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| **Substantive knowledge**  Our curriculum supports pupils to:   * Understand concepts, themes and genres * Acquire and apply knowledge and skill * Develop vocabulary | | | | | | **Disciplinary knowledge**  Our curriculum supports pupils to:   * Develop their artistic ability through taught drawing, painting and sculpting skills * Learn about artists and their work * Evaluate and analyse creative work | | | |
| **KS1 Cycle A + B – *all children will access Cycle A + Cycle B during their time in KS1. Where learning is repeated, this is because it is key learning which requires revisiting and reinforcing; formative assessment will be used to ensure knowledge has been retained and can be retrieved, applied and deepened. This learning is in bold.***  ***For 2023-24 only for children in Y2 the first time this curriculum was delivered.*** | | | | | | | | | |
| Cycle A  **Key concepts**  **Key vocabulary** | | **Drawing** | | | **Painting** | | | | **3D and Sculpture** |
|  | | Accessing Prior Learning?  **Can you demonstrate pencil control to create a basic image that looks like the like the outline of something you have seen?** (FS2 – EAD Pencil control, fine motor skills and basic observational drawing) | | | Accessing Prior Learning:  **Can you use colours to match to real life things you have seen?** (FS2 – EAD/UTW Representing season, rainbows, correct colours for e.g. animals). | | | | Accessing Prior Learning: **Can you stick and join basic materials?** (FS2 – EADJoining using tape, glue, clay, PVA, glue gun).  **Who was Barbara Hepworth?** (FS2 EAD – what her job her was). |
| Acquiring + Attempting New Learning:   * Increasingly control lines to create simple observational drawings. * Begin to add detail to line drawings using basic circles, cross-hatching, dots, marks and lines * Experiment mark making for effect with thick felt tip pens/chalks/charcoal/wax crayon/pastel * Colour within the line and with uniform marks in the same direction. * Draw on smaller and larger scales * Experiment with different textured backgrounds – tissue paper/sugar paper/brown paper | | | Acquiring + Attempting New Learning:   * Choose to use thick and thin brushes as appropriate. * Paint a picture of something they can see, beginning to consider proportion. * Name the primary and secondary colours. * Explore mixing paint. * Begin to mix primary colours to intentionally make secondary colours. * Make marks using paint with a variety of tools. * Consider consistency when applying paint (painting in the same direction, applying the same tone). * Communicate something about themselves in their painting. | | | | Acquiring + Attempting New Learning:   * Select from and use a range of tools and equipment to perform practical tasks [for   example, cutting, shaping, joining and finishing]   * Carve patterns and detail. * Pinch and roll coils and slabs using a modelling media (e.g. clay) * Build structures, exploring how they can be made stronger, stiffer and more stable * Develop collages, based on a simple drawing, using papers and materials * Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) * Look at sculptures and try to recreate them using everyday objects/range of materials |
| Applying Essential Learning:  **Can you demonstrate use of lines and detail in a drawing?** | | | Applying Essential Learning:  **Can you demonstrate primary and secondary paint mixture in a painting?** | | | | Applying Essential Learning:  **Can you create a simple sculpture, using appropriate tools?** |
| Focus Artists, Craftspeople and Designers | | Pablo Picasso  *Yayoi Kusama (dot work)* | | | Wassily Kandinsky  Piet Mondrian  Enfant Précoce | | | | Henry Moore  Barbara Hepworth |
| Impact evidence:   * Pupil knowledge * Sketch books * Class floor books * Displays * Finished pieces * Sketch of school building | | | | | | | | | |
| Additional vocabulary | | Landscape  Portrait  Control  Shape  Cross hatch  Direction  Space  Sketch | Paint  Colour wheel  Mix  Create Thick  Thin  Brush  Apply  Direction  Stroke | | | | | 2D Roll  3D Twist  Explore  Create  Material  Tools  Join  Strong  Stiff  Stable  Natural | |
| Cycle B  **Key concepts**  **Key vocabulary** | | **Drawing** | **Painting** | | | | | **3D and Sculpture** | |
|  | | Accessing Prior Learning?  **Can you demonstrate use of lines and detail in a drawing** | Accessing Prior Learning:  **Can you demonstrate primary and secondary paint mixture in a painting?** | | | | | Accessing Prior Learning: **Can you create a simple sculpture, using appropriate tools?** | |
|  | | Acquiring + Attempting New Learning:   * Use a sketch book to plan and develop simple ideas, including those from their imagination. * Experiment with tone by drawing light/dark lines (vertical, horizontal, wavy, zig-zag and curved), light/dark and patterns * Demonstrate control over the types of marks made with a range of media (thick felt tip pens/chalks/charcoal/wax crayon/pastel) * Draw lines of different thicknesses for effect * Begin to consider proportion in drawings. * Create pattern and texture using a variety of dots and lines, considering size and shape for effect. | Acquiring + Attempting New Learning:   * Mix their own brown. * Make tints by adding white. * Make tones by adding black. * Create colour wheels * Share colour charts to compare variations of the same colour and name some of them * Recognise warm and cold colours * Create washes to form different backgrounds * Explore the relationship between mood and colour | | | | | Acquiring + Attempting New Learning:   * Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools * Join clay surfaces using score and slip technique * Manipulate clay for a variety of purposes e.g thumb-pots, simple coil pots and models * Select from and use a range of tools and equipment to perform practical tasks [for   example, cutting, shaping, joining and finishing]   * Weave using recycled materials – paper, carrier bags etc * Develop tearing, cutting and layering paper to create different effects * Look at sculptures by known artists and natural objects as starting points for own work | |
|  | | Applying Essential Learning:  **Can you control lines, detail and pattern for effect?** | Applying Essential Learning:  **Can you create washes to create mood?** | | | | | Applying Essential Learning:  **Can you use texture, technique, and materials to create basic 3D structures?** | |
| Focus Artists, Craftspeople and Designers | | Henri Matisse  Georges Seurat (pointillism*)* | Arshile Gorky  Esther Malanghu  Joe Scarborough | | | | | Anthony Gormley  Sophie Ryder | |
| Impact evidence:   * Pupil knowledge * Sketch books * Class floor books * Displays * Finished pieces | | | | | | | | | |
| Additional Vocabulary | Thick Pointillism  Thin Shade  Light Tone  Dark Sketch  Bold HB  Curvy  Wavy  Zig-Zag  Control | | | Mix Shade  Background  Light  Dark  Colour wheel | | | 2D Coil pot  3D Tear  Malleable Layer  Pinch  Squash  Squeeze  Knead  Roll  Twist  Shape  Scratch  Coil | | |