

KS1 Autumn 1 Drawing: Make your mark Art		
Previous learning		
In EYFS, pupils are exposed to a wide range of mark making tools through continuous provision. Due to the nature of continuous provision, not all pupils will have explored these tools in the same depth. Pupils in EYFS are encouraged to draw from observation, drawing the shapes that they can see.		
Substantive Knowledge in Art		Disciplinary Knowledge in Art
1. Lines can represent movement in drawings. 2. Different marks can be used to represent the textures of objects. 3. Drawing tools can be used in a variety of ways to create different lines. 4. An artist is someone who creates. 5. Artists choose materials that suit what they want to make.		● Explore their own ideas using a range of media. ● Use sketchbooks to explore ideas. ● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ● Make choices about which materials to use to create an effect. ● Describe and compare features of their own and others' artwork. ● Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Lesson 1	Exploring Line	
	● To know how to create different types of lines.	
Lesson 2	Making waves	
	● To explore line and mark making to draw water.	
Lesson 3	Experimenting with media	
	● To draw with different media.	
Lesson 4	Mark making	
	● To develop an understanding of mark making.	
Lesson 5	Drawing from observation	
	● To apply an understanding of drawing materials and mark making to draw from observation.	
Vocabulary		
Abstract, chalk, pastel, charcoal, cross-hatch, diagonal, vertical, horizontal, firmly, lightly, line, observe, shade, straight, wavy		

KS1
Spring 1
Painting: Life in colour
Art

Previous learning

In EYFS, pupils are encouraged to explore what happens when colours are mixed.
 In Cycle A, pupils learn about the primary colours and which colours need to be mixed to create the secondary colours. In Cycle A, pupils also begin to learn about shade, and how the amount of colour can have an impact on the secondary colour produced.

Substantive Knowledge in Art

1. Colours can be mixed to 'match' real life objects or to create things from your imagination.
2. Different amounts of paint and water can be used to mix hues of secondary colours.
3. Painting tools can create varied textures in paint.
4. Collage materials can be shaped to represent shapes in an image.
5. Art can be figurative or abstract.

Disciplinary knowledge in Art

- Explore their own ideas using a range of media.
- Use sketchbooks to explore ideas.
- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Explore and analyse a wider variety of ways to join and fix materials in place.
- Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.
- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Lesson 1

Colour magic

- To develop knowledge of colour mixing

Lesson 2

Texture hunt

- To know how texture can be created with paint.

Lesson 3

Making textures

- To use paint to explore texture and pattern.

Lesson 4

Collage creation

- To compose a collage, choosing and arranging materials for effect.

Lesson 5

Developing detail

- To evaluate and improve artwork.

Vocabulary

Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture

KS1 Summer 1 Sculpture- Clay houses Art	
Previous learning	
In EYFS, pupils become increasingly familiar with malleable materials such as playdough, salt dough and plasticine. Pupils are taught how to manipulate these materials using their hands and simple tools. Pupils will further develop these skills during this unit of work on clay. Pupils have previously learnt about sculpture and 3D art during their work on paper sculpture in Cycle A.	
Substantive Knowledge in Art	Disciplinary knowledge in Art
1. A clay surface can be decorated by pressing into it or by joining pieces on. 2. Pieces of clay can be joined using the 'scratch and slip' technique. 3. Artists can use the same material to make 2D or 3D artworks. 4. People make art to explore an idea in different ways.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Talk about art they have seen using some appropriate subject vocabulary • Talk about how art is made.
Lesson 1	Exploring clay
	• To use my hands as a tool to shape clay.
Lesson 2	Pinch pots
	• To shape a pinch pot and join clay shapes as decoration.
Lesson 3	Applying skills in clay
	• To use impressing and joining techniques to decorate a clay tile.
Lesson 4	Designing a tile
	• To use impressing and joining techniques to decorate a clay tile.
Lesson 5	House tiles
	• To make a 3D clay tile from a drawn design.
Vocabulary	
Wassily Kandinsky, Russia, abstract, painter, inspired, evaluate, lines, shapes, colour	