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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
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| **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
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| 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 KandinskyPiet MondrianEnfant Précoce | Henry MooreBarbara Hepworth |
| Impact evidence: * Pupil knowledge
* Sketch books
* Class floor books
* Displays
* Finished pieces
* Sketch of school building
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| Additional vocabulary | LandscapePortraitControlShapeCross hatchDirectionSpaceSketch | PaintColour wheelMixCreateThickThinBrushApplyDirectionStroke | 2D Roll3D TwistExplore Create Material ToolsJoinStrongStiffStableNatural |
| 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
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|  | 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 MatisseGeorges Seurat (pointillism*)*  | Arshile GorkyEsther MalanghuJoe Scarborough | Anthony GormleySophie Ryder |
| Impact evidence: * Pupil knowledge
* Sketch books
* Class floor books
* Displays
* Finished pieces
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| Additional Vocabulary | Thick PointillismThin ShadeLight ToneDark SketchBold HB CurvyWavyZig-ZagControl | MixShadeBackgroundLightDarkColour wheel | 2D Coil pot3D Tear Malleable LayerPinchSquashSqueezeKneadRollTwistShapeScratchCoil |