



**Year 1 and 2**  
**Art and Design Curriculum**  
**Unit Overviews**

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| <p><b>Questions to Develop Children's Spirituality in Art:</b></p> | <p>Does everyone like the same art?<br/>         Can art influence the way we feel?<br/>         Can we communicate through art, sculptures, pictures etc?<br/>         Do pictures have hidden meanings?<br/>         Does each piece of artwork mean the same thing to each person who looks at it?<br/>         Can God's creation be celebrated through artwork?<br/>         When we create/are creative how does this reflect us being made in God's image?<br/>         Do you think God made us as we are so that we can be creative and make wonderful, varied pieces of art?</p> |
| <p><b>Development of the child:</b></p>                            | <p>Questioning, emotion, wonder, self-awareness, appreciation and expression.</p>  |

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| <p><b>Topic:</b> Animals (Y1/2)<br/> <b>Subject:</b> Art and design</p>      | <p><b>Prior Knowledge/Links:</b><br/> <b>ELG - Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know that they can use a variety of materials to create pieces of art</li> <li>• Know that they can create 2D and 3D art</li> <li>• Know that they can choose specific colours for their artwork</li> <li>• Know how to discuss their work and explain how they created it to their peers</li> <li>• Know that art can be used for a purpose</li> </ul> |
| <p><b>National Curriculum Objectives</b></p>                                 | <p><b>Key Knowledge and Vocabulary</b></p>  |
| <p>During this study we will use a range of pencils, pastels and 3D clay</p> | <ul style="list-style-type: none"> <li>• Know how to use a range of materials such as pencil, clay, tools, etc</li> <li>• Know how to look closely at images to see the shape, texture and movement of animals</li> <li>• Know how to discuss images of animals, their movement, texture, shape etc</li> <li>• Know how to design and draw a 2D piece of art to use to help create their 3D clay sculpture</li> <li>• Know how to mould clay into a variety of shapes by pulling, moulding and shaping from one piece of clay (Not adding)</li> <li>• Know how to look at a variety of sculptures</li> <li>• Know how to create their own 3D sculpture using clay</li> <li>• Know how to evaluate their finished product.</li> </ul>  |

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| <p><b>Topic:</b> Growth and Green Fingers<br/><b>Subject:</b> Art and design</p>                      | <p><b>Prior Knowledge/Links:</b><br/>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know that they can use a variety of materials to create pieces of art</li> <li>• Know how to draw observational drawings</li> <li>• Know primary colours and have experienced mixing to create secondary colours</li> <li>• Know which brush size to choose for their artwork</li> <li>• Know what a repeating pattern is</li> <li>• Know how to discuss their work and explain how they created it to their peers</li> <li>• Know that art can be used for a purpose</li> </ul> |
| <p><b>National Curriculum Objectives</b></p>  | <p><b>Key Knowledge and Vocabulary</b></p>  |
| <p>During this study we will observe, we will observe, draw and use paint including water colours</p> | <ul style="list-style-type: none"> <li>• Know how to use a range of materials such as pencil, pastels and chalk, etc</li> <li>• Know how to look closely at plants and flowers to see the shape, texture and colour</li> <li>• Know how to control the type of marks made with a variety of materials – chalk, pastel, pencil</li> <li>• Know how to name match and draw lines/marks from observations</li> <li>• Know how to identify primary and secondary colours</li> <li>• Know how to experiment with colour mixing paints</li> <li>• Know how to use a variety of paint brush sizes to get the desired effect</li> <li>• Know how to create a simple printing block from their design</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• Know how to create repetitive patterns</li><li>• Know how to review and evaluate their own and others work</li><li>• Know how to identify what they may change in their current or future work</li></ul> |
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| <p><b>Topic:</b> Family Album<br/><b>Subject:</b> Art and design</p>                          | <p><b>Prior Knowledge/Links:</b><br/>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know that they can use a variety of materials to create pieces of art</li> <li>• Know how to draw observational drawings</li> <li>• Know how to look closely at features when drawing and painting</li> <li>• Know how to mix colours</li> <li>• Know which brush size to choose for their artwork</li> <li>• Know how to discuss their work and explain how they created it to their peers</li> <li>• Know that art can be used for a purpose</li> </ul> |
| <p><b>National Curriculum Objectives</b></p>  | <p><b>Key Knowledge and Vocabulary</b></p>   |
| <p>During this study we will observe, draw and use paint, chalk pastels and water colours</p> | <ul style="list-style-type: none"> <li>• Know how to use a range of materials such as pencil, paint, charcoal, etc</li> <li>• Know how to look closely at images to see the shape, texture and movement particular features. (head shape, hair)</li> <li>• Know how to look at the placement/position of the eyes, nose and mouth</li> <li>• Know how to discuss images of people, their shape, movement, texture etc</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• Know how to experiment with colour mixing paints</li><li>• Know how to experiment using different brush sizes to get the desired effect</li><li>• Know how to evaluate their finished product.</li></ul> |
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| <p><b>Topic:</b> The place where I live<br/> <b>Subject:</b> Art and design</p>                               | <p><b>Prior Knowledge/Links:</b><br/> <b>ELG - Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know that they can use a variety of materials to create pieces of art</li> <li>• Know how to draw pencil drawings of the models they build from blocks</li> <li>• Know how to draw maps and outline drawings using pencils and pens</li> <li>• Know how make rubbings with crayons in the outdoors</li> <li>• Know how to make choices about paper size and orientation</li> <li>• Know how to print using stamps</li> </ul> |
| <p><b>National Curriculum Objectives</b></p>  | <p><b>Key Knowledge and Vocabulary</b></p>   |
| <p>During this study we will observe,, make marks and draw using pencil, charcoal, rubbings and printing.</p> | <ul style="list-style-type: none"> <li>▪ Know how to make observational drawings of buildings for example the locality and school grounds;</li> <li>▪ Know how to experiment with mark-making, charcoal and chalk, graphite sticks and pens on small/large-scale, group/individual.</li> <li>▪ Know how to experiment making shades and tones in greys using chalk and charcoal, encourage smudging contrasted with detail.</li> </ul>   |



- Know how to make rubbings from surfaces then continue and extend into a drawing, or use as background to a drawing.
- Know how to make from drawings a simplified printing motif of buildings, i.e, the school or local area etc. Using a variety of techniques such as 'Quickprint' and print using textures from found objects to represent buildings and landmarks.
- Know how to plan and discuss ways this image could be translated or rotated and repeatedly printed.
- Know how to plan and discuss colour choices for print or background; perhaps print on a textured background or rubbing of a building etc.
- Know how to use rollers and printing ink to print image repeatedly; to make individual and/or group prints.
- Know how to develop drawings further to produce a monoprint of local area; start to collect, sort and use textures and shapes

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| <p><b>Topic:</b> Fighting Fit<br/><b>Subject:</b> Art and design</p> | <p><b>Prior Knowledge/Links:</b><br/> <b>ELG - Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know that they can use a variety of materials to create pieces of art</li> <li>• Know how to draw larger scale drawings</li> <li>• Know the names of body parts and can add basic features to drawings</li> <li>• Know the job role of an artist</li> <li>• Know how to look at and discuss the work of different artists</li> <li>• Know they can make sculptures out of playdough and modelling clay</li> <li>• Know how to discuss their work and explain how they created it to their peers</li> </ul> |
| <p><b>National Curriculum Objectives</b></p>                         | <p><b>Key Knowledge and Vocabulary</b></p>   |
| <p>During this study we will observe and draw the human body.</p>    | <ul style="list-style-type: none"> <li>▪ Know how to experiment with mark-making using a variety of materials</li> <li>▪ Know how to identify different scales of drawings</li> <li>▪ Know how to use wooden figures to explore the proportions and lengths of limbs and the length of legs compared to the whole length of head and torso</li> <li>▪ Know how to experiment making shades and tones in greys using chalk and charcoal, encourage smudging to create 3-D effect in drawings</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>▪ Know how to use pastels or paint to make further observational drawing of figures.</li><li>▪ Know how to discuss proportions of the body</li><li>▪ Know how to explore the work of the artist, Keith Haring. Discuss his use of body language and lack of facial expressions. Linking to PSHE, explore relationships and getting on with others and our qualities of support and caring. Discuss his visual style and use of the human figure that is still in proportion</li><li>▪ Know how to make a clay figure using air dry clay</li><li>▪ Know how to evaluate their work and discuss how to make it better</li></ul> |
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| <p><b>Topic:</b> Buckets and Spades<br/><b>Subject:</b> Art and design</p> | <p><b>Prior Knowledge/Links:</b><br/>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know that they can use a variety of materials to create pieces of art</li> <li>• Know that they can use fabric to add texture to their artwork</li> <li>• Know how to cut different materials</li> <li>• Know how to use the creative area to add a variety of resources to their artwork</li> <li>• Know that they can use different types of glue depending on the materials they are using</li> </ul> |
| <p><b>National Curriculum Objectives</b></p>                               | <p><b>Key Knowledge and Vocabulary</b></p>  |
| <p>During this study we will use fabric to create a textile</p>            | <ul style="list-style-type: none"> <li>▪ Know how to select fabric considering colour and texture,</li> <li>▪ Know how to create a background for their textile seaside picture. (weave, flashes of colour, knot, loose weave, layer fabric to create different textures).</li> <li>▪ Know how to look at various textures</li> <li>▪ Know how to choose fabrics considering colour and texture to add detail to their collage.</li> <li>▪ Know how to create thickness by plaiting. Including gluing the end together to stop unravelling.</li> <li>▪ Know how to make a variety of shares using different fabric.</li> <li>▪ Know how to use scissors to cut to shapes.</li> <li>▪ Know how to add detail using fabric crayons, printing with paints or by adding smaller</li> </ul>  |

items such as beads, feathers or buttons.

- Know how to identify why they have chosen the items they have to add detail.
- Know how to describe what they like or might change next time. Discuss which materials they preferred using, which they think created the best effect why.
- Know how to do a running stitch
- Know how to cut and shape fabric
- To evaluate their finished product.