



Year 1/2 Curriculum Cycle A Autumn Term 2023

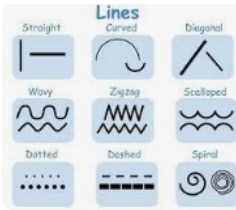
National Curriculum: KS1: Pupils should be taught: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Prior Learning Reception: Children have experimented with a range of drawing tools as well as drawing in large and small scale. Children have explored applying colour with a range of tools and media through continuous provision based on Early Years Framework.

Autumn Term 1—Application of new skill

Aspect of art: drawing
Re-cap: mark making, drawing basic shapes large and small.

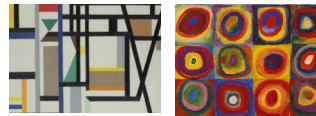
Key Knowledge:

- Develop and show control of fine and gross motor skills
- Secure correct grip drawing shapes and lines
- Draw with a range of lines and identify them.
- Be able to draw large scale and small scale



Recap, and revisit skills.
Children to explore mark making with a range of media to build control of pincer grip and control. Explore making a range of lines and marks to develop accuracy.

- Children to use lines to create recognisable shapes and images.
 - Children to recreate images in sketchbook using lines to create images and recognisable shapes with a range of media e.g. pencil, ink pen, oil pastel.
1. Draw around 2D shapes overlapping and side by side, explore applying colour with different media. This allows children draw more accurate shapes.
Use the work of Wassily Kandinsky and Renata Nernal



Children to use look at work of these artists

- Children to progress to creating large scale and small scale
- Show a developing confidence in "having a go" at drawing all types of shapes and lines.

Autumn Term 2- Development of skills

Aspect of art: drawing
Re-cap: mark making, lines and shapes and pencil hold.

Key Knowledge:

- Develop and show control of fine and gross motor skills.
- Secure correct grip drawing shapes and lines
- Draw with a range of lines and identify them.
- Be able to draw large and small scale.

Children to use knowledge of their lines and shapes to be able to draw and image of themselves. What lines and shapes can they see?

Do they need thick lines? Thin lines?
Children to explore drawing their portraits using mirrors and photographs as guides in sketchbooks in both pen and pencil.
Does drawing in a different media make it better?
Children to begin looking at finer detail such facial features- freckles, eye lashes. Can they choose the appropriate line and shape?
Develop the technique of begin to shade correctly



Baseline Assessment:
Children to draw a picture of their friend using pencil using as much detail as possible.
End point assessment:
Children to draw a picture of their friend using pencil using as much detail as possible.

Key Vocabulary:

Wavy, thick, thin, wide, narrow, round, wavy, zig zag, small large

Key

Recapping knowledge ■

Cross curricular links ■



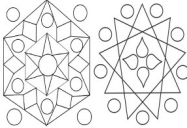

Link to artist ■



Year 1/2 Curriculum Cycle A Spring Term 2024

National Curriculum: KS1: Pupils should be taught: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Prior Learning: Children have experimented with a range of drawing tools as well as drawing in large and small scale. Explored shape through observation. Children have explored applying colour with a range of tools.








Spring Term 1—Application of new skill	Spring Term 2- Development of skills
<p>Aspect of art: Pattern Re-cap: using correct pencil hold, drawing shapes and lines, applying colour and recognition and knowledge of colours.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> To know what is a pattern. Know and recognise repeating patterns. To know about symmetry. Can they see it in a pattern. <p>Children to be shown a range of patterns in small groups by Joan Miro, Bridget Riley</p>  <p>What shapes can they recognise? Can they comment on lines?</p> <ul style="list-style-type: none"> Can they re create one using their sketchbooks, using HB pencil and art pencils. <p>Look at repeating patterns and work of MC Escher and Orla Kiely.</p>  <p>What do they see? What shapes and colours can they identify?</p> <ul style="list-style-type: none"> Children to recreate and explore repeating patterns in sketchbooks and build on drawing/shading skills. Look at artists who use symmetry pattern. Explore recreating mandala pattern with shapes, using rulers.  <p>What do they see? (use of mirrors) What shapes and colours can they identify?</p> <p>Consider St Benet's stained glass—what shapes & colours can they see?</p> 	<p>Aspect of art: Pattern Re-cap: using correct pencil hold, drawing shapes and lines, applying colour and recognition and knowledge of colours.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> Can they say what they like and dislike about the pattern and why? To explore, create and draw a repeating pattern. Explore creating their own symmetrical patterns. <ul style="list-style-type: none"> Children to create their own pattern using one shape or lines using familiar drawing pencil using two colours with drawing pencil. <p>Recap pencil hold and shading to apply colour using art pencils.</p> <ul style="list-style-type: none"> Children to add label of shape or line used and why they like it. Children to use sketchbook to draw one shape into a repeating pattern. Children to experiment rearranging shapes different ways to place into a pattern. <p>Children to apply colour to their pattern using painting tools. Using one colour making it lighter or darker.</p> <ul style="list-style-type: none"> Children to add a small sentence to describe their pattern and what shapes and colour they have used . <p>Either through pupil voice or independent writing .</p> <p>Baseline Assessment: Children to draw a picture of their friend using pencil using as much detail as possible.</p> <p>End point assessment: Children to draw a picture of their friend using pencil using as much detail as possible.</p> <div data-bbox="1229 1189 1552 1407" style="border: 1px solid black; padding: 5px;"> <p>Key Vocabulary: Shape, repeating, wavy, thin, colour, symmetrical, mandala, darker, lighter</p> </div>



Year 1/2 Curriculum Cycle A Summer Term 2024

National Curriculum: KS1: Pupils should be taught: To use drawing, painting, sculpture to develop and share their ideas, experiences and imagination

Prior Learning Reception: Children have experimented with a range of drawing tools as well as drawing in large and small scale. Children have explored applying colour with a range of tools and media through continuous provision based on Early Years Framework.

Summer Term 1—Application of new skill	Summer Term 2- Development of skills
<p>Aspect of art: sculpture- use sculpture and share their ideas. Re-cap: rolling, kneading, pinching techniques. Continuing to develop fine and gross motor movement to construct.</p> <ul style="list-style-type: none"> <u>Key Knowledge</u> Build fine and gross motor skills to make shapes to form a representation of an object. Use developing skill of rolling, kneading and pinching techniques <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Children recap skills from EYFS and use a familiar material of play dough to explore making basic shapes .</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div> <p>Children to look at the shape of a snail. Discuss what the children see taking note of the lines and shapes they can see on the shell. Using basic drawing skills children to sketch a snail in sketch books and then explore making the shape of the snail and shell with play dough</p> <ul style="list-style-type: none"> Children to then build on using new material of clay noticing similar functions of clay and play dough. Explore how to use different objects to create an imprint to create texture and pattern (explore everyday objects pencils, leaves etc.) Explore using sketchbooks for creative ideas and practical tasks to build skill. 	<p>Aspect of art: Sculpture Re-cap: rolling, kneading, pinching techniques. Continuing to develop fine and gross motor movement to construct.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> Build fine and gross motor skills to make shapes to form a representation of an object. Use developing skill of rolling, kneading and pinching techniques <p>Children to develop skills from previous term by using techniques to explore work of artist Ugo Rondinone</p> <ul style="list-style-type: none"> Explore how the artist uses basic shapes and moulding techniques to create a representation. Children use his artistic ideas to represent faces and different emotions. Children to apply moulding, kneading and pinching to create a face. Then apply imprint skills to add detail and texture. Children to document their ideas in their sketchbooks, <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Children to have experience working within a sketch-books. Children to develop correct pencil grip and basic drawing skills of lines and shapes.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p>Key Vocabulary: Mould, pinch, knead, roll, smooth, coil, twist, shape, carve.</p> </div> <div style="margin-top: 10px;"> <p>Baseline Assessment Using an image provided, children to create a 3D snail using a play dough by moulding.</p> <p>End point assessment Repeat baseline task using the same tools and image.</p> </div>