



KS1 Stoke Hill Federation Art and Design Curriculum 2020

Intent: by the end of KS1 children will have acquired the knowledge and skills for this subject, as set out below.

Implementation: we have allocated subject content to year groups. Curriculum delivery is typically planned weekly, although learning can be episodic. **NOTE:** for how learning in the Early Years prefaces learning in this subject see the EYFS curriculum documents.

Impact: we know that we will have delivered the curriculum successfully if children show us a thirst for knowledge and skills in art and design, are curious every day and delighted to learn.

Children in KS1 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 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

**Children to learn: • The artists/craftmaker/designers name • The time period in which they lived • The reasons their art is being studied • Their styles, their techniques and the subjects of their work • Important elements of their biographies which influenced their works*

Assessment of Learning through:

Assessment in Art and Design

Assessment information will be gathered through:

- diagnostic questioning and discussion,
- elicitation
- observation

Evidence in children's own books, shared class books, the environment such as:

- annotated photos
- drawing
- quotes
- writing

Assessment of Attainment through:

- End of Project Assessment Tasks (Medium Term Assessment Grids)

Assessment of Progress

- Objective tracking over time (Evidence Gathering Grids)

Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





Year 1

Unit 1/2 *Drawing*

Year 2

Unit 1/2 *Drawing*

Vocabulary	Knowledge and Skills	Vocabulary	Knowledge and Skills
<p>Thick line wide mark</p> <p>Thin line narrow mark</p> <p>Sketch a rough or unfinished drawing or painting</p> <p>Straight line goes in a constant direction with no curve</p> <p>Curved not straight</p> <p>Scribble to draw carelessly or hurriedly.</p> <p>Confident showing certainty about something</p>	<p>Name, match and draw lines/marks from observations.</p> <p>Draw to share ideas, experiences and imagination</p> <p>Learn about the work of <u>craftmaker/s</u> _____ (add country or origin and style)</p>	<p>Texture how smooth or how rough a line is</p> <p>Shade to add light and darks usually to add a three-dimensional effect</p> <p>Smudge to blur or smear mark on the surface of something</p> <p>Blend to combine substances or marks</p> <p>Wavy rising in waves like a wavy sea</p> <p>Shadow a dark area or shape produced by a body coming between rays of light and a surface</p>	<p>Draw on different surfaces using a range of media and investigate textures.</p> <p>Draw to share ideas, experiences and imagination</p> <p>Learn about the work of <u>artist/s</u>, _____ (add country or origin and style)</p>

Unit 1/2 *Painting*

Unit 1/2 *Painting*

<p>Primary colour names red, yellow, blue</p> <p>Secondary colour names purple, orange, green</p> <p>Poster paint an opaque paint which contains no oil</p> <p>Shades an original color to which has been added black</p> <p>Bright full of light, shining</p>	<p>Identify primary colours by name, and mix primary and secondary shades and tones</p> <p>Explore mark making with paint using sponges, brushes and other tools.</p> <p>Print using hard and soft materials</p>	<p>Wash a semi-transparent layer of colour of diluted ink (brusho) or watercolour paint</p> <p>Acrylic Paint a fast-drying paint made of pigment suspended in acrylic polymer emulsion and plasticizers</p> <p>Watercolour Paint color pigments mixed with water and soluble gum arabic.</p>	<p>Develop art techniques _____ (decide which techniques) that show colour, pattern, texture, line, shape, form and space</p>
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Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





<p>Print to make a series of pictures from an original, or from a specially shaped surface</p> <p>Mono-print a series of pictures from an original, or from a specially prepared surface</p> <p>Technique a practical method, a way of doing something</p>	<p>Learn about the work of <u>artist, _____</u> (add country or origin and style)</p>	<p>Watercolour brush names: 'spotter' 'round' 'flat'</p> <p>Warm colour warm colours are those in the red, orange, and yellow families</p> <p>Cool colour colours in the green, blue, and purple families,"</p>	<p>Learn about the work of <u>artist/s, _____</u> (add country or origin and style)</p> <p>John Walters studio@johnwalters.co.uk Follow me on Twitter @JWentomologist 47 Oaklands Park, Buckfastleigh, Devon, TQ11 0BP</p>
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Unit -*Sculpture*

<p>Media the material and tools used by an artist</p> <p>Clay a natural earthy material that is soft and when wet, but dries hard more</p> <p>Manipulate handle or control (a tool, or media) in a skilful way</p>	<p>Manipulate malleable materials for a purpose, using rolling and clay tools to design and make a product</p> <p>Create a sculpture using clay</p>	<p>Sculpture a 3D art form created by carving or modelling</p> <p>Form the 3D nature of the art</p> <p>to Carve to take away material from a given volume of it e.g. clay tile to Model to add material from a given volume</p> <p>a Model representing an object in a miniature form</p>	<p>Use sculpture to express an idea (real or imagined) or to represent an experience</p> <p>Sculpt a clay tile</p> <p>Learn about the work of _____ designer/s or</p>
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Unit -*Sculpture*

Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





<p>Rough an uneven surface, not smooth Smooth a surface free from roughness or bumps</p>		<p>Cracked damaged and showing lines on the surface from having split without coming apart</p>	<p>sculptor/s (add country or origin and style)</p>
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<p>Unit - <i>Craft (an apprentice opportunity)</i></p>		<p>Unit - <i>Craft (an apprentice opportunity)</i></p>	
<p>Weave to twist long objects together Wind to cause something to turn Natural found in nature and not involving anything made or done by people:</p>	<p>to develop art and design techniques in using colour, pattern, texture, line, shape, form</p> <p>Craft using willow - not all cut from school grounds, purchase living willow which is very malleable/suitable for small hands to use, try Windrush Willow Higher Barn, Sidmouth Road, Aylesbeare, Exeter EX5 2JJ 01395 233669</p>	<p>Tie to fasten together Dye to change the colour of something using a special liquid Wax a solid substance containing a lot of fat that becomes soft and melts when warm Resist to not change</p>	<p>to develop art and design techniques in using colour, pattern, texture, line, shape, form</p> <p>Craft using fabric</p>





Year 1 (Summer 2021)

Painting Unit 1/2

Mono-print a series of pictures from an original, or from a specially prepared surface



Source Documents:

National Curriculum 2014

Oxford Junior Dictionary (2002)

Oxford English Dictionary online www.lexico.com

Year 2 (Summer 21)

Painting Unit 1/2

Develop art techniques using watercolour/acrylic, that show colour, pattern, texture, line, shape, form and space

Drawing Unit 1/2 Learn about the work of Devon retro/vintage artist Becky Bettsworth www.beckybettesworth.co.uk



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Tier 2 vocabulary - bold





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