





KS1 - Cycle A Autumn 2 - The Great Fire of London		Skills focus: Painting, Drawing, 3D work- sculpture		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<ul style="list-style-type: none"> - Draw flames, explore using different shapes - Create collaborative paint effects for flames on a large scale - expressive splatter painting. - Explore colour wheel mixing - Explore shades/tones of orange. - Explore using pencil to shade. - Explore lines/ thickness in Tudor houses drawing.- pens, charcoal, pencils - Explore making Tudor house structure using different materials - Create a mini city of houses (group task) (3D) (Be an architect – access art) <p>Be an Architect! An Introduction to Architecture for Children (accessart.org.uk)</p>	<p>Develop/share ideas</p> <ul style="list-style-type: none"> - To start to introduce a 'sketchbook' as a place to record individual response to the world – planning and developing ideas. - To respond to ideas and starting points. - To explore ideas and collect visual information. - To explore different methods and materials as ideas develop - To discriminate between choices and express their thoughts about the type of art they want to make. <p>Experiences/ Imagination</p> <ul style="list-style-type: none"> - To study the work of artists and cultures and use elements of this to influence their own work. - To have opportunities to work from imagination. 	<p>Drawing</p> <ul style="list-style-type: none"> - To begin to explore warm up drawing exercises <p>Purpose:</p> <ul style="list-style-type: none"> - Create drawings from observation and from imagination <p>Surfaces:</p> <ul style="list-style-type: none"> - Draw on different surfaces with a range of media <p>Lines/Shape:</p> <ul style="list-style-type: none"> - To explore a variety of drawing materials to make marks; e.g. pencil, graphite, pen, chalk, soft pastel, wax crayons, felt tips, charcoal. - To begin to control lines/ marks with a range of media. - To explore how to control the pressure of drawing materials <p>Tone:</p> <ul style="list-style-type: none"> - To know how to draw lines of different sizes and thicknesses, - To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using pencil <p>Painting</p> <ul style="list-style-type: none"> - To explore a range of paint, brush sizes and tools; (use thick and thin brushes) - Use different techniques to create effects - spattering, stippling, dripping, pouring etc to paint expressively. <p>Scale/surfaces:</p> <ul style="list-style-type: none"> - Paint on different surfaces, papers <p>Colour:</p> <ul style="list-style-type: none"> - To recognise and know the names of the primary and secondary colours. - To mix primary colours to create all secondary colours. - To create and be able to discuss the colour wheel. <p>Tone:</p> <ul style="list-style-type: none"> - To begin to add white to colours to make tints and black to colours to make tones 	<p>Factual knowledge:</p> <ul style="list-style-type: none"> - Study and describe the work of significant artists, crafts people and designers learning how and when they were made. - They describe the content, feelings and emotions conveyed by the work. <p>Formal elements:</p> <ul style="list-style-type: none"> - Learn the meaning of the words: colour, line, tone, shapes, textures and patterns. - Begin to use them in their art. - Recognise when they are using formal elements and describe how they are using them. <p>Suggested artists/ art movements:</p> <ul style="list-style-type: none"> - Great fire of London images of fire/ Tudor houses 	<p>Identify similarities and differences to other's work:</p> <ul style="list-style-type: none"> - To describe their work and the work of others; describing the formal elements of colour, line, shape, textures and patterns. - To compare their work to pieces of art – recognising what is the same and what is different - To share/ give an opinion about the work of others (as a class, in small groups and on a 1:1 basis) - To develop/ ask questions about a piece of art and/or stimulus. <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? <ul style="list-style-type: none"> - To create a piece of art in response to the work of another artist. - To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.



		<p>3D sculptures</p> <ul style="list-style-type: none">- To use a combination of shapes – developing understanding of 2D and 3D in terms of artwork – paintings/sculptures.- Investigate a range of different materials and experiment with how they can be connected together to form simple structures- Look at sculptures and try to recreate them using everyday objects/range of materials- Begin to form own 3D pieces using a range of media- To include lines, patterns and texture in 3D form.		<p>Making choices and decisions</p> <ul style="list-style-type: none">- To develop skills in orally describing their thoughts, ideas and intentions about their work,- To form opinions about the process of their work – saying what went well and how they might improve it.- To learn that it is normal to feel anxious about the outcomes.- To offer critical advice to others understanding that all artists do this and give confidence and praise.- To evaluate work as a class, in small groups and in a 1:1 situation
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