

Curriculum Sequence for Art – Artists create pictures and objects, music, dance and drama. It is made to express feelings and ideas about things we see and hear around us. It makes us think and see things differently.

Early Years	Autumn Term Stories and Rhymes		Spring Term Changes		Summer Term Me and My World	
	<p><u>Declarative Knowledge</u> <u>Expressive Arts</u> That people express themselves in lots different ways- making things, painting and drawing, singing songs, role playing. How people are creative Names of Primary and secondary colours That some materials can be shaped by hands or tools. Name some materials and tools That marks and shapes can be transferred and repeated through printing That materials can be joined together in different ways</p> <p>Some simple songs</p> <p>That a song has a rhythm and a beat</p> <p>That we can use our experiences and what we learn to help us imagine new stories and experiences.</p> <p>The difference between real events and made up/pretend ones That expressing thoughts about someone else’s work is important.</p>	<p><u>Procedural Knowledge</u> <u>Expressive Arts</u> ...explore different materials freely, in order to develop their ideas about how to use them and what to make. mix colours. ...manipulate dough or modelling material with hands or tools. ...make printed repeated marks with different objects ...select tools (glue, spanners, etc) and use them with reasonable control to make things or join them together. ...listen attentively, move to and talk about music, express their feelings and responses. ...sing the pitch of a tune sung by another person (‘pitch match’). ...sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ...march in time to clapped beat make simple movements in simple sequences. ...use and adapt ideas in play in imaginative and creative ways. ...take different role in group play. ...develop storylines in their pretend play. ...make use of props and materials when role playing</p>	<p><u>Declarative Knowledge</u> How to mix primary coloured paint together to create a different colour or shade, The names and techniques of some famous artists. That expressing their thought about someone else work is important. That different media can be joined together in different ways. that time to create a piece of art is important. That people are creative when they express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.</p>	<p><u>Procedural Knowledge</u> ... to add two primary colours of paint together will change the colour and by adding white to a primary colour will change the shade. ...use different techniques and name a famous artist who used it. ...express their thoughts about another person’s work is important (peer to peer or on a famous artist). ...investigate the best way to joint different media together. ... important it is to take time to create a piece of art and that it is ok to return to it to improve it. ...that is good to be creative in different ways and that this should be though images and displays.</p>	<p><u>Declarative Knowledge</u> the primary colours and that these can be mixed together to create a different shade, the names and techniques of some famous artists. that expressing their thought about somebody else’s work is important. Beat and that songs have a beat that different media can be joined together in different ways. that time to create a piece of art is important. people are creative when they express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.</p> <p>to use their experiences and what they learn to</p>	<p><u>Procedural Knowledge</u> ...use paint to create a landscape. ...describe the work of the artist Monet. ...use pastels to create cityscapes. ...describe the work of Stephen Wiltshire. ...use colour, texture and line in a landscape and city scape in the style of Stephen Wiltshire ...draw famous London Landmarks. ...name a few famous landmarks in London. ...talk about the similarities and differences between Monet and Wiltshire art and techniques. ... sing songs, make music and dance in tune to the music.</p>

		<p>character in narratives and stories. ...share their creations, explaining the process they have used. ...give praise and feedback</p>			<p>help imagine new stories and experiences.</p>	<p>...how to follow a simple beat in a song. ...use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>
	<p>Enhancements: Autumnal week, trip to the theatre, perform in front of an audience, visit from librarian</p>		<p>Enhancements: Visit to the farm, guess the baby competition, my family tree</p>		<p>Enhancements: Visitors, police, firemen, nurses</p>	
Year 1	<p>Autumn Term A Trip Down Memory</p>		<p>Spring Term Animals Everywhere</p>		<p>Summer Term The Great Outdoors</p>	
	<p><u>Declarative Knowledge</u> Children to draw different lines – straight, wiggly, horizontal, vertical, long, short – using string as guides – chalk on black paper?</p> <p>To explore line and mark-making to draw water To use different materials and lines to make different types of marks, reflecting what I can hear in music.</p> <p>Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky. Drawing around different shapes, over lapping.</p> <p>To develop an understanding of mark making I can experiment with different marks and use marks to show texture: using different force when applying the pencil, marking in different way – short lines, dots etc.</p>	<p><u>Procedural Knowledge</u> <i>Exploring and Developing Ideas</i> Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d). Drawing A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen Evaluation and review Children can listen to the views of others and respond to ideas about their own work to improve their work using a growing art vocabulary (A2.5a and b)</p>	<p><u>Declarative Knowledge</u> Remind the children about what they learnt in autumn as they use their sketch books to develop ideas. Which tools and materials are best for the task?</p> <p>How have artists represented animals in their work? Which do you like and why?</p> <p>Henri Rousseau – Tiger n the storm. Produce a large class piece based on Rousau’s Surprised using an animal of your choice. Class could use art skills to layer different media or paint using colour mixing to create a habitat for an animal of choice. Choice of materials. Properties for purpose. Watercolour, poster paint. Different sized brush tips.</p> <p>Aboriginal animal artwork – google this for lots of lovely</p>	<p><u>Procedural Knowledge</u> A2.1a Record and explore ideas from first hand observation, experience and imagination. A2.1b Know that artists are an important part of society A2.1c Name some artists A2.1d Select ideas from a studied artist to use in their own work</p> <p>A2.4b Begin to know the best ways to join and stick a range of natural and manmade materials to make sculptures <i>and collages</i></p> <p>A24.c Combine and explore texture to create an effect</p> <p>A2.3a know that primary</p>	<p><u>Declarative Knowledge</u> <u>Sculpture and modelling</u> Introduce the artist: Ai Weiwei is an artist from China .</p> <p>Can we make observational sketches of his work (and other animal masks?) – option of sketching pencil, charcoal etc. Introduce the skill. Clay modelling and sculpture. Using playdough. Design an animal mask – sketches in sketchbook and then time to experiment with playdough.</p>	<p><u>Procedural Knowledge</u> <i>Exploring and developing ideas</i> Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d). 3D, sculpture, Textiles and collage A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model. A2.4c Combine and explore texture to create an effect</p> <p><i>Evaluation and review</i> Children can listen to the</p>

	<p>To apply an understanding of drawing materials and mark-making to draw from observation</p> <p>I can look carefully at an object to identify shapes, lines and textures</p>		<p>images. Animal outline on black sugar paper then pattern work using simple printing tool or finger prints for dots. Harriet Mead – sculptor -scrap metal artist. Link to animal tiles.</p> <p>How do I make different colours and shades? Poster paint/Acrylic. Different sized brush tips. Know that black and white make grey. Adding black to colours makes them darker. Adding colours to white makes them lighter. Know what a primary and a secondary colour is. In Forest school Take photographs of tree skeletons and our evergreens Make clay animal faces on the trees and decorate with twigs, stones and fallen leaves Look for animal tracks Make winter homes for animals</p>	<p>colours mix to make secondary colours. A2.3c Know which brushes and tools to choose to work at different scales A2.3b Know that there are different types of paint- watercolour, poster paint/acrylic, and to explore these in practice.</p> <p>A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures</p> <p>A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model. <i>Exploring and Developing Ideas</i> <i>Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d).</i></p>	<p>Which tools and materials are best for the task?</p> <p>Which famous artists use outdoor materials as a stimulus and what does their artwork look like? Can you notice patterns? Which do you like and why? Mandala patterns leaves, flowers, sticks vs hapa zome printing using flowers, leaves. James Brunt transient art</p>	<p>views of others and respond to ideas about their own work to improve their work using a growing art vocabulary (A2.5a and b)</p> <p>Rolling a ball, rolling snakes, squeezing to make a thin middle, pinching and pulling to manipulate the shape, carving details using tools, creating holes, joining together using cross hatching. Photos for sketch books.</p>
	<p>Enhancements: Traditional toys and games day Visit local library</p>		<p>Enhancements: Visit from Animal person, trip to the safari park/zoo/nature centre, create exhibition for parents</p>		<p>Enhancements: Outdoor day, trip to West Smethwick Park, prepare an outdoor day for their family</p>	
Year 2	<p>Autumn Term Home and Away</p>		<p>Spring Term Change Makers</p>		<p>Summer Term Change 4 Life</p>	
	<p>Exploring charcoal to make different marks. Lighter,</p>	<p><u>Procedural Knowledge</u> Exploring and Developing Ideas</p>	<p><u>Declarative Knowledge</u> Children to explore manipulating clay (use playdough) – flatten it,</p>	<p><u>Procedural Knowledge</u> Exploring and Developing Ideas</p>	<p><u>Declarative Knowledge</u> Developing knowledge of colour mixing. Review</p>	<p><u>Procedural Knowledge</u> Exploring and Developing Ideas</p>

<p>darker. Gradient from light to shade: solid and lines.</p> <p>Children to represent different words in their sketchbooks, not drawings just markings – ie. wrinkles, flat, dry, wet</p> <p>Introduce Stephen Wiltshire, an autistic black artist that draws landscapes from memory. Children to study his work, using small parts of his work then extending using their imagination.</p> <p>Creating texture. Children to use different tools (pencil, chalk, charcoal) to study different textures on objects and recreate in sketchbooks.</p> <p>Willow plates, European but inspired by beautiful delicate pottery of Asia. Children to study the artwork depicted in their sketchbooks</p> <p>Time to look at school mural, can we create our own mural of Smethwick on a willow plate? Using drawing techniques we have practised across the unit.</p>	<p>Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d).</p> <p>Drawing A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen A2.2b Use a range of tools and media to experiment with line and shade Evaluation and review Children can listen to the views of others and respond to ideas about their own work to improve their work using a growing art vocabulary (A2.5a and b)</p>	<p>using their hands as tools, making marks by pressing, making different shapes and a small model clay pot.</p> <p>Introduce artist Whitbread. She uses clay to make sculptures ‘in relief’, parts sticking out and making dents and marks. Children to create a small tile (using previous lesson’s techniques. Children to join clay shapes to their tile. Score both the tile and the shape and use a small splash of water to join.</p> <p>Introduce study of busts – children to sketch in sketchbooks.</p> <p>Time to practise sculpting faces – pinching the nose, creating a flat ear to join, which would be the right tool to create a nostril?</p> <p>Children to create bust of famous person of their choice using skills they have learnt.</p>	<p>Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d). 3D sculpture, textiles, and collage A2.4c Combine and explore texture to create an effect A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model. A2.4b Begin to know the best ways to join and stick a range of natural and manmade resources to make sculptures. Evaluation and review Children can listen to the views of others and respond to ideas about their own work to improve their work using a growing art vocabulary (A2.5a and b)</p>	<p>primary and secondary colours. Mixing secondary colours. What happens when you add water to the paint? Creating a colour wheel in book.</p> <p>Texture hunt – using natural objects, children to use colour mixing and printing to recreate the textures of different objects.</p> <p>Children to describe different textures – bumpy, smooth, rough. Show children the work of Romare Bearden. He is a collage artist that creates work made up of paintings, scrap, magazine cutting and puts them together to make art work.</p> <p>Creating their collage using squares from previous lesson plus magazines – of something that is meaningful to them.</p> <p>Time to add detail and improve our work. Adding a thin layer of paint to outline their collage creation. Add clouds with white paint, add features to a face.</p>	<p>Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d). 3D sculpture, textiles, and collage A2.3a Know which primary colours mix to make secondary colours A2.3b Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice. A2.3c Know which brushes and tools to choose to work at different scales</p> <p>Evaluation and review Children can listen to the views of others and respond to ideas about their own work to improve their work using a growing art vocabulary (A2.5a and b)</p>
<p>Enhancements Walk around Smethwick, interview people who lived in Smethwick since they were young, visit to church or Gurdwara</p>		<p>Enhancements Visit to Black Country Museum Create a performance for parents</p>		<p>Enhancements: Visit to Sandwell sports academy, create an exhibition for parents</p>	

