

## Year 1/2 Art

### Using Materials

### Drawing and sculpture.

### Use colour, pattern, texture, line, form, space and shape

### Range of artists

<b>Key Vocabulary</b>	Malleable, weave, coil, recycled, natural, man-made, construct, repeated patterns, print, stamping.	Line, shape, texture, shading, media, charcoal, pastels, natural sculpture, edible art, pointillism.	Weaving, stitch, knot, primary, secondary, brush size, warm and cold colours, tints & tones, cubism, perspective.	<p><b>-Cycle 1 Autumn-OUR WORLD - Andy Goldsworthy</b> (Sculptor, photographer, environmental and land art) <b>Nnenna Okore</b> abstract sculpturer. <b>LS Lowry, Barbara James, Fred Fieber, Bruno Tinucci</b> ((Landscapes).</p> <p><b>-Cycle 1 Spring- From A to B – Monet, Renoir, Turner</b> (to see how they depict boats on water).</p> <p><b>-Cycle 1 Summer – People of the Past</b> (Cubist artists – <b>Ang KiuKok, Piet Mondrian, Paul Klee, Maria Blanchard</b>).</p> <p><b>-Cycle 2 Autumn-Hooray...Let's Go On Holiday. – Sir Alfred Sisley, Frank Newbold</b> (artists who portray holiday destinations in bold poster form). <b>Georges Seurat, Delree Dumont</b> – Pointillism artists.</p> <p><b>-Cycle 2 All Dressed Up</b> (Textile Artists – <b>William Morris, Cath Kidston, Alexandra Kehayoglou</b> (weaving), <b>Billie Zanwega</b>- pictorial textiles).</p> <p><b>-Cycle 2 Summer -We Are What We Eat– Giuseppe Arcimboldo</b> – Artist using food as a stimulus. <b>Bored Panda</b> – <a href="https://www.boredpanda.com/food-art/?utm_source=google&amp;utm_medium=organic&amp;utm_campaign=organic">https://www.boredpanda.com/food-art/?utm_source=google&amp;utm_medium=organic&amp;utm_campaign=organic</a></p>
<b>Previous knowledge/ Learning</b>	<p>In EYFS, our children will have:</p> <ul style="list-style-type: none"> <li>- Used and named a range of media</li> <li>- Used both poster paint and water-colours. Or, at least two differing paints.</li> <li>- Safely, used a range of materials to design and make products.</li> <li>- Manipulated and used playdough and plasticine during play.</li> </ul>	<p>In EYFS, our children will have:</p> <ul style="list-style-type: none"> <li>-Used a variety of drawing tools.</li> <li>- Explored textures and drawn on a variety of surfaces.</li> <li>- Explored how pressure affects tone.</li> </ul>	<p>In EYFS, our children will have:</p> <ul style="list-style-type: none"> <li>- Used a range of colours, applying paint in different ways to demonstrate and share ideas.</li> <li>- Learnt to care for brushes, aprons and used a drying rack</li> <li>- Named and recognised the primary colours.</li> <li>- Explored, informally creating the secondary colours.</li> <li>- Represented people, animals and objects.</li> </ul>	<p>In EYFS, our children will have:</p> <ul style="list-style-type: none"> <li>- Studied famous artists:               <ol style="list-style-type: none"> <li>1) Kandinsky's famous paintings– Yellow-Red-Blue. Composition 8. Circles in a circle.</li> <li>2) Picasso's famous paintings – Guernica &amp; The Red Chair.</li> </ol> </li> </ul>
<b>N.C. Objectives</b>	1. Use a range of materials creatively to design and make products	1. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	1. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	1. Study a range of artists, craft makers and designers.
<b>Resources</b>	IT package Natural materials, (leaves, bark etc) Sand Examples of repeated patterns (wrapping paper, fabrics)	Variety of shade/grades of sketching pencils Natural resources. Images of boats on water (Monet, Renoir & Turner). Charcoal & pastels Fabrics which are woven or knitted (herringbone, check, corduroy, tartan & lace). Giuseppe Arcimboldo images. Examples of exotic fruits.	Images of landscapes. Primary colour paints. Faces showing different emotions. Famous portraits. Famous Cubist artists, – Ang KiuKok, Piet Mondrian, Paul Klee, Maria Blanchard.	Images of Goldsworthy's sculptures. Visit to Yorkshire Sculpture Park.

**Key Knowledge – what do we want our children to know before they leave our phase? How will we get them there? How is that personalised to Tranmere?**

### Using Materials

**POWERFUL KNOWLEDGE:**

Our children will:

- A1 - Learn to cut, roll, weave and coil materials
- A2 - Learn to use IT to create a picture.
- A3 - Create printed art by pressing, rolling, weaving, rubbing and stamping.
- A4 - Create a clay dipping bowl.
- A5 - Create repeating patterns.

**HOW DOES THIS LOOK AT TRANMERE?**

**Cycle 1 Autumn-From A to B.**

1. Using a paint package on the computer, children will use different colours and techniques (splatter, lines, blobs etc) to create their own piece of art. Based on their holiday memories/experiences.

**Cycle 1 Autumn-OUR WORLD**

1. Leaf & bark rubbings. Print with objects found outside.

**Cycle 2 Autumn-Hooray....Let's Go On Holiday.**

1. Children will discuss when they have created a sandcastle. What the difficulties were, the designs, features and materials used. In groups, the children will create their own sand sculptures using rubbings and stamping to add design.

**Cycle 2 Autumn -All Dressed Up.**

1. Collect samples of textiles that have printed patterns on that have also been woven or knitted into fabric, (herringbone, check, corduroy & lace). Investigate how pattern has been used, symmetry, repeating, shapes, colours etc. Use textile artists: W Morris, C Kidston, A Kehayoglou, B Zanwega to display as an art gallery for inspiration.
2. Pupils will study the Scottish Tartan, investigating colours used, pattern and stitches. Create their own tartan using repeated colours, lines, shapes.
3. Using natural materials, flowers & leaves, children note the patterns and symmetry then create their own symmetrical designs.
4. Using knowledge of repeated patterns found on gift wrap, fabrics etc, children will create their own repeating pattern using vegetables for printing.

**Cycle 2 Summer – We are What We Eat.**

1. Children will learn to roll and coil clay, scoring the sides to attach the coils together using slip and smoothing tools. They will create a dipping bowl which can be used for hummus or another dip of their choice.
2. Once dried, the children can decorate their dipping bowls.

### Drawing and sculpture

**POWERFUL KNOWLEDGE:**

Our children will:

- A6 - Learn to show how people feel in paintings and drawings. Case studies into: Monet, Renoir & Turner will support this.
- A7 - Created lines of different thickness, using 3 different grades of pencil.
- A8 - Use pencil, pastel and charcoal to create art.
- A9 - Study the work of Goldsworthy and Nnenna Okore and create a natural sculpture.
- A10 - Study the food art on Bored Panda and create their own edible, artistic dish.
- A11 - Study and replicate art from the pointillist movement (pencil and felt tip)
- A12 - Learn how to sell their favourite holiday destination through artistic images (Newbold)

**HOW DOES THIS LOOK AT TRANMERE?**

**Cycle 1 Autumn-OUR WORLD**

- Investigating shading techniques by using 3 different grades of pencil. Using these techniques, they will show textures in leaves & bark.
- Using natural materials to create their own sculpture outside in the style of Goldsworthy.
- Investigate the abstract sculptures of Nnenna Okore. Children will work in small groups to recreate one of her designs or create their own design inspired by her work.

**Cycle 1 Spring –From A to B**

- Children to look at the artists, Monet, Renoir & Turner to see how they depict boats on water. How do the images make them feel?
- Children will create their own images of transport using different thickness and grades of pencils. They will consider how they can create a certain mood with their pencil, grading/ thickness choices.

**Cycle 2 Autumn- Hooray....Let's Go on Holiday.**

- Use charcoal, pencil and pastel to show physical features of human geography (beach, cliff, mountain, ocean, vegetation and weather).
- Study the work of Sisley (impressionist) and Newbold (Poster art) who have created poster art of holiday destinations. Choose their favourite artist and produce an image of their favourite holiday destination. This could be a painting (Sisley) or an advert (Newbold)
- Use pointillism artists, Seurat and Dumont, to recreate a holiday scene. Use pencils and felt tip pens to create the effect.

**Cycle 2 Summer – We Are What We Eat.**

- Investigate the work by Giuseppe Arcimboldo. Discussing favourite pieces of art and why?
- Children to select their favourite piece of fruit – perhaps an exotic piece which they are not familiar with, to create an observational sketch of using colouring pencils.
- Using [Bored Panda](#) as a stimulus, children will create a dish of awesome and interesting food to photograph and EAT!

### Use colour, pattern, texture, line, form, space and shape

**POWERFUL KNOWLEDGE:**

Our children will:

- A13 - Learnt to show how people create moods and feelings in paintings and drawings.
- A14 - Name the primary and secondary colours.
- A15 - Mix secondary colours confidently.
- A16 - Create brown.
- A17 - Create tints with paint by adding white and tones by adding black.
- A18 - Understand what is meant by 'cubism'.
- A19 - Learn to choose which width of paint brush is needed to create a thick or thin brush stroke. Decide which brush size is suited to the art they are creating.
- A20 - Use different objects to paint with and decide which object would give the best effect (sponges for backgrounds, finger painting to dot and blend, plastic objects, reels, shapes for printing)

**HOW DOES THIS LOOK AT TRANMERE?**

**Cycle 1 Autumn-OUR WORLD**

- Children will investigate different skylines. They will identify differences between rural and urban skylines. Pupils will investigate which shapes they can see, they will gain knowledge of perspective (deciding which buildings/geographical features are nearest/furthest away). Children will photograph different skylines and create their own silhouette skyline using varied mediums creating tints and tones. Children will view art from Lowry, James, Fieber and Tinucci for inspiration.

**Cycle 1 Spring – the Circus is coming to town.**

- Children will identify the primary colours on a colour wheel. They will then investigate mixing primary colours to make secondary colours (green, orange, purple) and brown.
- Children will investigate which colour shows which emotion most effectively. They will choose an emotion and paint a face showing that emotion considering shapes of eyes, eyebrows, mouths, cheek, colours used etc. They can use their own face, The Ringmaster's face or a clown's face.

**Cycle 1 Summer – People of the Past**

- Children will look at portraits of famous people learnt in the topic. Investigate why portraits were painted, what information we can tell from the portrait and the era they were born in.
- Look at famous Cubist artists – Ang KiuKok, Piet Mondrian, Paul Klee, Maria Blanchard. How have they created portraits using Cubism?
- Children create a portrait of a class member or one of the famous people they are studying in the Cubist style. Children will develop their colour mixing skills and painting techniques above, to enhance their portraits.
- Encourage the children to add information about the personalities and feelings of the person through the shapes, colours, facial expressions and backgrounds used.

**Cycle 2 Summer – We Are What We Eat.**

- Children are taught that secondary colours are used by mixing the primary colours. The experiment to create orange, green and purple paint.
- These secondary colours are then used to recreate their favourite piece of fruit in the medium of paint (see painting techniques in the PK).

### Range of artists

**POWERFUL KNOWLEDGE:**

Our children:

- A21 - Described what can be seen and give an opinion about the work of an artist – **See artists listed above.**
- A22 - Asked questions about a piece of art – what would you want to ask the artist?
- A23 - Suggest how an artist, Lowry, James, Fieber, Tinucci, has used colour, pattern and shape.
- A24 - Learn to imitate the work of an artist.

**HOW DOES THIS LOOK AT TRANMERE?**

**Cycle 1 Autumn-OUR WORLD**

- 1) Children will investigate the work of Goldsworthy. They will go on a treasure hunt outdoors in the school grounds using photograph clues to investigate their natural environment. They will make leaf and bark rubbings. They will sketch the leaves using pencils to show texture, shading and recording size, shape & colour. Children will use their knowledge of Goldsworthy to create their own piece of art.
- 2) Children will study the works of Lowry, James, Fieber and Tinucci for inspiration and will imitate a style.