

# Art and Design



<p><b>Key Stage 1 B</b></p>	<p>Big Picture Question:</p> <p><b>Vocabulary:</b>  <b>colour</b> – what is produced when light strikes an object and is reflected to the eye     <b>observe</b> – to look carefully and closely  <b>primary</b> – there are 3 primary colours, red, yellow and blue     <b>secondary</b> – mixing 2 primary colours creates a secondary colour, green, purple or orange  <b>mix</b> – put two or more <b>colours together</b>     <b>shade</b> – a colour made darker by adding black; <b>to shade</b> – to add black to a colour to make it darker  <b>lighter</b> – a paler or whiter shade     <b>darker</b> – a colour with more black added  <b>portrait</b> – a painting or drawing of a person or people     <b>texture</b> – the look and feel of a piece of art  <b>self-portrait</b> - a painting or drawing that the artist creates of themselves     <b>collage</b> – artwork created by sticking materials onto a background</p>	<p>National Curriculum reference</p> <p>Children should study:</p> <p><b>Key Stage 1</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products.</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>																				
<p>Big concepts:</p>	<p>Curriculum Focus: Using a range of techniques and materials to develop their own work, and evaluating pieces by established artists, children will explore the Big Picture question.</p> <p>For each task in art and design, children will have opportunities to plan, review and evaluate:</p> <table border="1" data-bbox="389 563 1812 799"> <thead> <tr> <th data-bbox="389 563 1064 619">Exploring and Developing Ideas</th> <th data-bbox="1064 563 1812 619">Evaluating and Developing Work</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 619 1064 799"> <ul style="list-style-type: none"> <li>Record and explore ideas from first-hand observations</li> <li>Ask and answer questions about the starting point for their work</li> <li>Develop their ideas – try techniques and make changes accordingly</li> <li>Explore the work of artists, craftspeople and designers from different times and culture for differences and similarities.</li> </ul> </td> <td data-bbox="1064 619 1812 799"> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul> </td> </tr> </tbody> </table>	Exploring and Developing Ideas	Evaluating and Developing Work	<ul style="list-style-type: none"> <li>Record and explore ideas from first-hand observations</li> <li>Ask and answer questions about the starting point for their work</li> <li>Develop their ideas – try techniques and make changes accordingly</li> <li>Explore the work of artists, craftspeople and designers from different times and culture for differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>																	
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<p><b>Focus Artists:</b></p> <p><b>Year 1</b> Giacometti Georges Seurat M C Escher Frida Kahlo Wayne Thiebaud Clarice Cliff</p> <p><b>Year 2</b> Pablo Picasso Piet Mondrian Bridget Riley Paul Klee Marc Chagall Fernand Leger</p> <p><b>Pupils will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</b></p>	<table border="1" data-bbox="389 820 1812 1355"> <thead> <tr> <th data-bbox="389 820 719 863">Painting</th> <th data-bbox="719 820 1055 863">Printing</th> <th data-bbox="1055 820 1447 863">3D</th> <th data-bbox="1447 820 1812 863">Textiles and Collage</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 863 719 1114">                     Experiment with more than one type of paint Experiment with tools and techniques                 </td> <td data-bbox="719 863 1055 1114">                     Recognise patterns in the environment Build repeating patterns Create simple printing blocks and use found objects to create patterns in print Experiment with over printing Make rubbings to collect textures and patterns                 </td> <td data-bbox="1055 863 1447 1114">                     Experiment with constructing and joining recycled, natural and manmade materials                 </td> <td data-bbox="1447 863 1812 1114">                     Sort and group materials for different purposes – for example, colour, texture Create images using different media, e.g. photocopies, magazines, crepe paper, fabric Create effects by folding, crumpling, tearing and overlapping Work on different scales Create an arrange shapes.                 </td> </tr> <tr> <th colspan="4" data-bbox="389 1114 1812 1139">Drawing (skills to be developed throughout the year)</th> </tr> <tr> <th data-bbox="389 1139 719 1203">Lines and Marks</th> <th data-bbox="719 1139 1055 1203">Form and Shape</th> <th data-bbox="1055 1139 1447 1203">Tone</th> <th data-bbox="1447 1139 1812 1203">Texture</th> </tr> <tr> <td data-bbox="389 1203 719 1355">                     Draw lines and make marks, and talk about them. Use observation and imagination for stimulus. Draw on a range of surfaces with a range of media.                 </td> <td data-bbox="719 1203 1055 1355">                     Draw a range of shapes and create own shapes.                 </td> <td data-bbox="1055 1203 1447 1355">                     Draw light and dark lines, shapes and patterns. Identify light and dark tones.                 </td> <td data-bbox="1447 1203 1812 1355">                     Investigate textures by naming them. Create textures using a range of drawing implements (charcoal, pencil, crayon, chalk pastel, pen)                 </td> </tr> </tbody> </table>	Painting	Printing	3D	Textiles and Collage	Experiment with more than one type of paint Experiment with tools and techniques	Recognise patterns in the environment Build repeating patterns Create simple printing blocks and use found objects to create patterns in print Experiment with over printing Make rubbings to collect textures and patterns	Experiment with constructing and joining recycled, natural and manmade materials	Sort and group materials for different purposes – for example, colour, texture Create images using different media, e.g. photocopies, magazines, crepe paper, fabric Create effects by folding, crumpling, tearing and overlapping Work on different scales Create an arrange shapes.	Drawing (skills to be developed throughout the year)				Lines and Marks	Form and Shape	Tone	Texture	Draw lines and make marks, and talk about them. Use observation and imagination for stimulus. Draw on a range of surfaces with a range of media.	Draw a range of shapes and create own shapes.	Draw light and dark lines, shapes and patterns. Identify light and dark tones.	Investigate textures by naming them. Create textures using a range of drawing implements (charcoal, pencil, crayon, chalk pastel, pen)	
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