



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

ST. PETER'S CE PRIMARY SCHOOL

firm foundations, shining bright

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

ART AND DESIGN

YEAR 1/2

2 YEAR CYCLE LONG TERM PLANNING

Art progression link: <https://drive.google.com/file/d/1d9svtTcAUA21XuOvLYO6DT5UQtI7NUbD/view?usp=sharing>

YEAR 1/2

Overall topic	Cycle 1 Autumn	Cycle 1 Spring	Cycle 1 Summer	Cycle 2 Autumn	Cycle 2 Spring	Cycle 2 Summer
blue - Y1 black - Y2	Explorers	Great Fire of London	Wirral, UK and Australia	Our Wonderful World	Royals	Our School
Art & Design Outcome	Texture - weaving & applique - alongside DT curriculum	Form - Sculpture of a building	patterns & aboriginal art	landscapes - drawing and painting (colour)	printing - portraits	collage - Sketch or make a collage of the school/classroom
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)			<p>name all the colours applying colour with a range of tools</p> <p>Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black <u>Using colour on a large scale</u></p>	<p>mixing of colours</p> <p><u>Begin to describe colours by objects</u></p> <p><u>Using colour on a large scale</u></p>	<p>name all the colours mixing of colours Find collections of colour – applying colour with a range of tools</p> <p><u>Begin to describe colours by objects</u></p>	<p>Find collections of colour</p> <p>Begin to describe colours by objects</p> <p>using colour on a large scale</p>
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)		<p><u>Sculpture</u></p> <p>I can pinch and roll coils and slabs I can shape and form from observation I can replicate patterns and texture I can construct I can use materials to</p>				

		<p>make known objects for a purpose.</p> <p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>to shape and form from direct observation (malleable and rigid materials)</p> <p>decorative techniques</p> <p>Replicate patterns and textures in a 3-D form work and that of other sculptors</p>				
<p>Printing</p> <p>(found materials, fruit/veg, wood blocks, press print, lino, string)</p>		<p>Create patterns</p> <p>Develop impressed images</p> <p>Identify the different forms printing takes</p>	<p>Create patterns</p> <p>Relief printing</p> <p>Print with a growing range of objects</p> <p>Identify the different forms printing takes</p>		<p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p> <p><u>Print with a growing range of objects</u></p> <p><u>Identify the different forms printing takes</u></p>	
<p>Texture</p> <p>(textiles, clay, sand, plaster, stone)</p>	<p>weaving</p> <p>Sort according to specific qualities</p> <p>how textiles create things</p>	<p>overlapping and overlaying to create effects</p>				<p>Collage</p> <p>weaving</p> <p>collage</p> <p>Sort according to specific qualities</p>

	overlapping and overlaying to create effects Use large eyed needles running stitches Simple appliqué work – Start to explore other simple stitches					overlapping and overlaying to create effects collage
Pattern (Paint, pencil, textiles, clay, printing)		Awareness and discussion of patterns repeating patterns symmetry Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular	Awareness and discussion of patterns repeating patterns symmetry Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular		symmetry Discuss regular and irregular	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)		Observe patterns Sketch to make quick records	Extend the variety of drawings tools Observe patterns experiment with tools and surfaces discuss use of shadows, use of light	Extend the variety of drawings tools Explore different textures Observe and draw landscapes	Extend the variety of drawings tools Observe patterns observe anatomy (faces, limbs) experiment with tools and surfaces	Extend the variety of drawings tools Explore different textures Observe and draw landscapes experiment with tools

			<u>and dark</u> Sketch to make quick records	<u>experiment with tools and surfaces</u> <u>discuss use of shadows, use of light and dark</u> Sketch to make quick records	<u>Sketch to make quick records</u>	and surfaces discuss use of shadows, use of light and dark Sketch to make quick records
<p>National Curriculum KS1 Subject Content</p> <ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. 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. <p>Original document: https://docs.google.com/document/d/1aQaN8bKSv1-N7PhfTP9KoKyge-WNt9KbjC8DBZ1zkwE/edit</p> <p>Purpose of Study</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims</p> <p>The national curriculum for art and design aims to ensure that all pupils;</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 						
Artists	Gustav Klimt - weaving (linked to collage) Gunta Stoltz - weaving with textiles	Barbara Hepworth - more structural sculpture	Bridgette Riley - Pattern Clifford Possum	Ben Moseley - colour and also landscape images	Andy Warhol? - printing of faces Dan Mather - general printing	Pablo Picasso - collage Gustav Klimt - Collage (more so for weaving)

			Tjapaltjarri - Aboriginal artist			
Vocabulary	overlap cross over under/over Stitch Needle	Mould Shape Form Observe Model Construct Sketch Symmetrical	Colour Darken Lighten Tones Tools Sketch Pattern Symmetry Observation Regular/irregular Repetition	Observation Landscapes View point Colour Exploration Sketch Experiment Shadows Tools Light/Dark Surfaces	Portrait Painting Printing Observation Explore Experiment Investigate Face Proportions Limbs Measure Sketch Symmetry Impression Stamp Relief Materials	Observation/Observe Sketch Texture Overlap Grouping Colour families Experiment Tools Surfaces
Resources	Variety of material - fabric/paper Needles Thread	Clay Sketch books Pencils Images - GFOL related Pattern Impression	Paint Paint pots Sketch books Printing tools - cotton buds/brush ends Images - aboriginal art Mirrors (potentially to explore symmetry)	Pencil Charcoal Inks Chalk Pastels ICT software - if possible for digital art Sketch books Viewfinders	Images - Royal portraits Models of prints Sketch books Facial outlines Body mannequin Materials for printing - leaves, potatoes, cotton buds, sponges, bricks etc. Large paper for body drawing Drawing tools - charcoal/pencils	Images - school Materials - coloured paper Different textured paper Sketch books Pencils