

## Art and Design Year 1/2 Cycle B – Autumn 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.

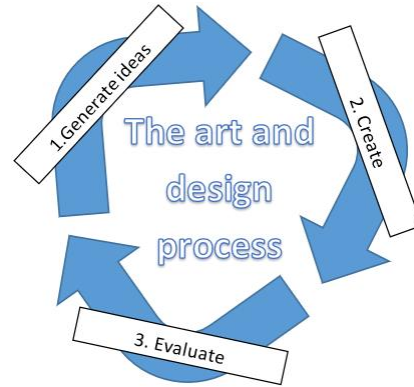
Secondary colours – a colour that is made by mixing two primary colours (green, orange and purple)

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 or a lighter colour is added to a colour it becomes lighter (tint)

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



### Key activities that MUST take place

Stage 1: Look at art by Alan M Hunt/Eric Wilson and evaluate. Create an artist study on a page in their sketch book. What do they like/dislike?

Stage 2: Demonstrate correct way to mix paints.

Stage 3: Learn about primary colours and secondary colours and how to make them.

Stage 4: Look at shades of a colour and how to make a colour darker by adding small amounts of another colour

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

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  
Sponges  
Water pots  
Sketch books  
Paper

### Sources of support

- alanmhunt.com

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

### Key Vocabulary

Design – to make or draw plans for something

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

Clay – an earthy material that can be moulded when wet and then sets hard.

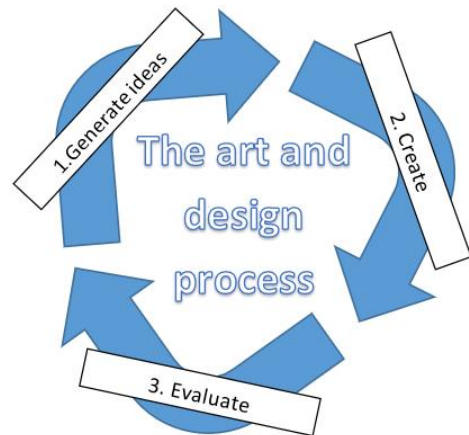
Slip – liquid clay that is made with clay and water, it is used to join pieces of clay together.

Join – when two things are connected together

Roll – to make a piece of clay flat and an even thickness

Carve – cut to make a design

Mould – make a shape out of a soft material.



### Key activities that MUST take place

Stage 1: Show children examples of clay sculptures (you can choose what your class sculpt, it is ok if all classes do different) and children design their sculpture in their sketchbook.

Stage 2: Become familiar and experiment with the medium of clay, what it feels like, how to roll, mould, cut, carve, mark it using simple tools

Stage 3: Demonstrate how to join clay together using the slip method. Let the children practise this skill.

Stage 4: Children create a final piece in clay using skills learnt.

**Different stages may not take an entire lesson and more than one stage could be completed in one session.**

### Key skills

Can use techniques such as rolling, cutting, moulding, carving and marking using simple tools.

Choose materials to make objects for a purpose, (ie, junk models, assemblages).

Can make simple joins by manipulating modelling material or pasting.

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.



### Sources of support

- [Slip, Score, and Blend \(Basic Clay Techniques\) - YouTube](#)

### **You will need:**

Clay

Clay tools – rolling pins, cutting tools etc

Water/water pots

## Art and Design Year 1/2 Cycle B – Spring term Drawing Portraits

### 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.

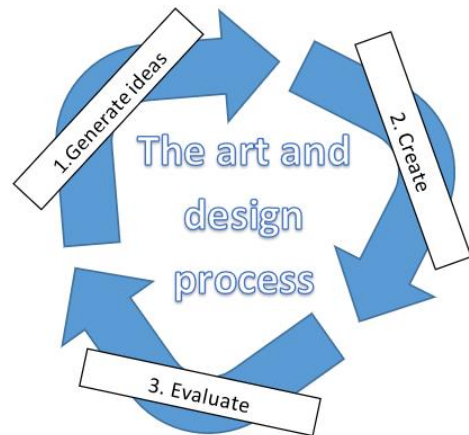
Cross-hatch – shade an area with intersecting sets of parallel lines

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.

Portrait – a painting, drawing, photograph or engraving of a person, normally only showing the head and shoulders



### Key activities that MUST take place

Stage 1: Look at work by David Newens, discuss what he draws and if they like/dislike his artwork

Stage 2: 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 4: Learn about proportions of the face and where facial features are. You could do this by printing a photo of their own face and allowing them to trace it with an overlay.

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.**

### 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
- [KS1 \(Ages 5-7\) Art: How to Draw a Portrait Video Lesson - YouTube](https://www.youtube.com/watch?v=E_QDWTH3-o0)
- [https://www.youtube.com/watch?v=E\\_QDWTH3-o0](https://www.youtube.com/watch?v=E_QDWTH3-o0)

### **You will need:**

- Pencils
- Sketch books
- Tracing paper

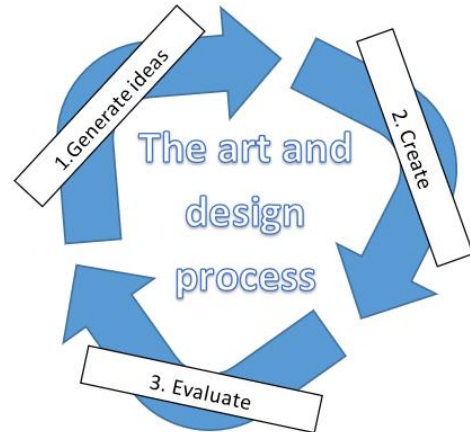
## Art and Design Year 1/2 Cycle B – Spring term Printing

### 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 Mexican 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. Eg wooden end of paintbrush, cotton buds, fingers etc.

Stage 3: Children experiment using objects to create different printing effects. Evaluate own work in sketchbooks.

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

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### You will need:

Large/small paper

Paints – ready mixed

Brushes

Water pots

Palette

Range of objects to print with

### Sources of support

- Google images for Mexican artwork



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

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

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

### 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 (poster paints would be fine)

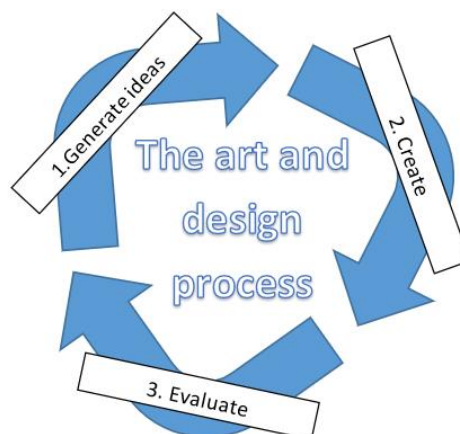
Palettes

Brushes

Water pots

Sketch books

Paper



### Key activities that MUST take place

Stage 1: Look at under the sea art (Corrine Randall, photographs, others) and evaluate. Create an art study page in sketchbooks. What do they like/dislike?

Stage 2: Learn about primary and secondary colours and how to make them. Children practise in sketch books.

Stage 3: Look at shades of a colour and how to make a colour darker by adding small amounts of another colour. Children practise in sketchbooks.

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.**



### Sources of support

- Google images for underwater photos

## Art and Design Year 1/2 Cycle B – 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.

Working instinctively with different media to create unique designs.

### **You will need:**

Selection of paper/card

Fabrics

Wool

Natural materials (shells, seaweed, sand, pasta)

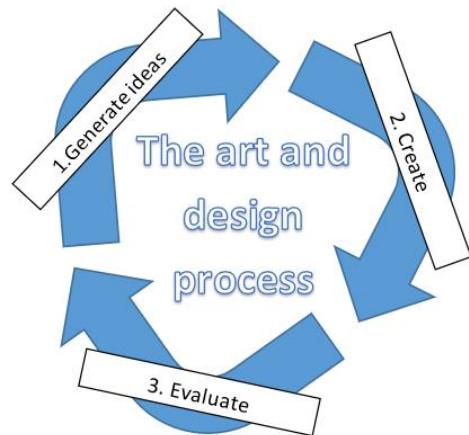
Thick paper (A3/A4)

PVA glue

Poster paint

### Sources of support

- Google images for underwater photos



### Key activities that MUST take place

Stage 1: Look at images of collages using a range of materials. Discuss how these have been created and what has been used. Learn about textures – smooth, rough, bumpy, soft, etc and discuss what they like/dislike and why

Stage 2: Learn about patterns. 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.

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