**Art and Design Curriculum – Cycle A**





**Key Stage 1 – Year 1 & 2**

* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* 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.

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:**Drawing and Colour |  | **Unit Title:** Printing |
| **Artist:**Joan Miro 1893-1983  **Movement:** Surrealism, Modernism, Dada  joan miró art (With images) | Joan miro, Joan miro paintings, Miro ...The Garden 1925 Painting By Joan Miro - Reproduction GalleryJoan Miro Famous Paintings \x3cb\x3ejoan miró\x3c/b\x3e on ...  The Break of Day" by Joan Miro 1968 (With images) | Miro paintings ...tgbhujk Joan Miro Famous Modern Abstract Retro Paintings Art ...Joan Miro - 201 artwork - painting  <https://www.youtube.com/watch?v=UYLZQFOD1BE>  <https://www.youtube.com/watch?v=O9rAdb_ULp0>  <https://www.twinkl.co.uk/blog/abstract-art-for-kids> |  | **Artist:**Piet Mondrian 1872 – 1944  **Movement:**[De Stijl](https://www.theartstory.org/movement/de-stijl/), Modernism, Cubism  uploads5.wikiart.org/images/piet-mondrian.jpg!P...The life of the Dutch artist Piet Mondrian  Piet Mondrian - Art for Homeschool FamiliesCarol Ann Kauffman's VISION and VERSE : The Art of PIET MONDRIAN  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>  <https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian> |
| **Prior Knowledge: EYFS**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Use what they have learnt about media and materials in original ways, thinking about uses and purposes. * Represent their own ideas, thoughts and feelings through art.   **Prior Vocabulary:**  Shapes  Paint, draw, colour  Colours  Pencil, crayon, paint, chalk |  | **Prior Knowledge: EYFS**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Use what they have learnt about media and materials in original ways, thinking about uses and purposes. * Represent ideas, thoughts and feelings through art.   **Prior Vocabulary:**  Shapes  Paint, draw, colour  Colours |
| **Skills**   * Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (1) * Explore mark-making using a variety of tools. (1) * Experiment with tones using pencils, chalk or charcoal. (2) * Represent things observed, remembered or imagined using colour/tools in two and three dimensions. (2) |  | **Skills:**   * Explore mark-making using a variety of tools. (1) * Make marks in print using found objects and basic tools and use these tocreate repeating patterns. (1) * Use a variety of techniques including carbon printing, relief, press and fabricprinting and rubbings. (2) |
| **Knowledge:**   * Use artwork to record ideas, observations and experiences. (1) * Explain what he/she likes about the work of others. (1) * Know the names of tools, techniques and elements that he/she uses. (1) * Try out different activities and make sensible choices about what to do next. (2) * Select particular techniques to create a chosen product and develop some care and control over materials and their use. (2) * Give reasons for his/her preferences when looking at art/craft or design work. (2) * Know that different artistic works are made by craftspeople from different cultures and times. (2) |  | **Knowledge:**   * Use artwork to record ideas, observations and experiences. (1) * Experiment with different materials to design and make products in two andthree dimensions. (1) * Explain what he/she likes about the work of others. (1) * Know the names of tools, techniques and elements that he/she uses.(1) * Try out different activities and make sensible choices about what to do next. (2) * Select particular techniques to create a chosen product and develop somecare and control over materials and their use. (2) * Give reasons for his/her preferences when looking at art/craft or design   work. (2)   * Know that different artistic works are made by craftspeople from differentcultures and times. (2) |
| **Key moments in sketchbook:**   * Artist research (Joan Miro) * Experiment with a range of materials. * Experiment withcolour, line, shape, space. * Annotations to show reflections on their work and that of others. |  | **Key moments in sketchbook:**   * Artist research (Piet Mondrian) * Experiment with a range of natural materials. * Experiment with colour, form, texture * Annotations to show reflections on their work and that of others. |
| **Final artwork:**  A Miro inspired piece of art work |  | **Final artwork:**  A print design in the style of Mondrian |
| **Key Vocabulary:**  Elements of art – colour, line, shape, space  Artist, designer, design  Media, materials  Warm/cool colours  Primary/secondary colours |  | **Key Vocabulary:**  Elements of art – colour, line, shape, space  Artist, designer, design  Media, materials  Warm/cool colours  Primary/secondary colours  Printing |
| **Curriculum links:**  History - artist |  | **Curriculum links:**  Maths – shape & space |
| **Jobs in Art & Design:**  Fashion, textile designers  Architect  Interior designer  **Animator**  **Illustrator**  Web designer  Graphic designer  Photographer  Computer aided designer |  | **Jobs in Art & Design:**  **Fashion, textile designers**  **Architect**  **Interior designer**  Animator  Illustrator  Web designer  **Graphic designer**  Photographer  Computer aided designer |