

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**

**The Art & Design Curriculum K&S at St Teresa’s Catholic Academy – Key Stage 1**

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|   |  |  **KS 1 NC Objectives** Pupils should be taught:  |
|  |   | to use a range of materials creatively to design and make products.  |
|  |   | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. |
|  |   | to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |
|  |   | 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. |
|    |  | Year 1   | Year 2   |
|  | Skills  | Knowledge  | Skills  | Knowledge  |

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|  **Drawing** Pencils, graphite sticks, crayons, charcoal, chalk, pastels  |        | Experiment with a variety of media – pencils, rubbers, crayons, biros, felt tips etc. To begin to control marks made with different media including light/dark, blending etc. Draw on different surfaces with a range of media. To begin to use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.  |       | To know that different implements make different marks. To understand how to control different media in order to produce different effects. To know that different surfaces can be drawn on. To understand how a sketchbook can be used. To know that line, shape and colour can be used in various ways.  |        | Continue to investigate by drawing light/dark lines, light/dark patterns, light/dark shapes using different drawing media. Begin to draw lines and marks from observation. To begin to make use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour. Understand tone through the use of different grades of pencils (HB, 2B, 4B) Draw for a sustained period of time individual and groups of objects as well as people.  |        | To know that different effects of light/dark lines, pattern and shape can be made using different drawing media. To understand the importance of observation. To know the importance of sketch books in developing art work. To begin to understand how to use line, shape, pattern and colour. To know the different tones produced by different grades of pencil. To understand the need to work for a sustained period of time.  |
| **Painting** Water- colour, ready mix, brushes of different sizes, objects such as twigs etc.  |      | Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers, cotton buds, glue spreaders and pads. Explore lightening and darkening paint without using white or black paint – ie thinning and thickening. To give names of colours. Begin to control marks made.  |     | To know that you can use a variety of tools in different sizes to have certain effects. To understand that colours can be lightened or darkened. To know the names of colours.  |    | Begin to control marks made using techniques such as layering, mixing media and adding texture. Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones informally.  |    | To understand that you can use different techniques to make different effects. To know that colours can be lightened or darkened by thinning or thickening and that colours can be mixed to create other colours.  |

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|  |     | Make collections of colours. Begin to record colour explorations in sketchbooks. Develop vocabulary to describe art.  |     | To understand that controlled marks can be made. To understand that you can collect and record work in a sketchbook. To begin to know some appropriate art vocabulary such as brush sizes, names of primary and secondary colours, poster paint, mix, lighten, darken, smooth, splatter, drip.  |     | Continue to use sketchbooks to store information on colour. Independently choose appropriate brushes to make marks wanted ie small brush for small marks. Increase use of art vocabulary and express moods.  |     | To understand that sketchbooks can be used to store information. To know how to choose the right tool for the task/effect you want. To know some art vocabulary in order to describe their work and mood such as shade, poster paint, water colour, wash, thick, thin, layer, texture, sad, happy, peaceful etc.  |
| **Printing** Relief – print from a raised surface.  Intaglio – print from a cut surface.  Paint, printing ink, rollers, paint trays, paper or fabric.  |       | Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Design own blocks using card and print using sponge rollers. Printing from plasticine or clay (impressed motif). Print repeated patterns. Identify forms of printing ie, posters, fabrics.  |      | To understand how to make prints by using objects. To know that you can make your own block to print with. To know that you can make a negative image print by impressing into a surface and printing from. To know that printing is used in the real world.  |        | Design own blocks by cutting out a shape from Styrofoam and sticking onto another sheet. Print by drawing onto carbon paper onto another surface. Draw into ink to make a print. Print by gluing objects to card such as string, seeds. Experiment with overprinting in different colours. Use equipment correctly to produce a clean printed image.  |       | To know that prints can be made from a raised and a cut surface.  To know that you can make a raised surface print by using a variety of objects such as card, seeds, string. To know that a print can be overprinted with a different colour. To know how to use equipment carefully and correctly.  |

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| **Collage**  |    | Cut and tear paper and card for their collages. Gather and sort materials that they will need.  |    | To know how to cut and tear paper and card. To know how to organise the materials for their collage.  |     | Use different types of materials for their collage and explain why. Create individual and group collages. Use repeated patterns within their collage.  |    | To understand that different materials can be used in collage and know how to explain why. To know that collages can be created individually and within a group.  |
|  |  |  |  |  |  |  |   | To know how to make repeated patterns within their collage.  |
| **Textiles**  |       | Learn to thread a plastic needle. Simple stitching into fabric pictures and designs. Weave into netting. Weave ribbons into pre-cut slots of weaving boards. Draw designs before making.  |       | To know how to thread a plastic needle. To know how to make simple stitches into fabric pictures & designs. To know how to weave into netting. To know how to weave into pre-cut slots. To understand how to prepare a design by drawing.  |       | Paper weaving to make designs. Learn simple stitches. Finger knitting. Colour fabric using natural dyes such as beetroot, tea, onion skins and berries. Begin to sew fabrics together.  |       | To know how to weave paper together to make a design. To know simple stitches such as running, basting and cross stitches. To know how to finger knit. To know how to stain/dye fabrics using natural dyes. To know how to sew fabrics together.  |
| **3D**  |        | Continue to use a range of malleable materials such as clay, salt dough and papier mache to model. Develop modelling techniques such as kneading, rolling and pinching. Impress decorations using tools and paint where appropriate. Make structure by slotting card together. Make a structure for a purpose. Use tools safely and correctly.  |        | To know how to use a variety of malleable materials. To understand how to use techniques to model in different ways. To know how to decorate using different methods. To know how to make a structure by slotting card together. To understand that there can be a purpose to making a structure. To know the importance of using tools safely and correctly such as clay knife, pin tool or tooth pick, sponge, water pot.  |     | Make junk models and make them strong by stuffing boxes with newspaper, turn boxes inside out. Talk about sculpture, what it is made of, what it is for etc using appropriate vocabulary. Use clay or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc.  |     | To know how to strengthen junk models. To know what sculpture is and the vocabulary associated with it such as sculpture, malleable, knead, roll, pinch, impress, join. To know how to use a variety of malleable materials to make imaginary or realistic forms.  |
| **Computer** **Art**  |     | Use a digital camera. Take a portrait of someone. Use a simple paint programme. Save and reopen work. Print work.  |    | To know how to use a digital camera. To know how to use a paint programme – saving, reopening and printing.  |     | Use zoom and a viewfinder. Create and edit their own work using ICT. Use the internet to search for artists and art works.  |    | To know how use zoom and a viewfinder. To know how to use ICT to create a picture and edit.  |
|  |  |  |  |  |  |  |   | To know how to use the internet to search for artists and art works.  |