**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, Dadajoan 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, Cubismuploads5.wikiart.org/images/piet-mondrian.jpg!P...The life of the Dutch artist Piet MondrianPiet 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:**ShapesPaint, draw, colourColoursPencil, 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:**ShapesPaint, draw, colourColours  |
| **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)
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| **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)
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| **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.
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| **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, spaceArtist, designer, designMedia, materialsWarm/cool coloursPrimary/secondary colours |  | **Key Vocabulary:**Elements of art – colour, line, shape, spaceArtist, designer, designMedia, materialsWarm/cool coloursPrimary/secondary coloursPrinting |
| **Curriculum links:**History - artist |  | **Curriculum links:**Maths – shape & space |
| **Jobs in Art & Design:**Fashion, textile designersArchitectInterior designer**Animator****Illustrator**Web designer Graphic designerPhotographerComputer aided designer |  | **Jobs in Art & Design:****Fashion, textile designers****Architect****Interior designer**AnimatorIllustratorWeb designer **Graphic designer**PhotographerComputer aided designer |