

National Curriculum

Pupils should:

- to use a range of materials creatively to design and make products; 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; taught 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

Common Misconceptions

You need lots of detail to make a drawing look good.

Drawing is always in pencil.

Key Vocabulary

line drawing, detail, texture, pattern.

Adaptations for children with SEND

- Provide simplified examples of Adrianne Walujo's minimalist work for discussion.
- Offer tactile and visual prompts to explore line, pattern and texture.
- Use pre-drawn outlines for children to enhance with dots and lines.
- Allow extended time for experimentation with media and mark making.
- Use chunkier drawing tools to support grip and control.
- Encourage children to express feelings through line, modelling how to do this clearly.
- Focus on expressive outcomes over precision.

	Substantive/Declarative Knowledge Learning Objective (Specific Facts children will need)	Disciplinary/Procedural Knowledge Learning Objective (Specific Skills children will need)	Activity
1	To know that the way that a drawing tool is used has an impact on the outcome.	Use a pencil / pencil crayon with varying pressure, at varying angles and with varying sharpness.	Experiment with pressure, using the side of the pencil, and with a shaper/blunter tip, with pencil and pencil crayon.
2	To know that mark making in different ways can show pattern and demonstrate texture. To know that texture is the look and feel of a piece of art.	Use mark making techniques to show pattern and use dots and lines to demonstrate texture.	Experiment with mark making to show various patterns (exploring compactness) and textures.
3	To know that minimalist art is very simple. To recognise what lines might show or how they might make us feel.	Recognise minimalist art. Identify what lines show to them and how they make them feel. Draw lines to show feelings / actions.	Explore AW's artwork and identify what is shown and how it makes them feel. Draw lines to show feelings/actions.
4	To know that artists use a range of media, with intent.	Use a range of different media; exploring pressure, pattern, texture and line. Recognise when these effects may be useful (texture).	Experiment using different media (pencil, pencil crayon, pens, highlighters, felt tips, chalk) to simulate AW's style.
5	To know that minimalist art is very simple.	Develop an artistic voice, taking inspiration from Adrianne Walujo and applying the skills of being an artist (line, pattern, texture etc).	Plan four different minimalist designs, which represent the four seasons, using Adrianne's work and prior learning to inspire and inform.
6	To know that some artists work is in a minimal style, which is very simple. To know that texture is the look and feel of a piece of art.	Use dots and lines to demonstrate texture. Use a variety of mark making techniques to show pattern. Use different materials to draw.	Based on their plans, create four final, minimalist pieces of art, based on the four seasons.

◀◀ Prior Knowledge (EYFS)

Simple sketches can be used to start artwork.

A sketch is a rough drawing or painting, to help make a finished picture later.

Explore using different media to draw.

(pencil, chalk, paint)

Hold a pencil correctly.

Draw representations of people.

Add details to drawings including emotions on faces.

Talk about what I want to draw.

Talk about what I have drawn.

Substantive Sticky Knowledge – children MUST know this by the end of the unit

Some artists' work is in a minimalist style.

Minimalist art is very simple.

Texture is the look and feel of a piece of art.

Disciplinary Sticky Knowledge (from the progression plan)

Use dots and lines to demonstrate texture.

Use a variety of mark making techniques to show pattern.

Use different materials to draw and make preferences based upon their properties.

(pencil, pens, highlighters, felt tips, chalk)

▶▶ Future Knowledge (Yr3)

Some artists sketch all the time so they can use the sketches in their paintings.

Impressionist artists create art that shows the impression of how things look to them.

Proportion is comparing the size of something to something else.

Shadow is a darker area of a piece of art where light has been blocked by an object. Use different materials to draw, (pencils, pastels and chalks)

Use pressure to show light and shadow.

Use mark making to support proportions when drawing.

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Key Vocabulary:

All:
primary colours, secondary colours, warm colours, cool colours, brushstroke, landscape, portrait, realistic

Year 2:
watercolour wash, acrylic, tint, shade

Common Misconceptions

Landscapes are just pictures of land (hills)
Secondary colour means the colour I paint second / the colour I paint over the top second to change it
All art has to show 'real things'

Adaptations for children with SEND – (insert hyperlink to QFT doc)

Spend time on the experimental stage – lots of opportunities to colour mix (see EYFS)

Share landscapes from Etal Adnan and produce line drawings for them to fill

Take time and revisit discovery opportunities where appropriate

	Substantive/Declarative Knowledge Learning Objective (Specific Facts children will need)	Disciplinary/Procedural Knowledge Learning Objective (Specific Skills children will need)	Activity
1	The secondary colours are green, orange and purple. Secondary colours are made by mixing primary colours.	Mix primary colours to make secondary colours. Place primary and secondary colours on a colour wheel.	Go through powerpoint slides Recap Pablo Picasso and use of colour and vocabulary: abstract, cubism and portrait Model colour mixing and colour wheel Back to show slide 14 – pose the question, ' <i>which are warm colours, which are cold colours? And why?</i> ' Children to experiment and represent warm and cold colours in sketchbook
2	A landscape is a picture of an area of land or water. Landscapes can have people in them but the focus of the picture is the land or water.	Identify which colours are warm and which are cool. A tint of a colour is when we add white to a colour to make it lighter.	Retrieval: Start asking the question – ' <i>What is a landscape?</i> ' Share slide 15; discuss how artist has used warm and cool to talk about their landscape Model to Yr2 how we add white to a colour to create a tint . Chn explore experimenting completing the sheet with warm and cool colours.
3	Some artists create art that isn't realistic, it shows the artists feelings. Landscapes can have people in them but the focus of the picture is the land or water.		Discovery opportunities: ' <i>Can you describe Adnan's work?</i> ' – Slide 18. Cut and stick examples of work in sketchbook and use words/phrases/sentence stems to describe 3 images Compare Picassos and Adnan's whole class. Teacher to scribe and stick into sketchbooks. Watch the video on slide 20 (Finish the cool & warm colours exercise)
4	Some artists create art that isn't realistic, it shows the artists feelings. (<i>Etal Adnan uses acrylic paint and a palette knife to get a textured effect.</i>)	Experiment with different brushes and other painting tools. (paintbrush, spatula, sponge) Experiment with paints - acrylic paint, watercolours.	Discovery opportunities: Discuss and recap how Etal Adnan's style is gained through acrylic paint – palette knife. Chn to explore simple landscape outlines using alternative ways of painting (vegetables/ glue spatula/ sponge etc.)
5	The secondary colours are green, orange and purple. Secondary colours are made by mixing primary colours. A tint of a colour is when we add white to a colour to make it lighter. A shade of a colour is when we add black to a colour to make it darker.	Mix primary colours to make secondary colours. Add white and black to precisely alter tints and shades.	Artistic voice Opportunity for chn to sketch out their landscape roughly in their sketchbooks with labels for warm and cool colours. Write a sentence: I will use.... To explain which tool/s they want to work with. Provide opportunity for them to practice the precise colours / shades and tints they want to make.
6	“ “	“ “	Final piece – give time over to chn to produce a final piece on cartridge paper away from their sketchbook. They have the option of A4 or A3 but remind them of the term 'landscape'. Encourage chn to review their sketchbook to see their plans and talk to them as they adapt and edit their pieces as they go. Evaluate their work – ' <i>What tools did you use and why?</i> ' ' <i>How did you manage to create this colour / shade / tint?</i> ' ' <i>What parts of your work are you pleased with?</i> ' Record their responses via videos onto ipads.



Prior Knowledge (EYFS)

- The primary colours are red, blue and yellow.
- A portrait is a picture of someone, usually just their head and shoulders.
- Cubism is a type of art that creates pictures showing things from different angles all in one go.



Substantive Sticky Knowledge – children MUST know this by the end of the unit

Year 1:

The secondary colours are green, orange and purple.
Secondary colours are made by mixing primary colours.
A landscape is a picture of an area of land or water.
Some artists create art that isn't realistic, it shows the artists feelings.

Disciplinary Sticky Knowledge (from the progression plan)

Year 1:

Experiment with different brushes and other painting tools. (paintbrush, spatula, sponge)
Mix primary colours to make secondary colours.
Identify which colours are warm and which are cool.



Substantive Sticky Knowledge – children MUST know this by the end of the unit

Year 2:

A tint of a colour is when we add white to a colour to make it lighter.
A shade of a colour is when we add black to a colour to make it darker.
Landscapes can have people in them but the focus of the picture is the land or water.

Disciplinary Sticky Knowledge (from the progression plan)

Year 2:

Place primary and secondary colours on a colour wheel.
Experiment with paints - acrylic paint, watercolours.
Add white and black to precisely alter tints and shades.



Future Knowledge (Yr3)

- A hue is a colour, tint or shade.
- A self-portrait is when an artist paints themselves.
- A tint of a colour is when we add white to a colour to make it lighter.
- A shade of a colour is when we add black to a colour to make it darker.
- Landscapes can have people in them but the focus of the picture is the land or water.

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Common Misconceptions

Key Vocabulary:

installation, shapes, geometric, line, sculpture, minimalist, abstract

Adaptations for children with SEND – (insert hyperlink to QFT doc)

	Substantive/Declarative Knowledge Learning Objective (Specific Facts children will need)	Disciplinary/Procedural Knowledge Learning Objective (Specific Skills children will need)	Activity
1			
2			
3			
4			
5			
6			



Prior Knowledge EYFS

Modernist artists try new ideas and ways of doing things. A sculpture is a form of art where you make 3D pieces by moulding, joining or carving. A statue is a life size sculpture of people or animals. Create a sculpture representation of the human face.

Explore using my hands to mould dough and clay by pinching, rolling and pulling. Talk about what I have created and materials I have used.



Substantive Sticky Knowledge – children MUST know this by the end of the unit

- Minimalist artists can also use other styles such as abstract.
- A sculpture can be made of anything the artist wants to use.

Disciplinary Sticky Knowledge (from the progression plan)

Use a variety of natural, recycled and manufactured materials for sculpting (clay/straw/card)

- Use a variety of techniques. (rolling, cutting, pinching, folding.)
- Compare the use of line in drawings and sculpture.



Future Knowledge Yr3

- When a sculpture looks a bit like something real, it can be called semi-abstract art.
- Artists often choose a material they like to work with – this is their preferred media.
- Compare using clay and Modroc to find a preference
- Join malleable materials using fingers and tools to smooth joins.