

# Autumn 1 Art Expectations

## Year 1&2



**Pupils should be taught:**

- 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.

| Key Skills  |   |  |  |
|---|---|--|--|
| Intent  | Implementation  | Intent   | Implementation   |
| <p>I can use artwork to record <i>ideas and experiences</i></p> <p>I can talk about <i>what I like or dislike about the work of others</i></p> <p><i>I can name the tools and elements that I have used</i></p> <p><i>I can use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</i></p> <p><i>I can explore mark-making using a variety of tools</i></p> | <p>Recording ideas and knowledge in individual sketch books (developing conceptual knowledge and ideas)</p> <p>Non negotiables in sketch books to include colour wheel or equivalent and basic line /mark making exploration</p> <p>Looking at a selection of artists that the children can relate to (developing factual knowledge and cultural capital) (Year 1 – Andy Warhol, Picasso, Kandinsky) (Year 2 – Keith Haring)</p> <p>Children will examine the elements of “line” and “colour” across the Key Stage (developing procedural knowledge)</p> <p>All classes to set up and embed Art Provision within CP and Enhanced Learning Opportunities</p> | <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I can experiment with a variety of drawing media</li> <li>• I can control the types of marks made with different media</li> <li>• I can observe shape and form</li> <li>• I can investigate tone</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• I can use a variety of tools and techniques including different brush sizes and types</li> <li>• I can identify and name primary/secondary colours</li> <li>• I can mix primary shades and tones</li> <li>• I can add texture to my art work</li> </ul> | <p>Mark making investigation and then for a purpose</p> <p>Use of QR codes in provision to encourage and embed taught skills and use of equipment</p> <p>Self-exploration of primary coloured paints</p> <p>Mimicking the style of famous artists studied culminating in a final piece of work encompassing all learning styles taught</p> <p>See individual Year group planners for more detailed information</p> |

**Terminology to be used:**

sketch books, famous artists, line, colour primary, secondary colours, line, colour, mark making, tone, light, dark, warm, cold, bright, thick/thin, variety of mark making tools, smudgers, charcoal, brushes, variety of pencil types, chalk, pastel, paint etc