



## Sholing Infant School – Art Curriculum Coverage

Year 1			
<b>Concepts</b>	Drawing Artists and Craftspeople	Sculpture Drawing Artists and Craftspeople	Painting Artists and Craftspeople
<b>Artist focus</b>	Pablo Picasso	Kenojuak Ashevak	Ron Embleton
<b>Curriculum objectives</b>	<ul style="list-style-type: none"> <li>❖ Use drawing to develop and share their ideas, experiences and imagination</li> <li>❖ 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.</li> <li>❖ Develop a range of art techniques, using colour, pattern, texture, line and shape</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sculpture to develop and share their ideas, experiences and imagination</li> <li>❖ Use a range of materials creatively to design and make products</li> <li>❖ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>❖ 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.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use painting to develop and share their ideas, experiences and imagination</li> <li>❖ Develop a wide range of art and design techniques, using colour, pattern, texture, line, shape, form and space</li> <li>❖ 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.</li> </ul>
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>❖ I know that a portrait is a picture of a person and normally just their face.</li> <li>❖ I know that there are many different characteristics of lines (including. long, short, thick, thin, lines in different orientations).</li> <li>❖ I know that sometimes art doesn't look like things in real life. This is called abstract.</li> <li>❖ I know what the work of the artists I have studied looks like.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I know that the name used to describe the outside of the 'shape' created by a line is an outline.</li> <li>❖ I know that shapes are 2- dimensional (2D), which means they are flat</li> <li>❖ I know that the thing that is repeated in a pattern (e.g. line, image, colour, shape) is called a motif.</li> <li>❖ I know that the texture of an object/material will change the type of effects that you can create with it.</li> <li>❖ I can create a simple printing block using a clay tile</li> <li>❖ I can repeat a simple motif to create a pattern.</li> <li>❖ I know what a printmaker does.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I know that secondary colours are made by mixing equal amounts of two primary colours (this needs to be taught through experience and experimentation)</li> <li>❖ I know that a block colour is where a section of an image is a solid colour.</li> <li>❖ I know that I can change the thickness of my marks by changing my paintbrush size.</li> <li>❖ I know that I can be inspired by an artist.</li> <li>❖ I know what a painter does.</li> </ul>
<b>Vocabulary</b>	Portrait, sketchbook, realistic, outline, 2 dimensional (2D), artist, abstract, Picasso, same, different, medium, blending	Inuit, Kenojuak Ashevak, line, drawing, Motif, pattern, printmaker, printing, block, clay carve, tool	Colour, primary colour, secondary colour, block colour, mixing, surface, painter, same, different, inspired
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>❖ Use an extended variety of drawing tools. [pencils, oil pastels, chalk, pencil crayon and charcoal]</li> <li>❖ Observe anatomy [faces, limbs]</li> <li>❖ Work on different scales. [within Picasso work – scale of facial features]</li> <li>❖ Observe and draw outlines and explore 'filling' outlines using pattern and texture</li> </ul>	<ul style="list-style-type: none"> <li>❖ Experiment with carving and indenting to create pattern and shapes</li> <li>❖ Manipulate clay for a variety of purposes. e.g. to make a printing tile</li> <li>❖ Build a textured relief tile.</li> <li>❖ Observe and copy patterns and shape</li> <li>❖ Observe and draw outlines and explore 'filling' outlines using pattern and texture</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>❖ Mix secondary colours using different types of paint (poster, watercolours, powder)</li> </ul>
<b>Topic</b>	❖ Marvellous Me - Portraits	❖ Hot or Not – Inuit Art (Printing)	❖ The Great Fire of London - Painting



## Sholing Infant School – Art Curriculum Coverage

Year 2			
<b>Concepts</b>	Sculpture Artists and Craftspeople	Drawing Artists and Craftspeople	Painting Artists and Craftspeople
<b>Artist focus</b>	Sean Hedges-Quinn	Charles Darwin	Mark Rothko and Jim McDonald
<b>Curriculum objectives</b>	<ul style="list-style-type: none"> <li>❖ Use a range of materials creatively to design and make products</li> <li>❖ Use sculpture to develop and share their ideas, experiences and imagination</li> <li>❖ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>❖ 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.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use drawing to develop and share their ideas, experiences and imagination</li> <li>❖ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>❖ 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.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use painting to develop and share their ideas, experiences and imagination</li> <li>❖ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>❖ 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.</li> <li>❖ Use a range of materials creatively to design and make products</li> </ul>
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>❖ I know that objects are 3- dimensional (3D) – they have form.</li> <li>❖ I know that clay can be moulded to create a new form.</li> <li>❖ I know and can recognise and use some common clay-working tools.</li> <li>❖ I can compare my work with that of other artists.</li> <li>❖ I can express a clear preference when looking at creative work and give justifications for this.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I know that the letters on a pencil tell me if the lead is hard or soft. B is soft. H is hard. This is called the pencil's grade.</li> <li>❖ I know that the way I hold a drawing media changes the effects I create.</li> <li>❖ I know that drawing media can be used in lots of different ways to create lots of different types of mark.</li> <li>❖ I can blend and smudge drawing media to create different effects.</li> <li>❖ I can ask questions about an artist's artwork.</li> <li>❖ I can describe the similarities/differences between pieces of an artist's work</li> </ul>	<ul style="list-style-type: none"> <li>❖ I know that colours have tone too.</li> <li>❖ I know that light tones of a colour are called tints and dark tones are called shades.</li> <li>❖ I know that, with some paints, tints can be created by adding water rather than white.</li> <li>❖ I know that gradation describes a gradual change from one colour to another or from one shade to another.</li> <li>❖ I know that a paintbrush can be used in different ways to create different effects (including watercolour washes)</li> <li>❖ I can compare my work with that of other artists.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>❖ 3-dimensional (3D), regular pattern, mould, form sculpture, sculptor, pinch, roll, twist, carve, press, slab, join, model, texture, pattern, score</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sketch, shade, crosshatch, smudge, pressure hatching, pattern, lighter, darker, Charles Darwin</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tint, tone, shade, layers, wash, lighter, darker, mixing, add, gradually</li> </ul>
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>❖ Shape and form from direct observation <i>[using a range of materials such as air-dry ]</i></li> <li>❖ Join clay adequately</li> <li>❖ Smooth away joining lines with clay so that nothing falls off when dried</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use drawing to develop and share their ideas, experiences and imagination</li> <li>❖ Draw as a way of recording ideas, experiences and imagination.</li> <li>❖ Sketch to make quick records.</li> <li>❖ Develop shading techniques <i>[cross hatching/smudging]</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss use of shadows and the use of light and dark</li> <li>❖ Mix a range of secondary colours, shades and tones.</li> <li>❖ Use of black and white to create tones and tints/ and also darken colours without always using black</li> <li>❖ Work on a range of scales</li> </ul>



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		<ul style="list-style-type: none"><li>❖ Observe and replicate natural and man-made forms</li><li>❖ Observe and replicate natural and manmade patterns</li></ul>	
Topic	❖ Flight – Sculpture	❖ Wonderful World – Sketching	❖ Titanic – Painting