

Sapphire Class (Year 1 and Year 2) Medium Term Curriculum Map – Art and Design

Year A & Year B

-Differentiation by input see the weekly planning sheet/
 -Key vocab for each learning objective is in red font /
 -Resources -see the weekly planning /
 -Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking
 - Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week
 -Art and DT Cultural Capital = Using and applying different techniques using a range of different media

EYFS links

Year A

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

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Sapphire Class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The learning objectives must be taught in the numbered order							
AUTUMN Clay Animal Sculpting (Art)	Initial assessment with clay to see what the children are confident with and what the areas of development are. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Practise attaching clay together (from assessment) Make different shapes/objects and just practise attaching to one another - to use...sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using ... texture, line, shape, form and space	All make an elephant step by step to consolidate last week (consolidating attaching using scoring and water) - to develop a wide range of art and design techniques in using ... texture, line, shape, form and space	Paint the clay elephant grey, colour mixing black and white - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Focus on texture – snake Children to create a snake focusing on key skills such as adding lines and the texture - to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space	Focus on colour mixing/skill of painting – snake Children to paint the snake making coloured choices of their own (yet are realistic). This will be a colour-mixing assessment in preparation for Spring Term Art - to develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space - to use a range of materials creatively to design and make products	Assessment, Consolidation and Review
SPRING Colour mixing /study (Art)	Mixing Techniques – making different shades of a colour Children are to practise mixing different primary colours to create different secondary colours. What colour do you create when you mix Y and Z? Then, look at the work of Wassily Kandinsky and produce one of his ‘Squares with Concentric Circles’ - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - 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	African Art – Sunsets Children will re-practise last week, with practising how to mix colours to create an African sunset. Practise as a class before application to create their own sunset - 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	African Sunsets – Drawing Designs Children to take their own designs and, using stencils, silhouettes that have been printed etc, children are to develop their drawing skills to draw the animals/features (trees) they would like on their design. Children to paint their paintings black so they stand out against the sunset. iPads available to draw animals free-hand - select from and use a range of tools and equipment to perform practical tasks - 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	Australian Art – Aboriginal Aztec Children here will learnt that painting/Art isn’t always necessary painting with brush strokes. Children are to draw and paint black an Australian animal of their choice (give to those who struggle). Then teach them the skill of ‘dotting’ different colours around their painting. - 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	European Art – Vincent Van Gogh (practise) Some of our food comes from Europe. The next two lessons will focus on European art in the style of Vincent Van Gogh. Children to begin by choosing appropriate materials to draw a self-portrait of themselves ready for next week. This lesson will explore different styles of painting, including brushing, dabbing, swirling etc. As a class, we will practise these different skills as a class. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	European Art – Vincent Van Gogh (application) On their self portraits from last week, children are to practise painting the background with evidence of colour mixing and different techniques, including swirls and dabs, - 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. - 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	Assessment, Consolidation and Review
Summer first half Henri Matisse Art	Introduction to Henri Matisse Children to be introduced to Matisse and the work he did; show ‘The Snail’ Children are to practise in this lesson to cut and create different shapes and of different sizes and colours using scissors and other techniques including tearing. Decorate an animal to do so. - about the work of a range of artists, craft makers and designers...	Henri Matisse – Pictures ‘Painting with Scissors’ Children to have a go at replicating given pictures using scissors and different materials such as card, tissue paper etc. - to use a range of materials creatively to design and make products	Henri Matisse – The Snail Children to have a go at replicating ‘The Snail’ portrait that Matisse is famous for! - about the work of a range of artists, craft makers and designers... - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Step by step of drawing animals from different habitats Children to have a step-by-step guide to drawing different animals to inspire them for next week. - 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	Henri Matisse – creating an animal of our choice in the style of Matisse Children to take their learning and to create their own animal in the style of Matisse, making links between his work and their own. - 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 - to use a range of materials creatively to design and make product	Henri Matisse style coral reef pictures Children to plan/draw a picture of under the sea habitat before replicating this in the style of Matisse. - to use a range of materials creatively to design and make product - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Assessment, Consolidation and Review

Artists of study in this plan: Vincent Van Gogh/Henri Matisse/Wassily Kandinsky

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AUTUMN	<p>Assessment: using water pallet paints to create a bonfire picture using examples given</p> <hr/> <p style="text-align: center;">Bonfire Art</p> <ul style="list-style-type: none"> - to use painting to develop and share their ideas, experiences and imagination 	<p>Lesson 1 – Colour mixing</p> <p>Children to mix primary and secondary colours and use this to paint their own firework picture</p> <hr/> <ul style="list-style-type: none"> - to use ... painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour... 	<p>Lesson 2 – Collage</p> <p>Children to look at warm and cold colours and use this to create a bonfire collage using a range of different resources to choose from</p> <hr/> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Lesson 3 – Pencil Drawing and Pastel Sparklers</p> <p>Children to use different pencils to draw lines of different thicknesses before using pastels to create a 'sparkler' picture</p> <hr/> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Lesson 4 – Using a computer to create fireworks</p> <p>Children to have a go at creating a firework picture using Microsoft Paint on the computer as another medium</p> <hr/> <ul style="list-style-type: none"> - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Lesson 5 – Putting the art work into a scrapbook</p> <p>Children to collate all of their work and collate together to produce a scrapbook. Decoration of the scrapbook using a range of given resources.</p> <hr/> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting ... 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 	Assessment, Consolidation and Review
SPRING	<p>Assessment: drawing of the school using a viewfinder and with different pencils to compare</p> <hr/> <p style="text-align: center;">Still-life drawing</p> <ul style="list-style-type: none"> - 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 	<p>Lesson 1 – Tonal Shading</p> <p>Children to be given some still life drawing pictures. Choose one and practise shading using key techniques to show different shades</p> <hr/> <ul style="list-style-type: none"> - to use drawing...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 	<p>Lesson 2 – Tonal Shading</p> <p>Recapping last week – tonal shading and applying this to a 3D object</p> <hr/> <ul style="list-style-type: none"> - to use drawing...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 	<p>Lesson 3 –Line drawing (scribble line drawing)</p> <p>Children to use different pencils (thicknesses) and use these to draw different lines</p> <hr/> <ul style="list-style-type: none"> - to use drawing...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 	<p>Lesson 4 – drawing still life</p> <p>Children to still draw a simplified bowl of plants</p> <hr/> <ul style="list-style-type: none"> - to use drawing...to develop and share their ideas, experiences and imagination - 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 	<p>Lesson 5 – applying colour</p> <p>Children to have the same bowl of plants and this time is the skill of applying colour with different tonal shadings etc – choose from a range of colouring resources.</p> <hr/> <ul style="list-style-type: none"> - to use drawing...to develop and share their ideas, experiences and imagination - 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 	Assessment, Consolidation and Review
SUMMER	<p>Introduction to Henri Matisse</p> <p>Children to be introduced to Hockney and the work he did.</p> <p>Children are to be given a choice of his landscape paintings and using a template, will paint the correct colours to replicate.</p> <hr/> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use ... painting ... 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... 	<p>Evaluation of his work</p> <p>Children to evaluate the work of Hockney, stating what they like about his work, why this is and how this could influence their work later in the topic</p> <hr/> <ul style="list-style-type: none"> - 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 	<p>TRIP - HILLYFIELDS</p> <p>Children to go down to Hillyfields and produce an observational drawing of Hillyfields, focusing on lines etc that they can see</p> <hr/> <ul style="list-style-type: none"> - 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 	<p>Over the next two weeks, children to produce a landscape drawing (based on Hillyfields) and then produce it as a painting, focusing on key skills taught in previous topics including line drawing, tonal shading and colour mixing</p> <hr/> <ul style="list-style-type: none"> - 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 	<p>Evaluation of work</p> <p>Children to evaluate their work against the work of Hockney. What is similar? What is different etc</p> <hr/> <ul style="list-style-type: none"> - 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. 	Assessment, Consolidation and Review	