

## Windy Nook Primary School

**Key Learning in Art and Design: Years 1 and 2 - Intent** – Our art curriculums aim is to open up the world of art to children by introducing them to different artists, styles and different experiences through a range of techniques.

Exploring and Developing Ideas (Aim 1 and 4 NC)		Evaluating and Developing Work (Aim 3 NC)		
<ul style="list-style-type: none"><li>• Work expressively to select and record from firsthand observation, experience and imagination, and explore ideas for different purposes.</li><li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>		<ul style="list-style-type: none"><li>• Review and discuss what they and others have done and say what they think and feel about it.</li><li>• Identify what they might change in their current work or develop in future work.</li><li>• Use key vocabulary in evaluations/sketchbooks</li></ul>		
<p style="text-align: center;"><b>Drawing</b> (Paul Klee, pattern and colour)</p> <p>To develop and share experiences, ideas and imagination. The skills below should be utilised when delivering the different media. Sketching will be completed regularly through starters and basic skills</p>				
<b>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.</b>	<u><b>Lines and Marks</b></u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media.	<u><b>Form and Shape</b></u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	<u><b>Tone</b></u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	<u><b>Texture</b></u> Investigate textures by describing, naming, rubbing, copying.
<p style="text-align: center;"><b>Media</b></p>				
<b>Painting</b> (Winter Festivals - Paul Klee) (Great Fire of London) (Ghana-pattern and colour)	Printing (Aboriginal Art)	Textiles (Shipley Art Gallery visit - Great Gateshead) (Winter Festivals - DT)	<b>3-D Sculpture</b> (Anthony Gormley- Great Gateshead) (Animal Habitats - Underwater Diorama)	
Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns.	Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying,	<b>Form</b> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form.	

<p>Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Name different types of paint and their properties.</p> <p><b>Colour</b></p> <p>Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p> <p>Mix secondary colours.</p> <p>Find collections of colour - different sorts of green, blue, purple etc. Use language to evaluate - light/dark</p> <p>Darken colours without using black</p> <p><b>Texture</b></p> <p>Create textured paint by adding sand, plaster</p>	<p><b>Colour</b></p> <p>Experiment with overprinting motifs and colour.</p> <p><b>Texture</b></p> <p>Make rubbings to collect textures and patterns.</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc</p>	<p>fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p>	<p><b>Texture</b></p> <p>Change the surface of a malleable material e.g. build an angel of north - plasticine, clay</p> <p>Begin to make simple thoughts about own work and that of other sculptors - Gormley</p>
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#### Focused Artist Study (Aim 4 NC)

The work of a recognised artist should be used to launch a unit of work. Alternative artists can be used. The work of recognised artist and crafts people should only be used as a starting point; not as the main focus for the unit of work.

Let's get creative (shape and painting)	We are Britain (drawing)	Glorious Gateshead (3D sculpture and drawing)	Down Under (drawing)	Ghana (pattern and colour)
<p>Paul Klee</p> <p>Discrete artist → Gillian Ayres</p>	<p>Banksy</p> <p>Discrete artist → Anastassia Elias</p>	<p>Antony Gormley</p> <p>Discrete artist → Huma Bhabha</p>	<p>George Seurat</p> <p>Discrete artist → Kyle Leonard</p>	<p>Jill Churak</p> <p>Discrete artist → Robert and Sonia Delaunay</p>

#### RRSA Article Links

During this key learning the following articles will be addressed:

**Article 13:** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people