

**Art**  
**Year 1 and 2**  
**Autumn 2**

<p><b>Topic</b> - The Great Fire of London Create a collage of burning London using mixed media. Create a Tudor style house to be part of a London street.</p>																																																							
<p><b>Rationale</b></p>																																																							
<p><b>NC Objective</b> To use a range of materials 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 To learn about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>																																																							
<p><b>Links to other Subject/Topics.</b> <b>History</b> – The Great fire of London <b>DT</b> – Sculpture</p>																																																							
<p><b>Inspiration for Aspiration,</b> artist, decorator, interior designer sculptor, fashion designer</p>																																																							
<p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>• What is a pattern?</li> <li>• How can we collage a pattern?</li> <li>• How can designers use patterns?</li> <li>• How have I been inspired to design a sculpture by Tudor style houses?</li> <li>• What materials am I going to use to build my tudor house?</li> <li>• How can I use colour to enhance my sculpture?</li> <li>• How can I evaluate my art work?</li> </ul>																																																							
<p><b>Concepts</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #ffff00;">Art</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d3d3d3;">Drawing</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #d3d3d3;">Colour</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #d3d3d3;">Texture</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #d3d3d3;">Form</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #d3d3d3;">Printing</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #d3d3d3;">Pattern</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>							Art	1	2	3	4	5	6	Drawing							Colour							Texture							Form							Printing							Pattern						
Art	1	2	3	4	5	6																																																	
Drawing																																																							
Colour																																																							
Texture																																																							
Form																																																							
Printing																																																							
Pattern																																																							
<p><b>Skills and Knowledge EYFS</b></p> <ul style="list-style-type: none"> <li>• Show preference for dominant hand</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors</li> <li>• Putting on an apron</li> </ul>		<p><b>Skills and Knowledge Year 1</b></p> <ul style="list-style-type: none"> <li>• Begin to use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Choose for effect and purpose.</li> <li>• Starting to refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.</li> <li>• Begin to refine skills in sculpture and develop and share ideas. They must combine their experiences</li> </ul>			<p><b>Skills Year 2</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Choose for effect and purpose.</li> <li>• Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.</li> <li>• Refine skills in sculpture and develop and share ideas. They must combine their experiences and their imagination. Develop and</li> </ul>																																																		

<ul style="list-style-type: none"> <li>Using art equipment safely and appropriately</li> </ul>	<p>and their imagination. Develop and use a texture for effect. Create visual texture using different marks.</p> <ul style="list-style-type: none"> <li>Use simple overlapping and overlaying to create effects</li> <li>Experiment with tools and surfaces</li> <li>Develop more awareness of natural and man-made forms</li> <li>Expression of personal experiences and ideas</li> <li>To shape and form from direct observation (rigid materials)</li> <li>Simple decorative techniques</li> <li>Start to replicate patterns and textures in a 3-D form</li> </ul>	<p>use a texture for effect. Create visual texture using different marks.</p> <ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects</li> <li>Experiment with tools and surfaces</li> <li>Awareness of natural and man-made forms</li> <li>Expression of personal experiences and ideas</li> <li>To shape and form from direct observation (rigid materials)</li> <li>Simple decorative techniques</li> <li>Replicate patterns and textures in a 3-D form</li> </ul>
<p><b>Artistic Vocabulary</b></p> <p>Structure</p> <p>House</p> <p>3D</p> <p>Stable</p> <p>Exterior</p> <p>Interior</p> <p>Design</p> <p>Architectural</p> <p>Architect</p> <p>Product</p> <p>Pattern</p> <p>collage</p>		
<p><b>By the end of the topic the children will:-</b> Create a structure (building) in the style of the architecture of the period of The Great Fire of London.</p> <p>Assessment – Teacher to assess finished pieces of work against skills taught in lessons.</p>		