



KS1 Markland Hill Art Curriculum – Key Stage 1 YEAR A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Spirals</u> Artists: Molly Haslund Substantive Knowledge (NC objectives): - That drawing is a physical and emotional activity. That when we draw, we can move our whole body. - That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. - That we can draw from observation or imagination.	<u>Exploring Watercolour</u> Artists: Paul Klee, Emma Burleigh Substantive Knowledge (NC objectives): - That watercolour paint has special characteristics. - That we can use the elements of surprise and accident to help us create art. - That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. Disciplinary Knowledge (NC objectives): - Painting (Watercolour) Curriculum Links Geography: Adapt by choosing colour palettes	<u>Flora and Fauna</u> Artists: Eric Carle, Joseph Redoute, Jan Van Kessel Substantive Knowledge (NC objectives): - That artists can be inspired by the flora and fauna around them. - That we can use careful looking to help our drawing, and use drawing to help looking. - That we can use a variety of materials to make images, and that the images we make can become imaginative. - That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. Disciplinary Knowledge (NC objectives): Drawing, Collage, Sketchbooks Curriculum Links English: Explore The Very Hungry Caterpillar, or books illustrated in similar style. Geography: Explore habitats, soil, vegetation, cities/towns/villages,	<u>Making Birds</u> Artists: Andrea Butler, Ernst Haeckel, Hoang Tien Quyet Substantive Knowledge (NC objectives): - That there is a relationship between drawing & making – we can transform 2d to 3d. - That we can use observational drawing and experimental mark-making together to make art. - That we can work from similar stimulus or starting point but end up with very different individual results. - That the individual results can then be brought together to make a whole artwork. Disciplinary Knowledge (NC objectives): Sculpture, Drawing, Collage Curriculum Links Geography: Use language which supports understanding about continents (migration), maps, habitats.		

That we can use colour to help our drawings engage others. Disciplinary Knowledge (NC objectives): Drawing, Collage, Sketchbooks Curriculum Links Science: Uses language to support understanding of concepts of growth, human body and natural forms. Maths: Explores pattern, symmetry. PSHE: Peer discussion, collaboration Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)	which link with topics: e.g. blues/greens for an exploration of imagery which evokes oceans. (The emphasis should remain on exploration of material so any theme link should be applied lightly). Maths: Explore identifying 2d shapes. Music: Explore the connection between art & music and being in a mindful space. Medium: Sketchbooks, A3 cartridge paper, water colour paints, paint brushes, coloured pencils. End Point - I can explore watercolour and understand the different effects I can achieve. - I can work without an end goal in mind – letting the paint lead me. - I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work.	seasonal weathers. Use language which supports these ideas. Science: Identify common and wild plants, insects, food chains, life cycle, living and decay. PSHE: Responsibility to the planet, Collaboration, Peer Discussion. Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage End Point - I have enjoyed looking at art made by other artists inspired by flora and fauna. - I can look closely at insects and plants and make drawings using pen to describe what I see. - I can experiment using graphite and oil pastel and make my own insects. - I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. - I can work with my classmates to make a shared drawing. - I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work. Key Vocabulary: Line, shade, tone, tint, shape, space, primary colour, secondary colour, artist, portrait, self portrait	Maths: Explore the relationship between 2D/3D shapes, weight, measuring. Science: Explore birds, habitats, seasons, food chain PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet. Medium: Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foam board, paper clips or wire. End Point - I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. - I can draw from life looking closely. - I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. - I can use colour in my drawings and mix two or more different media together. - I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. - I can fold, tear, crumple and collage paper to transform it from 2d to 3d. - I can use a variety of materials to make my own sculpture, and I have
---	---	---	--

End Point • I can draw from my fingertips, my wrist, my elbow, my shoulder, my body. • I can make a drawing using a continuous line for a minute or two. • I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. • I can draw from observation for a few minutes at a time. • I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.	• I can name and use primary colours, and begin to understand how colours mix to make secondary colours. • I can understand that we all see different things in the artwork we make. We all have a different response. • I can think about the marks I make, and develop them further.		taken on the challenge of making my sculpture balance and stand. • I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. • I can share my work with my classmates and teachers, and consider what was successful for me. Key Vocabulary: Birds, Wildlife, Local habitat
--	--	--	--

- I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.
- I can make choices about which colours I'd like to use in my drawing.
- I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.
- I can talk about what I like in my drawings, and what I'd like to try again.
- I can take photos of my artwork.

Key Vocabulary:

Line, shade, tone, tint, shape, space, primary colour, secondary

colour, artist, portrait, self portrait			
--	--	--	--