

|  |  |  |  |
| --- | --- | --- | --- |
| Art Curriculum Planning KS1  Being Our Best Selves  End points | | | |
| Year group | Autumn Term | Spring Term | Summer term |
| 2 | **Painting and mixed media – Life in colour (African art)**  Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them. | **Drawing – with specific focus on Fire of London story**  Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings. | **Sculpture and 3D – Clay house (Dragon eyes)**  Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. |
|  | Pupils who are **secure** will be able to:   * Name the primary and secondary colours. * Talk about the colour changes they notice and make predictions about what will happen when two colours mix. * Describe the colours and textures they see. * Try different tools to recreate a texture and decide which tool works best. * Show they can identify different textures in a collaged artwork. * Apply their knowledge of colour mixing to match colours effectively. * Choose collage materials based on colour and texture. * Talk about their ideas for an overall collage. * Try different arrangements of materials, including overlapping shapes. * Give likes and dislikes about their work and others’. * Describe ideas for developing their collages. * Choose materials and tools after trying them out. | Pupils who are **secure** will be able to:   * Suggest ways to draw a word through marks. * Use relevant language to describe how an object feels. * Suggest ways to create different textures through drawn marks. * Freely experiment with different tools, receiving encouragement when needed. * Describe and then draw shapes that make up an object. * Use good observational skills to add details to their drawing. * Use an interesting range of marks that show an understanding of how to draw different textures. * Make sketches, which may be of basic stick-like figures or may imply more shapes. * Develop sketches into a character, with some support, adding details to enhance their character. * Demonstrate an understanding of how drawing facial features in different ways conveys expressions. * Recount a story and select key events to draw. * Create scenes from their own imagination, with some support. | Pupils who are **secure** will be able to:   * Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. * Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. * Roll a smooth tile surface. * Join clay shapes and make marks in the tile surface to create a pattern. * Draw a house design and plan how to create the key features in clay. * Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. |