



Stoke By Nayland C of E Primary School

EYFS/KS1 Art 2 Year Knowledge and Skills Cycle

Cycle 1				
	Inspiration	Technique	Creativity	Key Vocabulary
<p>Autumn 2 Art and Design Skills</p>	<p>During this unit the focus is for children to become inspired to use their sketch books to capture and develop their techniques in a range of areas.</p> <p>Sketch books - Children to be introduced/review their sketch books as a place to store, extend and refine their inspirations. Linked to Big Ideas.</p> <p>Printing - Children to have access to a range of construction materials and paints to print with.</p> <p>Colour - mixing primary colours to create shades of secondary colours</p> <p>Craft - Using illustrations of the Great Fire of London to create a craft print.</p> <p>Experimenting with mixed media - Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky to be used as a stimulus for a mixed media art piece</p> <p>Louis Wain - To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Colour mixing to create shades of secondary colours. Creating pattern with paint.</p> <p>Printing using textured materials and colour mixing techniques, children to experiment with inks and foam printing.</p> <p>To use a range of materials creatively to design and make products.</p>	<p>To create images using a variety of shapes and objects in various ways.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use shades made to create a range of patterns.</p> <p>To create prints to be created with inks and foam to reflect the Great Fire of London.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To reflect on pieces of art and techniques and share those that they enjoy the most</p> <p>To describe what a picture makes them feel, think and imagine</p>	<p>Print</p> <p>Sketch</p> <p>Mix</p> <p>Secondary colours</p> <p>Primary Colours</p> <p>Pattern</p> <p>Texture</p>
<p>Spring 2 Formal Elements of Art</p>	<p>Banksy - inspiration through street art</p> <p>To understand that art can have both meaning and message</p> <p>Zaria Forman - Maldives</p> <p>Numbers in Color, 1958-59 by Jasper Johns</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To know how to create different types of lines.</p> <p>I can describe the lines in the work of an artist and in my own work</p> <p>I can understand that there are different types of lines and can experiment with different resources to create them</p>	<p>To evaluate and analyse creative work using the language of art, craft and design</p>	<p>Wriggling</p> <p>Dark/light</p> <p>Thick/ thin</p> <p>Curved</p> <p>Zigzag</p> <p>Straight</p> <p>Bold</p> <p>Broken</p> <p>Hard/ soft</p> <p>Texture</p> <p>Surface</p>

		<p>I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination</p> <p>To develop a range of colour mixing with mixed media</p> <p>To develop understanding of colour mixing whilst painting.</p>		<p>Marks</p> <p>Shapes</p> <p>Texture</p> <p>Feel</p> <p>Stroke</p>
<p>Summer 2</p> <p>Landscapes Using Different Media</p>	<p>Inspiration from Seaside Landscapes Link: 'WikiArt - The beach at Guernsey' by Pierre-Auguste Renoir</p> <p>Link: 'WikiArt - Boy on the Sand by Joaquín Sorolla'</p> <p>Link: 'WikiArt- Summer day at the beach of Skagen by Peder Severin Krøyer'</p> <p>Vincent Van Gogh - Fishing Boats</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Identifying the key features of a landscape</p> <p>Cutting complex shapes using scissors safely and carefully</p> <p>Drawing lines to represent the horizon line and the sea</p> <p>To identify different textures in a scene</p> <p>Finding appropriate materials to create different textures and apply appropriate textures to a well known painting</p> <p>To paint using different tints and shades</p> <p>To use different tints and shades to create a tonal representation of the sea and sky</p> <p>To understand that light colours stand out more and darker colours recede</p> <p>To identify colours used in artist's works</p> <p>To mix colours to match those I've seen</p> <p>To apply the colours carefully with a paintbrush</p>	<p>To compare and contrast art by a range of artists, to create a piece of artwork involving a range of techniques.</p> <p>To reproduce and apply an artist's colour range to their own work</p> <p>Composing a beach scene using shapes provided and my imagination</p> <p>To create different tints and shades</p>	<p>Texture</p> <p>Mixing</p> <p>Materials</p> <p>Tints</p> <p>Shades</p> <p>Tone</p>
Cycle 2				
	Inspiration	Technique	Creativity	Key

				Vocabulary
<p><u>Autumn 1</u> <u>Formal Elements of Art</u></p>	<p>To know that a pattern is created by repeating lines, shapes, tones or colours</p> <p>To know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design</p> <p>To use nature as inspiration for pattern and print</p> <p><i>The Bride of the Wind, 1927, by Max Ernst</i></p>	<p>To choose everyday items to paint with</p> <p>To use these items to create a repeating pattern</p> <p>To explore different textures</p> <p>To know how to take a rubbing</p> <p>To know that the tool that I use will change how my rubbing looks</p> <p>To know that 'tone' means the lightness or darkness of something</p> <p>To experiment with pencils to create different tones</p> <p>To use different tones to make a drawing look three dimensional</p> <p>To remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</p>	<p>To create repeating patterns</p> <p>To identify different textures and record them using a rubbing technique</p> <p>To use colour to create different effects</p> <p>To create a picture using collage and frottage</p> <p>To create a picture from the rubbings that I have made</p> <p>To create a 3D drawing</p> <p>To make decisions about my work and create a final piece by: Carefully tearing my rubbings into shapes, Arranging the shapes into a picture</p>	<p>Rubbing</p> <p>Bark</p> <p>Tools</p> <p>Texture</p> <p>Contrast</p> <p>Tones</p> <p>3D</p>
<p><u>Spring 1</u> <u>Sculpture and Mixed Media</u></p>	<p>I know about famous artists and their techniques and artwork</p> <p>Roy Lichenstein - Whaam</p>	<p>I know how to show awareness of the proportions of limbs in my sculpture</p> <p>To work together to create a large scale artwork</p> <p>I am building my knowledge of blending paint colour washes into the artwork</p> <p>I know how to create shadow effects within the artwork by outlining the figures in black</p>	<p>I know how to create 3D human forms</p> <p>I know how to create a superhero sculpture by: Bending wire/pipe cleaners into a superhero shape, making legs, arms and a body using plasticine</p>	<p>Form</p> <p>Shape</p> <p>Sculpt</p> <p>Proportions</p> <p>Scale</p>
<p><u>Summer 1</u> <u>Art and Design Skills</u></p>	<p>This unit consolidates and builds upon key art and design skills using a range of inspiration, techniques and mixed media</p> <p>Clarice Cliff 'Circle Tree'</p> <p>The Cliff ancestors had moved from the Eccleshall area to Tunstall, Stoke-on-Trent, around 1725. Cliff was born in Meir Street on a terrace of modest houses. Her father, Harry Thomas Cliff, worked at an iron foundry in Tunstall. Her mother Ann (née Machin) took in washing to supplement the family income. They had seven children.</p>	<p>I know how to imprint and model clay using a variety of tools</p> <p>I know that a variety of fabrics can be woven to create fabric</p> <p>I know that paints can be mixed for planned effect</p> <p>I know how to explore tones in shading. explore the use of tones in shading</p> <p>I know how to control my pencil to create dark and light tones</p>	<p>I know how to create an artwork using characteristics and techniques of famous artists</p>	<p>Imprint</p> <p>Bend</p> <p>Wrap</p> <p>Fabric</p> <p>Silhouette</p> <p>Concentric circles</p> <p>Shade</p> <p>Tone</p>

	<p>Cliff was sent to a different school for her siblings. After school, Cliff would visit an aunt who was a hand painter At a local pottery company, she made papier-mâché models at school.</p> <p>At the age of 13, Cliff started working in the pottery industry. Her first work was as a gilder, adding gold lines on ware of traditional design. She later learned freehand painting at another pot bank ^[6] while studying art and sculpture at the Burslem School of Art.</p> <p>'Nancy McCrowskey - Suite in Black, White and Grey, 1992'</p>			
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Art is taught for a half term block every term alongside a yearly art week, Take One picture week and whole school collaborative projects. We also hold a whole school art day in the second half of the Autumn term.