-style-type: none"> <li>I can use paint to create artwork</li> <li>I can look at the shapes and colours used in Georgia O’Keeffe’s artwork</li> <li>I can use different size brushes to create different size lines.</li> </ul>	Autumn Artwork <ul style="list-style-type: none"> <li>I can create tints with paint by adding white.</li> <li>I can create tones with paint by adding black.</li> </ul> <u>Corals Art:</u> <ul style="list-style-type: none"> <li>Create tints with paint by adding white. - Tints and Tones stand-alone lesson (gradually darkening and lightening a colour)</li> <li>Create tones with paint by adding black. Give children set colours plus black and white (pink, orange, green, yellow)</li> <li>Coral reef template to fill in by creating tints and tones</li> </ul>	Tints Tones Dark light

	KS1		Vocabulary
Sculpture	Year 1	Year 2	
	Continuous provision available throughout the year. In continuous provision children have free access to a range of craft materials and can create their models and designs. Children can use/manipulate, glue, scissors, paper, pipe cleaners/tissue paper, split pins and many other craft materials to make things <ul style="list-style-type: none"> <li>I can use materials to make objects for a known purpose.</li> </ul> Plants <ul style="list-style-type: none"> <li>I can use playdough to pinch and roll coils to make a flower.</li> </ul> Barbara Hepworth Sculpture – explore different textures/thickness.	<u>Making a biscuit holder:</u> <ul style="list-style-type: none"> <li>Make a clay pot.</li> <li>Join two clay finger pots together.</li> </ul>	_Cut Roll Coil Join Clay Sculpture

	KS1		Vocabulary
Printing	Year 1	Year 2	
	Autumn Term (Standalone lesson) Children introduced to repeating patterns and then challenged to continue these using different things to print with <ul style="list-style-type: none"> <li>I can continue repeating patterns.</li> <li>I can create repeating patterns.</li> <li>print with a variety of different things.</li> </ul>	<u>Seaside Animal Printing:</u> <ul style="list-style-type: none"> <li>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>I know the difference between pressing, rolling, and rubbing.</li> <li><b>Stamping</b></li> </ul> Great Fire of London <ul style="list-style-type: none"> <li>Print effect using brush/small sponges</li> </ul>	Pattern Printing Pressure pressing Rolling Rubbing Stamping

	KS1		Vocabulary
Pattern	Year 1	Year 2	
	Autumn Term (Standalone lesson) Children introduced to repeating patterns and then challenged to continue these using different things to print with <ul style="list-style-type: none"> <li>I can continue repeating patterns.</li> <li>I can create repeating patterns.</li> <li>print with a variety of different things.</li> </ul>	Take one picture artist <ul style="list-style-type: none"> <li>I can suggest how artists have used colour, pattern and shape.</li> </ul>	Repeating Pattern Patterns

	KS1		Vocabulary
Work of other artists	Year 1	Year 2	
<b>Discussion/opinion/ Observations/inspiration</b>	<p><u>Georgia O'Keeffe/Take one picture artist/Barbara Hepworth</u> Looking at artwork and creating art inspired by this. Discussion on what we can see. How does it make you feel? What shapes and colours are in use?</p> <ul style="list-style-type: none"> <li>I can describe what I can see and give an opinion about the work of an artist.</li> <li>I can ask questions about a piece of art</li> <li>I can create a piece of art in response to the work of another artist</li> </ul>	<p>Take one picture artist</p> <ul style="list-style-type: none"> <li>I can suggest how artists have used colour, pattern and shape.</li> <li>I can create a piece of art in response to the work of another artist</li> </ul>	<p>Georgia O'Keeffe Barbara Hepworth Wassily Kandinsky</p>
<b>Historic/Culture</b>		<p>Masai tribe Art</p> <ul style="list-style-type: none"> <li>Observe/discuss art used in jewellery, clothes and other parts of the culture.</li> <li>Discuss mediums, what they are and how they can be used.</li> <li>Begin to compare different mediums e.g. pastels and charcoals.</li> </ul>	<p>Masai Culture Mediums Jewellery</p>



