

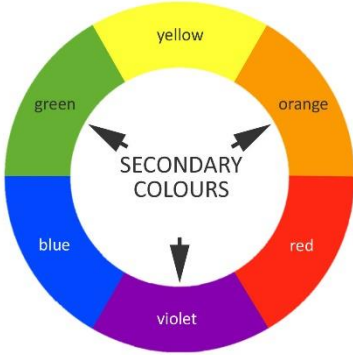
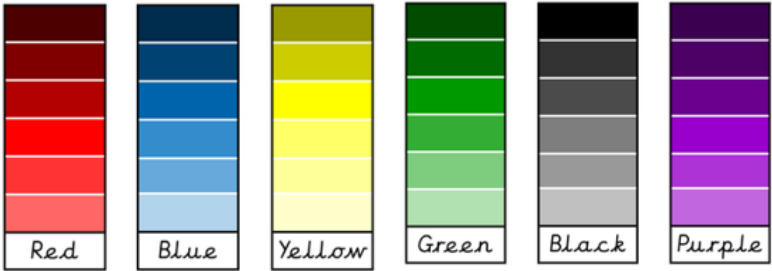
KPI Art Curriculum Plan – Cycle B

Painting (7 lessons)		
<p style="text-align: center;">Prior Knowledge</p> <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Hold a paint brush and make marks using ready mix paint • Explore colours and how colours can be changed • Experiment mixing colours and paints • Select colours for a purpose • Experiment making marks with paintbrushes • Make simple observational paintings of objects 	<p style="text-align: center;">National Curriculum Objectives Covered</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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</p>	<p style="text-align: center;">End of Unit Assessment</p> <ul style="list-style-type: none"> • Use thick and thin brushes to make different width strokes • Use ready mixed or powder paints to show ideas • Paint pictures of what they can see • Mix primary colours to make secondary colours • Know to add white or black to colours to make tints or tones • Try out a range of materials and processes and recognise that they have different qualities • Use materials purposefully to achieve particular characteristics
<p style="text-align: center;">Key Concepts</p> <p>KC1 - Experiment and create KC2 – Think critically KC4 - Develop techniques KC5 – Knowledge of artists</p>	<p style="text-align: center;">Links Made</p> <p>Drawing techniques (Y1 drawing)</p>	<p style="text-align: center;">Vocabulary</p> <p>Paint, colour, primary colour, mix, brush, marks, lines, strokes, swirls, dots, handle, crimp, ferrule, heel, toe, belly, bristles, secondary colour, colour wheel, mix, tint, shade, light, lighten, lighter, dark, darken, darker, create, powder paint, liquid, thick, thin, layer, depth, lightened, darkened, artist, effect, represent, medium, light and dark shades, inspired, inspiration, pencil lines, reflect, change, improve, re-draw, use of colour, detail, brush strokes</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources
PAINTING (7 lessons)				
<p>KC1 - Experiment and create KC4 - Develop techniques</p>	<p>Know how to use brushes to make different marks</p>	<p>The primary colours are red, yellow and blue and these can't be made by mixing other colours together</p> <p>Way that brushes can be used to create different marks on the page (thick lines, thin lines, dots, swirls etc)</p>	<p>Introduce children to the primary colours – red, yellow and blue. Explain that these are the colours that are mixed to make all other colours, and can't be mixed using other colours.</p> <div data-bbox="763 464 1081 783" data-label="Diagram"> </div> <p>Look at a range of different brushes (with different shape and size heads). Do children think they all make the same marks on paper?</p> <div data-bbox="757 916 1263 1102" data-label="Diagram"> </div> <p>Model creating a variety of width marks and strokes (e.g. dots, lines, swirls) Use terminology of brush parts when modelling.</p> <p>Children experiment using different paint brushes to create a variety of width marks.</p> <p>Put cartridge paper, brushes and ready mix paint (in primary colours) into provision for children to explore and experiment with.</p>	<p>Ready mix paint (primary colours) Paintbrushes of different sizes and thicknesses Water pots Sketchbooks</p> <p>Vocab Paint, colour, primary colour, mix, brush, marks, lines, strokes, swirls, dots, handle, crimp, ferrule, heel, toe, belly, bristles</p>


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<p>KC1 - Experiment and create KC4 - Develop techniques</p>	<p>To understand how to mix secondary colours</p>	<p>That colours can be mixed to make other colours</p> <p>Red and yellow make orange, blue and red make purple, yellow and blue make green</p>	<p>Recap the primary colours and explain that these are combined to make secondary colours.</p> <p>Give children individual colour wheels and display on the board, and explain how to understand the colour wheel – primary colours are spaced out, and secondary colours are in between them e.g. red and yellow make orange, so orange is in between red and yellow on the colour wheel. Check children’s understanding (e.g. point to a primary colour, point to the colour you get when you mix red and blue)</p>  <p>Whole class lesson - guide children through colour mixing sheet – all mix same colours at same time. Use ready mix paint (primary colours)</p>	<p>Ready mix paint (primary colours) Paintbrushes Water pots Sketchbooks Colour mixing sheet Colour wheel (primary) Colour wheel (secondary)</p> <p>Vocab Primary colour, secondary colour, colour wheel, mix</p>
<p>KC1 - Experiment and create KC4 - Develop techniques</p>	<p>To understand how to create lighter and darker colours</p>	<p>That adding white lightens a colour and these are called tints</p> <p>That adding black darkens a colour and these are called shades</p>	<p>Look at tints and shades charts:</p> 	<p>Tints and shades chart Mixing darker and lighter colours sheet</p> <p>Ready mix paint (primary colours, black, white) Paint brushes (small) Water pots</p> <p>Vocab</p>

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		Carefully add small amounts of white/black to make tints and shades of a colour	Are all reds/greens/yellows the same? (Some are lighter and some are darker). Model making colours lighter and darker by adding white to lighten or black to darken . Guided groups - children choose a colour and make different shades of a colour gradually adding white and painting each colour. Repeat with black.	Tint, shade, light, lighten, lighter, dark, darken, darker, create
KC1 - Experiment and create	To know how to mix and use powder paints	Understand that powder paint is different to poster/ready mix paint Follow steps to mix and use powder paint: water, sponge, powder, palette	Introduce children to powder paint – how is it different to ready mix paint? How do children think it is used? Model mixing the paint with water to create a liquid. Create rules to remind children how to mix – paint into palette, then add water, stir to mix, add more water if needed. Show children how to make thick and thin paint using more/less water Guided groups – mix and paint powder paints, while also applying colour mixing and tints/shades knowledge	Powder paints (range of colours, including primary colours, black, white and others) Brushes Water pots Palettes Sketchbooks Vocab Powder paint, liquid, mix, thick, thin
KC2 – Think critically KC5 – Knowledge of artists	To understand how artists use lighter and darker colours	Talk about the lighter and darker colours used in their artwork	Look at paintings by Georgia O’Keefe and talk about how colours are layered and colours are lightened and darkened to add depth Model drawing wavy lines on a page and mixing lighter and darker colours to paint with e.g.	Georgia O’Keefe PowerPoint Paint (powder or ready mix) Brushes Palettes Water pots Sketchbooks Vocab

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				Layer, depth, lightened, darkened, artist, effect
			Guided groups - children use paint (powder or ready mix, their choice) and to create a similar effect	
KC5 – Knowledge of artists	To be inspired by an artist	Talk about the techniques and materials they will use to create their painting	<p>Go on a walk in school grounds/local area to look for flowers to paint, in an O’Keefe style. Children take close up photos of their flowers. If flowers not in bloom yet, search on unsplash.com for images and save on ipads to be printed</p> <p>Look at O’Keefe flowers from previous lesson, and talk about how she drew close ups and focused on the petals and colour details. Children look at their photos and talk about how they will represent their flower in a painting – what colours will they use? What medium? (powder paint or ready mix) How will they make the different light and dark shades?</p>	<p>Camera/ipad O’Keefe PowerPoint from previous lesson</p> <p>Vocab Represent, medium, light and dark shades, inspired, inspiration</p>
KC4 - Develop techniques	To use painting techniques	<p>Sketch outline of flower</p> <p>Apply painting skills learnt so far: colour mixing (light and dark), brush choices, choosing appropriate paint type</p>	<p>Model using photo of a flower to draw the lines for an O’Keefe inspired painting. Explain how the pencil lines need to be in place before paint can be used, so that the artwork can be reflected on and changed/improved as needed. While modelling use language of pencil drawing and reflect on the drawing; making changes and rubbing out/re-drawing as needed.</p> <p>Guided groups - work with children to support them to use their photo to create the lines needed for an O’Keefe inspired painting.</p> <p>Look at pencil drawings and talk to children about how to use colour and light and dark shades to add detail. Look again at O’Keefe’s paintings and her use of colour.</p>	<p>Drawing pencils Sketchbooks Rubbers Paint (powder or ready mix) Brushes Water pots Palettes Sketchbooks Photos of flowers</p> <p>Vocab</p>

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			<p>Model mixing colours, and creating light and dark shades before applying to painting. Reflect out loud as you paint, sharing thought process about paint choices and brush strokes.</p> <p>Guided groups - work with children to support them to add paint to their line drawing of an O'Keefe inspired flower</p>	<p>Inspired, pencil lines, reflect, change, improve, re-draw, colour, use of colour, light and dark shades, mixing, detail, reflect, brush strokes</p>
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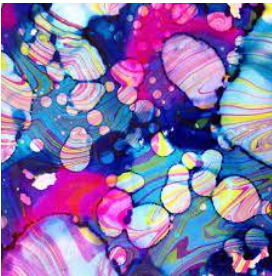

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PRINTING (6 lessons)		
<p>Prior Knowledge</p>	<p>National Curriculum Objectives Covered</p>	<p>End of Unit Assessment</p>
<p><u>EYFS:</u> To print with different objects e.g. lego, wheels, potato shapes, sponges To make patterns by printing with objects, talking about their patterns To make monoprints</p>	<p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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.</p>	<p>Question, discuss and make observations about starting points/artists and artworks Print by pressing, rolling, rubbing and stamping Make their own printing blocks and experiment with different materials Make a one coloured relief print Use marbling technique to build up layers of colours to make prints of 2 or more colours</p>
<p>Key Concepts</p>	<p>Links Made</p>	<p>Vocabulary</p>
<p>KC1 - Experiment and create KC4 - Develop techniques</p>	<p>Creating a plan to be followed (KS1 English writing)</p>	<p>Printing, prints, dipping, pressing, explore, compare, line, texture, relief print, image, carved, tile, ink, brayer, transfer, polystyrene, design, develop, marbling, technique, effect, experiment, suspended, suminagashi, ebru, pattern, manipulate, alter, change, plan, inspiration, process, combine, reflect</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
PRINTING (7 sessions)				
KC1 - Experiment and create KC4 - Develop techniques	To explore how prints are created	<ul style="list-style-type: none"> - Talk about artists who work with printing - Print by dipping an object into paint and pressing onto paper - Compare prints using art vocabulary 	<p>Look at PowerPoint about printing – types of printing, artists who work with print, how prints are created</p> <p>Model exploring different ways of printing, by dipping objects in paint/covering an object in paint using a brush and pressing onto paper.</p> <p>Children to explore using objects and talk about the different marks they have made:</p> <ul style="list-style-type: none"> - Vegetables (cut shapes using dough cutters) - Sponges (cut into different shapes using scissors) - Blocks - String (either by dragging paint covered string across the paper or gluing string onto paper, painting it and pressing down onto paper) - Leaves <p>Look at some of the children’s examples and compare the different prints – does a leaf print look the same as a block print? How are they different? (Refer to texture and line)</p>	<p>Printing PowerPoint</p> <p>Vegetables</p> <p>Sponges</p> <p>Blocks</p> <p>Leaves</p> <p>String</p> <p>Glue</p> <p>Poster paint</p> <p>Paper</p> <p>Vocab</p> <p>Printing, prints, dipping, pressing, explore, compare, line, texture</p>
KC4 - Develop techniques	To develop printing techniques	<ul style="list-style-type: none"> - Explain what a relief print is - Talk about the ways relief prints can be created 	<p>Retrieval – match print types to pictures.</p> <p>Look at examples of relief prints and discuss how they were created (an image carved into a single tile – lino, polystyrene, wood etc. – ink rolled on top, paper pressed onto it to transfer the image).</p> <p>Teach the children how to make a printing tile by using a pencil to draw into a polystyrene tile. Remind children that the ink will stick to the raised parts and the lines drawn will not have ink, and will not be coloured when pressed onto paper.</p>	<p>Retrieval – print types</p> <p>Relief Prints PowerPoint</p> <p>Printing tiles</p> <p>Printing ink</p> <p>Brayers</p> <p>Trays</p> <p>Cartridge paper</p> <p>Designs to choose from</p> <p>Vocab</p>

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			Children explore relief printing and develop techniques by copying a simple design (or creating own) and drawing onto a tile. Roll ink onto the tile and press onto paper. Give children tiles cut into smaller pieces while practising.	Relief print, image, carved, tile, ink, transfer, print, polystyrene, design, explore, develop, brayer
KC1 - Experiment and create KC4 - Develop techniques	To create effects with ink	Follow steps to create a marbled image: <ul style="list-style-type: none"> - Fill tray with water - Choose colours - Drop inks onto the surface of the water - Use marbling combs to create a pattern - Place paper on the water - Lift off carefully 	Show children images created using a marbling technique e.g.  <p>Discuss about how ink was used to create the image and the different effects created by marbling.</p> <p>Children watch video on marbling and experiment with water and inks to create their own marbled background.</p>	Marbling PowerPoint Marbling inks Water Marbling trays Marbling combs Paper Plastic gloves Vocab Marbling, technique, inks, effect, experiment, suspended, transfer, suminagashi, ebru, pattern, manipulate, alter, change
KC1 - Experiment and create	To plan an artwork	Design a card by: <ul style="list-style-type: none"> - Choosing background colours and pattern - Drawing image to be printed - Identifying and labelling techniques and materials needed 	Introduce context – children will use marbling and printing techniques to create a design for their Christmas card. Look at ideas for inspiration and discuss how they could plan their own e.g. a marbled background with simple relief print stuck over it 	Inspiration pictures Design sheet Vocab Plan, design, artwork, marbling, relief print, inspiration, process, materials, techniques, label

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			Work through the planning process together – model thinking of a design and sketching it out, then children draw their own. Model adding labels to show techniques/materials to be used, then children add their own.	
KC1 - Experiment and create	To applying marbling techniques	<i>Use marbling steps</i>	Children use their plan from previous session to create their marbled background for the card design. Children choose and use the colours from the plan and use sticks or marbling combs to create the desired swirls/patterns. Take photos of the process for children to stick in their sketchbooks and annotate.	Plans Marbling inks Water Marbling trays Marbling combs or sticks Paper Plastic gloves Vocab Plan, design, artwork, marbling, techniques, suspended, transfer, pattern
KC1 - Experiment and create	To apply printing techniques	<ul style="list-style-type: none"> - Copy image from plan onto tile - Draw over the lines of the design using a blunt pencil - Take care not to press through the tile - Check it matches your plan <p>Create print:</p> <ul style="list-style-type: none"> - Choose colour ink 	<p>Children use their plan from previous session to create their printing tile for the card design. Children copy their planned design onto a polystyrene tile using a blunt pencil</p> <p>Children use printing ink to print their design onto a piece of plain paper. Once dry, trim and stick onto their marbled background.</p> <p>Children reflect on the techniques they have learnt and the effect created by combining them</p>	Plans Polystyrene tiles Blunt pencil Printing inks Trays Brayers Paper Vocab Plan, design, artwork, techniques, polystyrene, print, relief print, artwork, techniques, effect, combine, reflect


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		<ul style="list-style-type: none"> - Roll out into a tray - Use brayer to apply to printing tile - Carefully place paper over the tile and roll with a clean brayer - Lift paper away from tile 		
KC1 - Experiment and create	To apply printing techniques		Continue previous lesson	

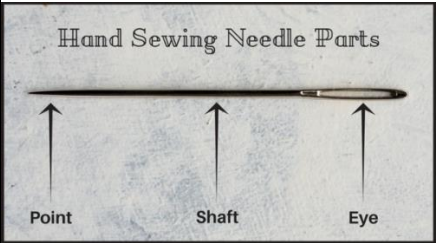
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Textiles (11 lessons)		
<p style="text-align: center;">Prior Knowledge</p>	<p style="text-align: center;">National Curriculum Objectives Covered</p>	<p style="text-align: center;">End of Unit Assessment</p>
<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • To thread beads and buttons • To sew by stitching up and down through hessian or binka • To add buttons and beads when stitching 	<p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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</p>	<ul style="list-style-type: none"> • Show experience in simple stitch work • Show experience in fabric collage: layering fabric • To use running stitch to join fabrics • Gain confidence in stitching two pieces of fabric • To know how to dip dye to produce fabric of contrasting colours • Explain what they and others have done • Know the names of tools and art techniques • Experiment with an open mind (try out and use all materials that are presented to them)
<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Links Made</p>	<p style="text-align: center;">Vocabulary</p>
<p>KC1 - Experiment and create KC4 - Develop techniques KC5 - Knowledge of artists</p>	<p>Planning (Y1 English, D&T)</p>	<p>Textile, fabric, techniques, appearance, dye, dip dye, tie dye, process, sewing, weaving, crocheting, knitting, embroidery, dowel, soak, appearance, effect, stitching, running stitch, needle, thread, tie, knot, binka, join, fasten, technique, embellishment, decoration, detail, bead, sequin, fix, fasten, plan, design, template</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
TEXTILES (11 lessons)				
KC4 - Develop techniques KC5 - Knowledge of artists	To understand how artists use textiles in different ways	Know what textiles are Know some of the ways artists can change what textiles look like Follow instructions to dip dye a piece of fabric	<p>Introduce children to textile art (working with fabrics to create art)</p> <p>Look at PowerPoint, discussing different textile artists; how they used textiles and what techniques they used e.g. Richard Tuttle</p>  <p>Talk about the processes textile artists use to change the appearance of fabric – dyeing, sewing, adding embellishments etc. Children to discuss their thoughts about the pieces. Record their thoughts as appropriate and add to floor book.</p> <p>Show children how to dye fabric - dip dye.</p> <p>Guided groups - children dye small pieces of plain fabric in various colours using fabric dye.</p> <p><i>*Ask children to bring in an old white or pale t-shirt for next lesson that can be dyed. Put message on dojo for parents*</i></p>	<p>Textile artists PowerPoint Dyeing fabrics PowerPoint</p> <p>Small squares of plain fabric Fabric dye Water Buckets/large bowls Plastic gloves Coverall aprons Table covers (plastic)</p> <p>Vocab Textile, fabric, techniques, appearance, dye, dip dye, tie dye, process, sewing, weaving, crocheting, knitting, embroidery</p>
KC1 - Experiment and create KC4 - Develop techniques	To explore different ways to dye fabrics	Know the difference between tie dye and dip dye techniques	<p>Look at dyeing fabrics PowerPoint from previous lesson and talk about the dip dyeing children did. How did the fabric look at the end? Compare to the images on the tie dye slide.</p> <p>Work through steps in the PowerPoint so all children get chance to dye their shirts or piece of fabric. Work in groups with an adult</p>	<p>Dyeing fabrics PowerPoint</p> <p>White tshirts Fabric dye Rubber bands/string Large ziplock bags</p>


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		<p>Follow instructions to dip dye a piece of clothing</p>		<p>Bucket or tub for the water Water Wooden dowel Plastic gloves Coverall aprons Table covers (plastic) Paper plates Paper towels</p> <p>Vocab Dye, fabric dye, dowel, soak, appearance, effect</p>
<p>KC4 - Develop techniques</p>	<p>To be able to sew with a simple running stitch</p>	<p>Thread a needle Tie a knot Sew in and out of the fabric, knowing to push through and pull out without wrapping around the fabric</p>	<p>Look at examples of sewing (physical examples, if possible or photos on board if not). Children discuss in partners their ideas about what technique has been used and why.</p> <p>Show children a sewing needle and model how to thread it, and tie a knot at the end.</p>  <p>Model using needle, thread and a piece of binka, how to sew using a simple running stitch (use video if unsure how to model/explain)</p>	<p>Examples of sewing/stitching (photos on board and real life examples) Needles Thread Binka</p> <p>Vocab Sewing, stitching, running stitch, needle, thread, tie, knot, binka, fabric, join, fasten, technique</p>

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			<p>In groups children practise threading a needle and doing a simple running stitch on a small piece of binka. Make sure children don't wrap the thread around the binka, that they instead come through from the side the needle is on</p> <p>Put binka cut offs, needles and thread into the provision for children to practise with</p>	
			Continue practising simple running stitch	
KC4 - Develop techniques	To explore techniques for joining fabrics	<p>Cut two pieces of fabric the same size</p> <p>Cut out a simple decorative shape</p> <p>Use a running stitch</p>	<p>Model cutting two pieces of fabric to the same size and join using a running stitch to sew around the edges.</p> <p>Show children how to cut out a decorative shape and use a running stitch to fasten to the fabric</p> <p>In groups, children join two pieces of fabric using a running stitch. Children can choose to add a decorative shape to their fabric. For children who struggle with sewing, work together to use the hot glue gun to join their fabric.</p> <p>Keep for next lesson</p> <p>Continue joining two pieces of fabric</p>	<p>Fabric squares/off cuts</p> <p>Scissors</p> <p>Needles</p> <p>Thread</p> <p>Hot glue gun</p> <p>Vocab</p> <p>Sewing, stitching, running stitch, needle, thread, tie, knot, fabric, join, fasten</p>
KC1 - Experiment and create KC5 - Knowledge of artists	To understand different ways to decorate by sewing	<p>Know that textile art can be made more interesting by adding a range of decorations</p>	<p>Look at works by Ksenia Zimenko, who uses embellishments (glass beads) to add to embroideries:</p>	<p>Ksenia Zimenko PowerPoint</p> <p>Beads</p> <p>Sequins</p> <p>Needles</p> <p>Thread</p> <p>Hot glue gun</p>

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		<p>Follow the process to add beads/sequins to sewing:</p> <ul style="list-style-type: none"> - Push the needle through fabric - Push the needle through the hole in the bead/ sequin - Slide the bead down the thread - Push the needle back through the fabric, ensuring the bead is secure 	 <p>Model how to sew beads/sequins on to a piece of fabric by pushing the needle through the hole in the bead/sequin sewing a running stitch as normal</p> <p>Children sew beads/sequins onto their fabric from previous lesson. If children want to use embellishments that can't be sewn on, use hot glue gun instead</p>	<p>Fabric sewn by children in previous session</p> <p>Vocab Embellishment, detail, bead, sequin, sew, fix, fasten, glue</p>
<p>KC1 - Experiment and create</p>	<p>To design a bag</p>	<p>Understand what a plan/design is and why people use them</p> <p>Apply previous knowledge of textiles to their design:</p> <p>Fabric colour Sewing/joining Embellishments</p>	<p>Look at examples of bags or bookmarks and discuss how they have been made. Explain that the children are going to make their own bag that they can either use themselves or give to a friend or family member:</p>  	<p>Bags PowerPoint Design template (bag)</p> <p>Bookmark PowerPoint Design template (bookmark)</p> <p>Fabric Beads and sequins Fabric dye</p>

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			<p>Make sure children understand that artists don't just create their work straight away, they plan and design it first.</p> <p>With a partner, children talk about what their bag could look like, and how they will use techniques they have learnt (dyeing, sewing, adding embellishments)</p> <p>Children use template to plan (design) their bag or bookmark and label the colour fabric (how they will dye it), where they will sew and any embellishments or decoration they will add). They should collect the materials they will need. Keep each child's plan and materials in a plastic wallet</p>	<p>Vocab Plan, design, techniques, dyeing, sewing, embellishment, materials, template</p>
KC4 - Develop techniques	To use and apply fabric dyeing techniques	<p>Understand the need to follow a design to make a finished product</p> <p>Show that they have remembered and are able to use the skills they have learnt for dyeing fabric</p>	<p>Working with children in groups, support them to use their design to cut their fabric to size. Children can choose coloured fabric or plain fabric that can be dyed in the colour they chose on their plan (dip dye or tie dye)</p> <p>Children dye fabric, if required. Once dried, place the fabric into the child's plastic wallet with their plan and materials they will use</p>	<p>Children's plans and materials Dye Water Protective table cover Plastic gloves Apron Water Bucket/container for water</p> <p>Vocab Dye, plan, design, materials</p>
KC4 - Develop techniques	To use and apply sewing techniques	<p>Understand the need to follow a design to make a finished product</p>	<p>Working with children in groups, support them to stitch their bag or bookmark, using a running stitch (hot glue if unable to sew). Using their plan, support them to add any decorations/embellishments they wanted.</p>	<p>Children's plans and materials Sewing needles Thread</p>

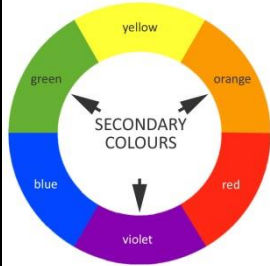
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		<p>Show that they have remembered and are able to use the skills they have learnt for joining and decorating fabric</p>	<p><i>Cross curricular link: children evaluate/critique their finished product in English lessons</i></p>	<p>Vocab Sew, join, fasten, stitch, plan, design, materials, decoration, embellishment</p>
			<p>Continue making bags or bookmarks, following the children’s plans</p>	


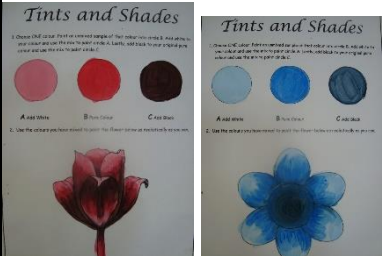
KPI Art Curriculum Plan – Cycle B

PAINTING (11 lessons)		
<p style="text-align: center;">Prior Knowledge</p> <p><u>EYFS:</u> Hold a paint brush and make marks using ready mix paint Explore colour and how colours can be changed Experiment mixing colours and paints Select colours for a purpose Experiment making marks with paintbrushes Make simple observational paintings of objects</p> <p><u>KS1/:</u> Use thick and thin brushes to make different width strokes Use ready mixed or powder paints to show ideas Paint pictures of what they can see Name the primary and secondary colours Begin to mix primary colours to make secondary colours Add white to colours to make tints Add black to colours to make tones</p>	<p style="text-align: center;">National Curriculum Objectives Covered</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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.</p>	<p style="text-align: center;">End of Unit Assessment</p> <p>Mix primary colours to make secondary colours Darken and lighten colours without the use of black or white Mix colour shades, tints and tones Use watercolour paint to produce washes for backgrounds and then add detail Experiment in creating mood and feelings with colour Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture using brush strokes etc Adapt their work after discussion Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (e.g. knowing the names of the colours and tools that they use) Be able to create a piece of work in response to another artist's work</p>
<p style="text-align: center;">Key Concepts</p> <p>KC1 - Experiment and create KC2 – Think critically KC4 - Develop techniques KC5 - Knowledge of artists KC7 - Language of arts</p>	<p style="text-align: center;">Links Made</p>	<p style="text-align: center;">Vocabulary</p> <p>Primary colour, secondary colour, colour wheel, mix, create, colour theory, warm colours, cool colours, neutral colours, complement, contrast, lighter, darker, tints, shades, tones, dominant, colour palette, effect, choice, selected, feature, watercolours, techniques, wet on wet, lines, resist, layering, wash, inspired, transparent, transparency, glazing</p>



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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
PAINTING (11 sessions)				
KC7 - Language of arts	To understand primary and secondary colours	<ul style="list-style-type: none"> - Name primary colours - Name secondary colours - Say which primary colours are mixed to create green, orange and purple 	<p><i>Recap learning from autumn term</i></p> <p>Painting – Show the children the colour wheel and introduce children to colour theory - where primary colours and secondary colours are positioned and why, and how primary colours combine to make secondary colours. Check children understand – which colours mix to make green? Point to a secondary colour. Which colour is made by mixing yellow and red? etc</p> <p>Children mix different colours and create own colour wheel by drawing one like below:</p>  <p>Answer colours quiz as a class</p>	<p>Paint (primary colours) Paintbrushes Water pots Colour wheel to display</p> <p>Vocab Primary colour, secondary colour, colour wheel, mix, create, colour theory</p>
KC1 - Experiment and create KC7 - Language of arts	To explore how colours can be changed	<ul style="list-style-type: none"> - Understand warm and cool colours - Mix tints, tones and shades of a primary colour 	<p>Recap the colour wheel from previous session. Introduce children to concept of warm and cool colours and how they complement and contrast each other.</p> <p>Look at a colour chart:</p>	<p>Colours PowerPoint Tints and shades sheets</p> <p>Paint (primary colours, white, black) Paintbrushes Water pots Palettes</p>


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		<p>- Apply knowledge of tints, tones and shades to a painting</p>	 <p>and discuss the warm and cool colours. Are they all the same? (some are lighter, some are darker). Recap Y1 learning about how to make them darker and lighter (add white/black) and introduce children to the terminology tints (made by adding white), shades (made by adding black) and tones (made by adding a neutral colour such as grey).</p> <p>Children apply knowledge of tints, tones and shades using a sheet or directly into sketchbook:</p>  <p>Check children are using language of colours and shades/tints while working. Display posters in room for children to refer back to.</p> <p>Use a second lesson if needed to complete shades/tints sheets</p>	<p>Vocab Warm colours, cool colours, neutral colours, complement, contrast, lighter, darker, tints, shades, tones</p>
<p>KC2 – Think critically KC5 - Knowledge of artists</p>	<p>To understand and talk about how artists use colour effectively</p>	<p>- Use language of the arts to talk about the choices an artist made: dominant,</p>	<p>Look at the work of artworks that feature a dominant colour palette e.g. Monet’s Canale Grande and Santa Maria della Salute</p>	<p>Artists – Colour PowerPoint Printed copies of art works</p> <p>Vocab</p>


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		<p>colour palette, warm, cool, effect</p>	 <p>Children to discuss their thoughts about the pieces. Ask the children – what can you see? How do the colours make you feel? Why has the artist selected these colours? Record their thoughts as appropriate and add to floor book.</p> <p>Children choose artworks that have warm colours or cool colours as the dominant palette. Stick in sketchbooks and annotate with colours and how/why the artist has used them.</p>	<p>Dominant, colour palette, warm colours, cool colours, effect, choice, selected, feature</p>
<p>KC4 - Develop techniques</p>	<p>To experiment with watercolour techniques</p>	<p>Explore ways different effects can be created with watercolours</p> <p>Talk about the ways they explored watercolours</p>	<p>Introduce children to watercolours and model the technique of wetting the brush, sweeping over the block of colour and mixing (if needed) in the lid of the tin.</p> <p>Read about different ways to use watercolours and practise each one together (work over 2 lessons)</p> 	<p>Paintbrushes Water pots Watercolour paints Salt Oil pastels Rubbing alcohol Watercolour techniques sheet (printed on cartridge paper)</p>

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		and the effects produced		Vocab Watercolours, techniques, wet on wet, lines, resist
			Continue watercolour techniques	
KC4 - Develop techniques KC5 - Knowledge of artists	To explore how paint can be layered to create pictures	Understand the term 'layering' and explain how artists can use it Create a wash background and add layers to it	<p>Look at the work of artists and discuss how colour has been layered and details added.</p>  <p>Painting – Watercolour paints – Teach the children how to artists build layers of paint up. Look at Monet’s water colour paintings - children to discuss their thoughts about the piece.</p> <p>Teach the children how to create a wash. Children use colours from artwork they have chosen to create a single colour wash or a gradient wash.</p> <p>Continue layering from previous lesson - build up second layer of paint with thinner brushes on top, inspired by one of pieces studied in the lesson.</p>	<p>Layering Paint PowerPoint</p> <p>Paintbrushes Water pots Watercolour paints Brushes Sketchbooks</p> <p>Vocab Layering, build up layers, wash, thinner, layers, inspired, transparent, transparency, glazing</p>
KC4 - Develop techniques	To explore how detail can be added to paintings	Carefully add pencil detail to the layers of watercolour paint	Children use pencils to sketch on top of their painting from previous lesson to add detail . Children then work on top of their wash and sketch to block in colour and add details, using different thicknesses of brushes or different media e.g. pencils, oil pastels, chalk, charcoal.	Artwork from previous session Pencils Oil pastels Chalk Charcoal Watercolours

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		Block in colour to add detail		Brushes Paint palettes Water
		Talk about the techniques they have used and why		Vocab Sketch, pencils, detail, block in colour, thickness
KC1 - Experiment and create	To apply painting techniques	Talk about the different techniques an artist has used	Look at illustrations from 'Leaf' on visualiser and talk about the techniques the artist has used. Encourage children to use vocabulary learnt so far (primary colours, secondary colours, tints/tones/shades, warm and cool colours, layering).	'Leaf' book Paint – watercolours/ready mix/powder (children's choice) Pencils Cartridge paper Brushes Paint palettes Water
		Make choices about which materials are best when creating a specific image		Vocab Illustrations, illustrator, artist, techniques, primary, secondary, tints shades, tones, warm, cool, layering, wash, background, recreate, detail, block
		Apply techniques that have been taught so far	Children choose their favourite illustration from the book and start work on recreating it using pencil and paint techniques learnt. Children can choose which paint they would like to use –ready mixed, powder or watercolour. Start with creating a wash for the background , then once dry add detail in blocks by layering . Use pencils to add details and continue layering the paint.	
KC1 - Experiment and create	To apply painting techniques	Make choices about which materials are best when creating a specific image	Continue paintings from previous session	'Leaf' book Paint – watercolours/ready mix/powder (children's choice) Pencils
			Continue paintings from previous session	

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		Apply techniques that have been taught so far		Cartridge paper Brushes Paint palettes Water Vocab Illustrations, illustrator, artist, techniques, primary, secondary, tints shades, tones, warm, cool, layering, wash, background, recreate, detail, block
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