

Art

Year 1 and 2

Spring 1

Topic Does abstract Art mean anything? Chromatic						
Rationale In this painting unit, children will learn what abstract art is and what meanings it can have. They will develop some skills with paint and colour that will start their journey to becoming proficient as a painter. They will know about the work of artists and designers worldwide, describing the differences and similarities between pieces and making links to their own work.						
NC Objective <ul style="list-style-type: none"> • To use drawing and 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. • To learn about the work of a range of artists and designers, describing differences and similarities between different practices and disciplines, and making links to their own work 						
Links to other Subject/Topics. Science - Materials. PSHE - Emotions History - Historical designers						
Inspiration for Aspiration Architect, Landscaper, Artist, Art historian, Interior designer, Art critic, Illustrator, Cartoonist, Art gallery Curator.						
Key Content <ul style="list-style-type: none"> • How can we make colours? • What is abstract art? • Who was Hilma Klint? • What different meanings can abstract art have? • How can we talk about abstract art? 						
Concepts						
Art	1	2	3	4	5	6
Drawing						
Colour						
Texture						
Form						
Printing						
Pattern						
Skills and Knowledge EYFS <ul style="list-style-type: none"> • Show preference for dominant hand • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors • Putting on an apron • Using art equipment safely and appropriately 	Skills and Knowledge Year 1 <ul style="list-style-type: none"> • Begin to use a range of materials creatively. • Name all the colours-mixing of colours • Find collections of colours. • Applying colour with a range of tools • Observe patterns- observe anatomy (faces, limbs) • Develop skills in drawing and develop and share ideas. • Focus on using space for effect. • Experiment with tools and surfaces. • Discuss use of shadows, use of light and dark. • Sketch to make quick records. • Extend the variety of drawing tools. 			Skills and Knowledge Year 2 <ul style="list-style-type: none"> • Use a range of materials creatively • Create and use a wide range of patterns. • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Use colour on a large scale • Identify man-made and natural patterns. Choose for effect and purpose. • Refine skills in drawing and develop and share ideas. • Overlapping and overlaying to create effects. • Applying colour with a range of tools. 		

	<ul style="list-style-type: none"> Observe and draw landscape 	<ul style="list-style-type: none"> Discuss use of shadows, use of light and dark. Sketch to make quick records. Draw a way of recording experiences and feelings.
EYFS Vocabulary Pattern Repeat	Y1 and 2 Vocabulary Abstract, colour, curved, decorate, dot, ferrule, gallery, handle, inspire, line, meaning, primary colours, realism, shape, space, toe, tour.	
By the end of the topic the children will:- <ul style="list-style-type: none"> Painted a rainbow of 6 colours Created their own abstract painting Painted their own abstract painting inspired by a feeling. Produced a group presentation about a piece of artwork 		
Assessment Grammarsaurus- cumulative quiz, ongoing Teacher Assessment.		