

Art and Design Year 1/2 Cycle A – Autumn term Drawing

Key Vocabulary

Sketching pencils – Pencils that are graded with Hs and Bs. H means hard and B means black.

Tone – the lightness or darkness of something. The effect of colour or of light and dark in a picture

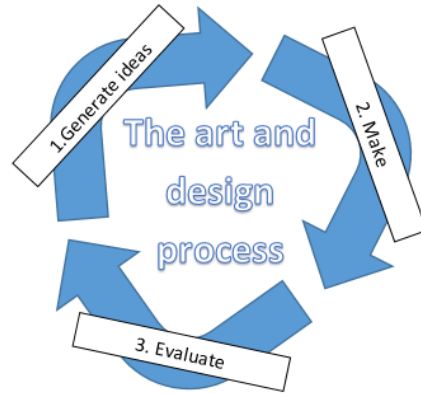
Shade – the darker part of a picture. To darken or colour an area on a picture.

Cross-hatch – shade an area with intersecting sets of parallel lines

Vertical lines – lines that are drawn straight up and down your page

Horizontal lines – lines that are drawn straight across your page

Wavy lines – a line that has many curves along it.



Key activities that MUST take place

Stage 1: Learn about different types of lines using teacher demonstration

Stage 2: Children experiment using pencils to create different types of lines. Evaluate own work in sketchbooks

Stage 3: Learn about shade and tone using teacher demonstration

Stage 4: Children experiment using pencils to create different effects. Evaluate own work in sketchbooks.

Stage 5: Children apply the skills and techniques learnt to complete a final piece of artwork if appropriate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

Key skills

Can use different drawing techniques

Know and understand the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy

Draw lines with increased skill, awareness and control

Experiment with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created



Sources of support

- <https://www.youtube.com/watch?v=-DDTrpJ4PXg> do not need the whole video, just for reference/ideas

You will need:

Pencils
Sketch books

Art and Design Year 1/2 Cycle A – Autumn term Sculpture

Key Vocabulary

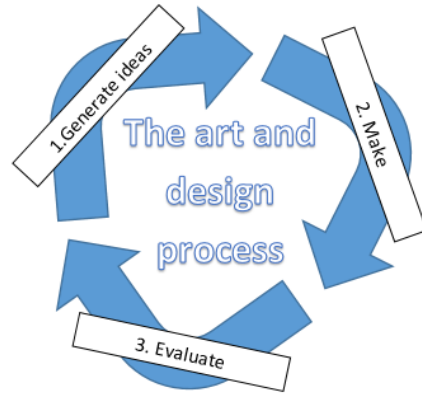
Natural – something in nature, not made by humankind

Pattern – a repeated decorative design

Design – to make or draw plans for something

Sculpture – making a 2D or 3D representation or form

Collage – art made by sticking or arranging various different materials on to a backing



Key skills

Recall key facts about artists.

Develop original artwork from other sources (inspired by artists)

Work with different media to create unique designs

Use a range of materials

Make patterns in a range of materials to develop their understanding

Create textured pieces

Choose appropriate media.

Key activities that MUST take place

Stage 1: Learn about the artist Andy Goldsworthy and evaluate his work using the language of art and design. Say what you like and dislike in his work (AD1).

Stage 2: Children experiment using natural objects to create different effects. Evaluate own work in sketchbooks.

Stage 3: Children create a final piece using natural objects.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.



Sources of support

- <https://www.goldsworthy.cc.gla.ac.uk>
- Google images
- <https://www.youtube.com/watch?v=JTnHiOA6a0E>

You will need:

Natural objects
Large pieces of paper/spaces to work
Camera/ipad to record work completed

Art and Design Year 1/2 Cycle A – Spring term Drawing

Key Vocabulary

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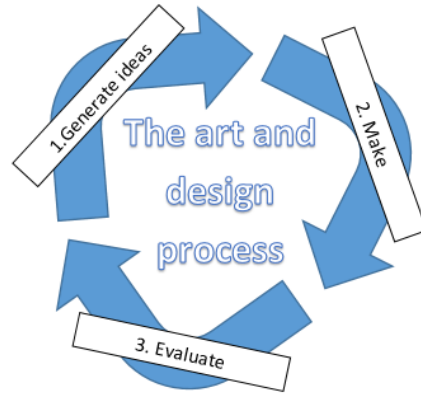
Shade – the darker part of a picture. To darken or colour an area on a picture.

Cross-hatch – shade an area with intersecting sets of parallel lines

Vertical lines – lines that are drawn straight up and down your page

Horizontal lines – lines that are drawn straight across your page

Wavy lines – a line that has many curves along it.



Key activities that MUST take place

Stage 1: Learn about different types of lines using teacher demonstration. Children experiment using pencils to create different types of lines. Evaluate own work in sketchbooks

Stage 3: Learn about shade and tone using teacher demonstration. Children experiment using pencils to create different effects. Evaluate own work in sketchbooks.

Stage 3: Children apply the skills and techniques learnt to complete a final piece of artwork if appropriate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

Key skills

Can use different drawing techniques

Know and understand the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy

Draw lines with increased skill, awareness and control

Experiment with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created



You will need:

Pencils
Sketch books

Sources of support

- <https://www.youtube.com/watch?v=-DDTrpJ4PXg> do not need the whole video, just for reference/ideas

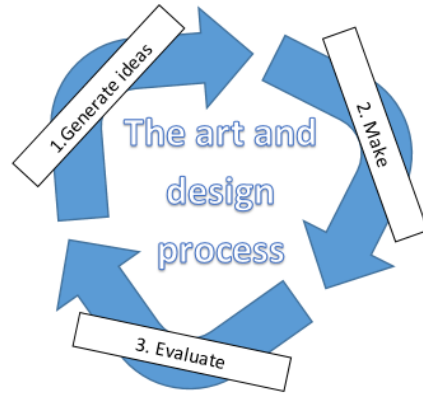
Art and Design Year 1/2 Cycle A – Spring term Printing

Key Vocabulary

Print – mark a surface with a coloured design or pattern

Press – to apply pressure to something

Pattern – a repeated decorative design



Key skills

Use a range of materials and printmaking techniques.

Make patterns in a range of materials to develop their understanding

Create textured pieces.

Say what they like and don't like and why.

Discuss what might be happening and why in artwork.

Say how the work of others makes them feel and why.

Use ideas from others to develop own work.

Key activities that MUST take place

Stage 1: Learn about Aboriginal art and evaluate using the language of art and design. Say what you like and dislike in this style of artwork (AD1).

Stage 2: Learn about printing with objects using teacher demonstration. Children experiment using objects to create different printing effects. Evaluate own work in sketchbooks.

Stage 3: Children apply the skills and techniques learnt to complete a final piece of artwork if appropriate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.



You will need:

Large/small paper

Paints – ready mixed

Brushes

Water pots

Palette

Range of objects to make dots

Sources of support

- Google images for Aboriginal artwork

Art and Design Year 1/2 Cycle A – Summer term Collage

Key Vocabulary

Collage - a piece of art made by sticking a range of different materials such as photographs and pieces of paper or fabric on to a backing.

Pattern – a design or image that has been repeated.

Materials - what things are made from. Artists choose materials because of their particular qualities. The same material can be used in very different ways to get very different results.

Texture – the way a piece of art feels when it is touched. E.g. bumpy, rough, smooth.

Textiles – this means to weave, braid or construct using fibers, fabric and yarn.

Layering – laying one material on top of another

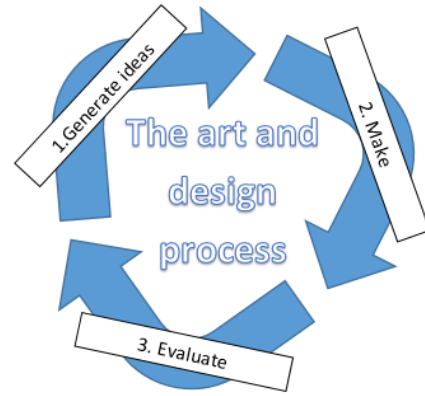
Overlapping – placing objects over one another to make a piece have depth

Key skills

Use a range of materials.

Make patterns in a range of materials to develop their understanding

Create textured pieces.



Key activities that MUST take place

Stage 1: Learn about textures – smooth, rough, bumpy, soft, etc and discuss what they like/dislike and why

Stage 2: Learn about patterns

Stage 3: Children experiment making repeating patterns with colours and/or shapes

Stage 4: Children apply the skills and techniques learnt to complete a final piece of artwork if appropriate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.



You will need:

Selection of paper/card

Fabrics

Wool

Natural materials (leaves, twigs)

Backing paper (A3/A4)

Art and Design Year 1/2 Cycle A – Summer term Painting

Key Vocabulary

Primary colours – a set of colours that can be mixed to make other colours. The primary colours cannot be made by mixing other colours. They are red, blue and yellow.

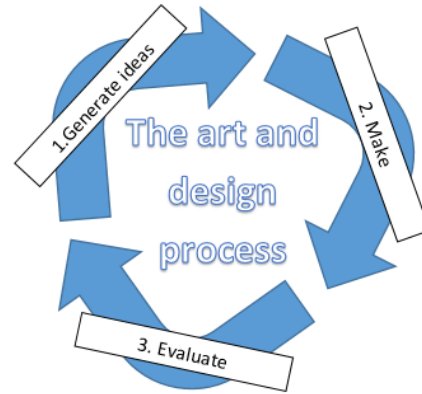
Secondary colours – a colour that is made by mixing two primary colours (green, orange and purple)

Colour mixing – when 2 or more colours are added to make a new colour

Shade/Tint – a lighter or darker version of the same colour

Lighter – when white is added to a colour it becomes lighter (tint)

Darker – when black is added to a colour it becomes darker (shade)



Key activities that MUST take place

Stage 1: Learn about primary colours and how to make secondary colours. Demonstrate how to mix paints.

Stage 2: Children use brushes, powder paints/poster paints and mixing method to make secondary colours. Show this in sketch books.

Stage 3: Look at African art and evaluate. What do they like/dislike? What primary and secondary colours can they see? Can they recreate these colours with paint themselves?

Stage 4: Children apply the skills and techniques learnt to complete a final piece of artwork if appropriate.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

Key skills

Develop knowledge of mixing primary colours to create secondary colours.

Develop skill and brush control when painting.

Create and describe different shades of one colour using paint.

Choose and justify appropriate colours to reflect a theme and purpose.

You will need:

Paints

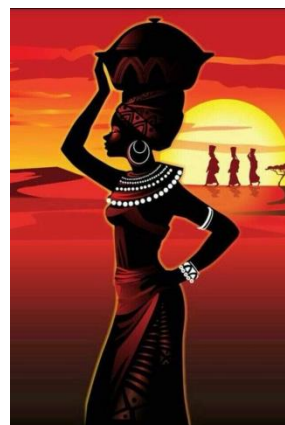
Palettes

Brushes

Water pots

Sketch books

Paper



Sources of support

- <https://www.twinkl.co.uk/resource/ks1-art-mixing-colours-video-lesson-t-ad-621>