

## KS1 Year 1 & 2

### Autumn

**Skill Area: Drawing (Make your Mark)**

**Artist: Kandinsky, Renata Bernal, Ily Bolotowsky (Abstract)**

**Recap:**

**(FS) Pupils will know how to:**

Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.

Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).

**Learn:**

**Pupils will know:**

That a continuous line drawing is a drawing with one unbroken line.

Properties of drawing materials e.g. which ones smudge, which ones can be erased, which ones blend.

**How to:**

Hold and use drawing tools in different ways to create different lines and marks.

Create marks by responding to different stimulus such as music.

Overlap shapes to create new ones.

Use different materials and marks to replicate texture.

Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers.

Look carefully to make an observational drawing.

Complete a continuous line drawing.

**So that they can:**

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Y1)

Further demonstrate increased control with a greater range of media. (Y2)

Make informed choices about which materials and techniques to use to create an effect. (Y1/2)

Develop observational skills to look closely and reflect surface texture. (Y1)

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. (Y2)

**Outcome: Abstract designs/ Observational drawings**



### Spring

**Skill Area: Painting/Mix Media (Colour Splash)**

**Artist: Clarice Cliff**

**Recap:**

**(FS) Pupils will know how to:**

Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.

Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).

**Learn:**

**Pupils will know how to:**

Combine primary-coloured materials to make secondary colours.

Match colours seen around them.

Mix secondary colours in paint.

Mix a variety of shades of secondary colours.

Make choices about amounts of paint to use when mixing a particular colour.

Choose suitable sized paint brushes.

Clean a paintbrush to change colours.

Print with objects, applying a suitable layer of paint to the printing surface.

Overlap paint to mix new colours.

Use blowing to create a paint effect.

Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

**So that they can:**

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Y1)

Further demonstrate increased control with a greater range of media. (Y2)

Make informed choices about which materials and techniques to use to create an effect. (Y1)

**Outcome: Painted plates**



### Summer

**Skill Area: Sculpture & 3D (Paper play)**

**Artist: Marco Balich, Louise Bourgeois**

**Recap:**

**(FS) Pupils will know how to:**

Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.

Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).

**Learn:**

**Pupils will know how to:**

Roll and fold paper.

Cut shapes from paper and card.

Cut and glue paper to make 3D structures.

Decide the best way to glue something.

Create a variety of shapes in paper, eg spiral, zig-zag.

Make larger structures using newspaper rolls.

**So that they can:**

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Y1)

Further demonstrate increased control with a greater range of media. (Y2)

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Y2)

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. (Y2)

**Outcome: Sculpture**



**Colour**

(Y1) Know that the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.



(Y2) Know that different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.

**Form**

(Y1) Know that paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture.



(Y2) Know that 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.

**Shape**

(Y1) Know a range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.



(Y2) Know that collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.

**Line**

(Y1) Know that drawing tools can be used in a variety of ways to create different lines.



(Y1) Know that lines can represent movement in drawings.  
(Y2) Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.

**Pattern**

(Y1) Know that a pattern is a design in which shapes, colours or lines are repeated.



(Y2) Know that patterns can be used to add detail to an artwork.

**Texture**

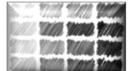
(Y1) Know that texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.



(Y2) Know that collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.

**Tone**

(Y1) Know that there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.  
(Y2) Know that different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').



**Knowledge of artists:**

**EYFS Recap:**

**Pupils will know how to:**

Enjoy looking at and talking about art.

Recognise that artists create varying types of art and use lots of different types of materials.

Recognise that artists can be inspired by many things.

**Learn:**

**Pupils will know how:** To describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. (Y1)

Know artists choose materials based on their properties in order to achieve certain effects. (Y1)

To talk about art they have seen using some appropriate subject vocabulary.(Y1)

To create work from a brief, understanding that artists are sometimes commissioned to create art. (Y2)

To create and critique both figurative and abstract art, recognising some of the techniques used. (Y2)To apply their own understanding of art materials learnt from the work of artists, to begin purposefully choosing materials for a specific effect. (Y2)

**Evaluating and analysing:**

**EYFS Recap:**

**Pupils will know how to:**

Talk about their artwork, stating what they feel they did well.

Say if they like an artwork or not and begin to form opinions by explaining why.

**Learn:**

**Pupils will know how to:** Describe and compare features of their own and others' artwork. (Y1)

Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Y1)

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. (Y2)

Begin to talk about how they could improve their own work.

Talk about how art is made. (Y2)