**KS1**

* 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.
* 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.

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Local History – Skyline/Horizon Drawing  If the artist visited St. Helens, what would he draw? | **Unit Title:** Colour -Animals and their habitats  Traditional tales | **Unit Title:**  Fabric and paper collage – Kinetic artwork/animation |
| **Artist:** Stephen Wiltshire  <https://www.stephenwiltshire.co.uk/london-skyline-panorama-drawing> | **Artist:**  Maria Sibyla Merian | **Artist:**  Beatriz Milhazes – link to tech with moving parts.    Jess Wheeler  **A picture containing text, different, several  Description automatically generated** |
| **Prior Knowledge:**   * I can make a variety of marks with a pencil. * I can hold my pencil in different ways to make different marks. * I can produce an observational drawing of a subject. * I can create a piece of artwork inspired by another artist.   **Prior Vocabulary:**  Draw, angle, perspective, shape, composition. | **Prior Knowledge:**   * I can use my finger to apply paint to paper in different ways. * I can create prints of my own hand using paint. * I can select appropriate colours for different paintings. * I can create prints of different objects using paint. * I can create prints of natural objects using paint. * I can select appropriate colours for a desired effect. * I can explore different colours in an artwork. * I can experiment with different arrangements and colour. * I can recognise Primary colours and use them to mix secondary colours. * I can identify warm and cold colours. * I can make different marks on paper using paint. * I can experiment with different 2-dimensional arrangements and colour.     **Prior Vocabulary:**  Primary, secondary, mixing, pattern, pressure, design, effect. | **Prior Knowledge:**   * I can arrange objects to create an effective composition. * I can combine collage and drawings in one artwork. * I can select appropriate colours for different paintings. * I can create prints of different objects using paint. * I can select appropriate colours for a desired effect. * I can explore different colours in an artwork. * I can experiment with different arrangements and colour. * I can recognise Primary colours and use them to mix secondary colours. * I can identify warm and cold colours. * I can make different marks on paper using paint. * I can experiment with different 2-dimensional arrangements and colour.   **Prior Vocabulary:**  Paint, print, draw, shape, pencil, colour, sculpture, objects, colour, autumn, arrange, create, similar, cut, stick, arrange, collage, design, effect, composition, layer, combining, pattern, primary, secondary, tertiary. |
| **Skills:**   * Can I make a variety of marks with pencil and ink? * Can I produce an accurate observational drawing from a photograph? * Can I consider proportion in my drawing? * Can I combine different drawings to create one composition? | **Skills:**   * Can I recognise different tones of one colour (tertiary)? * Can I mix secondary colours effectively using paint? * Can I experiment by adding water to make the paint less opaque? * Can I blend colours effectively when using paint, coloured pencils and pastels? | **Skills:**   * Can I cut and tear materials with accuracy? * Can I combine different materials effectively in one artwork? * Can I include a variety of textures in my collage? * Can I add moving elements to my collage? |
| **Knowledge:**   * To that Stephen Wiltshire MBE, is a British architectural artist and autistic savant. He is known for his ability to draw a landscape from memory after seeing it just once. * To know the key landmarks that make up the skyline of St. Helens and where they are located on a skyline.   <https://www.sthelenscommunityarchive.org.uk/archive> | **Knowledge:**   * To know that **Maria Sibylla Merian**  (2nd April 1647 – 13th January 1717)  was a German-born [naturalist](https://en.wikipedia.org/wiki/Naturalist) and scientific [illustrator](https://en.wikipedia.org/wiki/Illustrator). Merian was one of the early European naturalists to observe insects directly. * To know how to blend colours seamlessly. | **Knowledge:**   * To know that Beatriz Milhazes is a Brazilian artist. She is known for her work combining Brazilian cultural imagery and references to western Modernist painting. * To recognise the different textures in animation by the artist Jessica Wheeler and how she uses these textures to emphasise movement in her work. * To know what a kinetic artwork is. |
| **Key moments in sketchbook:**   * Artist Research pages – Stephen Wiltshire * Experimenting with mark-making using pencils and ink. * Exploratory drawings of St. Helens landmarks from photographs. * Combining pen and pencil in one artwork. * Combining drawings to create a panoramic skyline. * Experimenting with layout, composition and scale.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:**   * Artist Research pages – Maria Sibylla Merian. * Exploratory drawings of plants and insects. * Experiments with watering down paint and using colour washes. * Experimenting with blending colours (paint, coloured pencils and pastels). * Different arrangements for a final composition * Photo of final artwork   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:**   * Artist Research pages – Beatriz Milhazes and Jess Wheeler. * Exploratory drawings and paintings of different shapes and combinations of materials. * Experiments with creating moving parts. * Experimenting with blending colours (paint, coloured pencils and pastels) when creating different elements for a final piece of artwork. * Different arrangements for a final composition. * Photo of final artwork   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. |
| **Final artwork:**  Panoramic artwork | **Final artwork:**  A3 size artwork in the style of Maria Sibylla Merian and including facts about the plants and insects depicted. | **Final artwork:**  Individual or large collaborative artwork featuring moving parts, geometric shapes and different textures.  **Extension:** Animated film of moving artwork. |
| **Key Vocabulary:**  View, skyline, landmarks, accurate, observation, panorama, scale, proportion. | **Key Vocabulary:**  Accurate, wash, tertiary, opaque, blend, seamless, observation. | **Key Vocabulary:**  Movement, kinetic, combine, texture, clashing colour/pattern, bold, busy. |
| **Curriculum links:**  Geography – St. Helens | **Curriculum links:**  Science – plants and insects | **Curriculum links:**  DT – moving parts.  Geography – Brazilian artist (where is Brazil on a globe?) |