

The LIFE Rural Primary Curriculum for Art Year A

Years 1 and 2



Key Knowledge – Factual information that children will acquire in the topic

Skills Progression – the building of key skills that children will develop as they go through the year groups and through the topic

Rationale – to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

Subject Intent Statement

A high-quality art education across the Rural Primary Schools helps pupils gain a wide understanding and knowledge of art mediums and styles coupled with a study of a variety of different artists. High quality teaching equips children with the skills and concepts necessary for them to express their creative responses to ideas and experiences in a visual or tactile form. The Rural Primary Art Curriculum challenges children and encourages them to experiment. This curriculum allows children to feel inspired to be boundlessly creative with their art and demonstrate courageous optimism when producing work. Children will understand that art takes time and practise and will develop an appreciation for this. Whilst art is a practical subject, opportunities are given for the children to reflect and develop their ability to make critical responses, with increasing sensitivity, to their own work and that of others. As they experience their school journey, children in our Rural Primary Schools, will have an understanding of how art contributes to their history, their everyday lives and their wider community, building on an appreciation and enjoyment of visual art from around the world.

Topic/Text	Key Knowledge	Skills Progression	Rationale
<p>Fire! Fire!</p> <p>LS Lowry</p> <p>Paint a Lowry style seascape</p>	<ul style="list-style-type: none"> Learn about the life and work of LS Lowry. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry. Develop techniques in using colour, pattern, texture, line, shape, form and space in the context of painting a seascape. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination in the context of creating matchstick figures. Develop colour mixing skills in the context of the paintings of LS Lowry 	<p><u>Develop Ideas</u></p> <ul style="list-style-type: none"> Respond positively to ideas and starting prints. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. describe differences and similarities and make links to their own work; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Drawing</u></p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create. Use dots and lines to demonstrate pattern and texture; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. <p><u>Painting</u></p>	<ul style="list-style-type: none"> Colour mixing encourages children to think critically about the possibilities. Children will learn about the primary, secondary and tertiary colours. They will experiment and practise science thinking skills such as cause and effect, making predictions and comparing whilst they observe the results. We teach this unit in the Rural Primary Schools because colour mixing encourages children to develop a variety of character traits, such as compassion, respect, cooperation, and understanding. This unit is taught in Autumn as it lays the foundations for colour mixing and links well with the 'Fire! Fire!' unit of work.

	<ul style="list-style-type: none"> Children will develop their scissor skills. 	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect. Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination. Create visual texture using different marks. Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	
<p>Myself and Other Animals</p> <p>Create a collage of a self portrait</p> <p>Create Pop-Art portrait</p>	<ul style="list-style-type: none"> Develop the skills to shade, sketch and draw a self-portrait. Learn to use colours to portray emotions in a portrait 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Use painting as a medium to develop and share ideas. 	<ul style="list-style-type: none"> Drawing a self-portrait helps the children to learn about shading, sketching and proportions. It also gives children the time to study the different facial features. By creating self-portraits children

	<ul style="list-style-type: none"> • Learn to use collage materials to make an abstract portrait. • Understand how to create a line drawing. • Learn to use watercolours to create a background. • Understand how to create a Pop Art portrait. • Learn about the work of Andy Warhol and make comparisons. 	<ul style="list-style-type: none"> • Create using imagination. • Develop and use a texture for effect. • Incorporate known experiences or imagination. • Create visual texture using different marks. • Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. <p><u>Develop Ideas</u></p> <ul style="list-style-type: none"> • Respond positively to ideas and starting prints. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. • describe differences and similarities and make links to their own work; • Try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Materials</u></p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use a wide range of patterns. • Create and use a wide range of patterns and colours. Identify man-made and natural patterns. • Choose for effect and purpose. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. 	<p>learn who they are, how they want to present themselves and what's important to them. Something that the Rural Primary Schools consider of great importance to develop as a person.</p> <ul style="list-style-type: none"> • Children will begin to use a combination of shapes which will cross-curricular with their maths learning.
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<p>Oh I Do Like to be Beside the Seaside</p> <p>To produce an observational drawing of a shell.</p>	<ul style="list-style-type: none"> • Children to further understand colour mixing. Looking at tertiary colours. • Children develop techniques of colour mixing. 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, 	<ul style="list-style-type: none"> • Observational drawings are a great way to improve drawing skills. Children will practice getting shapes and proportion right. Children will learn how to show depth with shading. • Observational drawing helps to

	<ul style="list-style-type: none"> • Drawing lines of different sizes and thickness and Develop a range of tone using a pencil. • Develop techniques of line, shape and form. • Use pencil to create texture and shade • Gain experience in weaving, understanding the process and some techniques. • Develop appropriate language to describe colours and textures • Develop techniques of texture, pattern, cutting, tearing, sorting according to qualities. • Weave an underwater collage scene 	<p>resist, crayons, ink, apply, set.</p> <p><u>Artists</u></p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Link their products to well-known artists. • Attempt to make links to the local artistic community. • Begin to express an opinion about an artist’s work. • Examine a piece of work from a well-known artist and use it to create a success criterion. • Then critically evaluate their work. • Use key vocabulary to demonstrate knowledge and understanding in this strand. <p><u>Materials</u></p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use a wide range of patterns. • Create and use a wide range of patterns and colours. Identify man-made and natural patterns. • Choose for effect and purpose. <p><u>Develop Ideas</u></p> <ul style="list-style-type: none"> • Respond positively to ideas and starting prints. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. • describe differences and similarities and make links to their own work; • Try different materials and methods to improve; • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>stimulate creative thought. At the Rural Primary Schools, we promote Boundless Creativity as one of our values.</p> <ul style="list-style-type: none"> • Observational drawings will help to develop memory and fine motor skills as well as develop spatial awareness. This unit is taught in the Summer Term as it links well to the ‘Oh I Do Like to be Beside the Seaside’ topic.
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Drawing

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- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.
- Use drawing as a medium to develop and share ideas.
- Incorporate known experiences.
- Focus on using lines and known geometric shapes to create.
- use dots and lines to demonstrate pattern and texture;
- Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.