



KS1 Markland Hill Art Curriculum – Key Stage 1 YEAR B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and Draw Artists: Rosie James, Alice Fox Substantive Knowledge (NC objectives): - That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. - That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. - That we can use the things we find to draw from, using close observational looking. - That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. - We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. Disciplinary Knowledge (NC objectives):		Exploring the World through Mono Print Artists: Xgaoc'o X'are, Leonardo Di Vinci Substantive Knowledge(NC objectives): - When we make mono prints we use mark making to create one off prints. - When we make mono prints we create an impression of a drawing. - That we can generate playful narratives and inventions through drawing. - That we understand that using a range of marks will generate different effects when creating mono prints. - That we can create creative responses to different stimuli and make the work our own. Disciplinary Knowledge (NC objectives): Printmaking (Mono Print), Drawing, Collage Curriculum Links English: Link to English by asking children to draw upon their own experience for narratives. Geography: Adapt to explore habitats, continents.		Stick Transformation Project Artist: Chris Kenny Substantive Knowledge(NC objectives): - That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. - That making art can be playful and fun. That we can create things for other people to enjoy/use. - That we can use our imagination to help us shape the world. Disciplinary Knowledge (NC objectives): Making, Drawing, Sketchbooks Curriculum Links English: Link to Julia Donaldson's Stick Man. PSHE: Collaboration, Peer Discussion, Ethnic Identity. Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials End Point	

Drawing, Sketchbooks, Collage Curriculum Links Geography: Adapt to explore habitats. Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition. Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing. PSHE: Peer discussion, Collaboration. Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist End Point • I have seen how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. • I can talk about what I collected, and how and why I arranged the things I collected. • I can take photographs of my artwork and I can think about focus and light. • I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.	Maths: Use language to develop understanding of symmetry (peeling back monoprints). Science: Animals, trees, materials. PSHE: Peer discussion. Collaboration. Medium: Graphite pencils, Oil Pastels, Carbon Paper End Point • I can make drawings using photos from films as my source material. • I can look closely guided by my teacher's voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. • I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. • I can think carefully about which marks I will include in my drawing. • I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and sometimes I can add my thoughts. • I have seen what a mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artists work. • I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting.	• I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use my sketchbook to generate ideas and to test ideas. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my class mates feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus. Key Vocabulary: Form, shape, relief, tile, artist, collage, landscape, texture
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• I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>. • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can cut out and collage to explore composition. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. Key Vocabulary: Line, shade, tone, tint, shape, space, primary colour, secondary colour, artist, portrait, self portrait	• I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing. • I can explore a theme and make mono prints using my imagination to make my drawings personal. • I can share my work and talk about what I like, and what I would like to try again. • I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work. • I have understood that through art, I can invent and discover. Key Vocabulary: Line, shade, tone, tint, shape, space, primary colour, secondary colour, artist, portrait, observational drawing	
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