

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Fire and Gunpowder	Year	Year 2
National Curriculum Objectives KS1 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.			
Prior Learning		Future Learning	
- Minibeasts (Tower class) - Life on the farm(Tower class)		- Britain from above (Sheldon class) - School through history (Sheldon class) - Islands (Sheldon class) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing In 'Fire and Gunpowder, the children will look at how the children can use different drawing implements and techniques to draw still life and other images. The children will look at how to use a sketchbook and why this is a good skill to develop. In particular, the children will layer different media. They will draw for a sustained period from real life objects, including single and grouped objects and landscapes. The children will look at charcoal artworks by artists such as Dennis Creffield and Leon Kossoff as inspiration for a charcoal portrait of London during the Great Fire.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand the basic use of a sketchbook and work out ideas for drawings. I understand each pupils sketchbook looks is unique to them I know who Dennis Creffield and Leon Kossoff are and the style of art they are famous for (charcoal)			
Procedural Knowledge Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums. When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects. I can develop questions to ask when looking at artworks and/ or stimulus: o Describe what I can see.			

- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Drawing

I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.

I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.

I can experiment with the visual elements; line, shape, pattern and colour.

I can use different media to create a final piece for each topic (charcoal based piece).

I can work in sketchbooks to:

- Explore the qualities of different media
- Make close observations of small objects drawn to scale
- Make visual notes about artists studied

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

Key Vocabulary

Sketch book, media, objects, crayons, media, pastels, felt tips, charcoal

Topic Medium Term Planning			
Topic	Overbury: A Study	Year	Year 2
National Curriculum Objectives : KS1 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.			
Prior Learning		Future Learning	
- Here we Grow! (Year 1) - Superheroes (Year 1) - Oceans (Year 1)		- Volcanoes and earthquakes (Sheldon class) - France (Sheldon Class) - India (Sheldon class) - Non European country (Sundial class) - Our European neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Painting During this topic, the children will explore different types of paint and techniques and tools for creating painted works of art. The children will mix a variety of colours and know which primary colours make secondary colours. They will use layering, mix media, different brush sizes and scrape through. The children will be exploring the famous artist, Van Gogh, as well as replicating some of his work with a focus on landscape.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I know who Van Gogh was and that he was a Post Impressionist artist I understand the concept of landscape painting. I understand that the properties of the paint that you use and how you use it will affect your mark making. I understand that primary colours can be mixed together to make secondary colours of different hues. I understand paint acts differently on different surfaces.			
Procedural Knowledge: Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums. When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade			

objects.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Painting

I can explore using oil based paints building an understanding of its properties

I can experiment with tools and techniques, inc. layering, etc

I can explore mixing a range of secondary colours, shades and tones.

I can name different types of paint and their properties.

I can experiment working on a range of scales and matching the correct tool to the scale. e.g. large brush on large paper

I can mix and match colours to artefacts and objects.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

I can investigate different kinds of art, craft and design.

Key Vocabulary

Secondary, primary, mixing, layering, scrape through.

Topic Medium Term Planning			
Topic	Dinosaurs	Year	Year 2
National Curriculum Objectives 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.			
Prior Learning		Future Learning	
- Toys (Tower class) - Pirates (Tower class) - Hot & cold climates (Tower class) - Knights and castles (Tower class)		- Pre History (Sheldon class) - Earth & Space (Sundial class) - Saxons and Vikings (Sundial class) - Our European Neighbours (Sundial)	
What pupils need to know or do to be secure			
Key technique: 3D Form/Sculpture 'Dinosaurs' will provide the children with the opportunity to manipulate clay for a variety of reasons, including making a model of a clay dinosaur which they will plan, make and evaluate. They will also make papier-mâché eggs. The children will understand the safety and basic care of materials and tools. The children will review what they have, and others have done and say what they think and feel about it, identifying what they might change in their current work or develop in their future work. The children will learn about Phoebe Cummings, a female contemporary clay artist.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand when we make sculpture by adding materials it is called construction. I understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). I understand that clay, Modroc and Paper Mache are soft materials which finally dry/ set hard. I know female contemporary clay artist: Phoebe Cummings			
Procedural Knowledge Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums.			

When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects.
I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

3D form

I can plan ideas using my sketch books to record ideas.

I manipulate clay for a variety of purposes, inc. thumb pots, and pinch pots

I can use papier-mâché to make a sculpture.

I understand the safety and basic care of materials and tools.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

I can investigate different kinds of art, craft and design.

Key Vocabulary

Clay, sculpture, design, manipulate, roll, tools, model, papier-mâché

Topic Medium Term Planning			
Topic	Volcanoes and earthquakes	Year	Year 2
National Curriculum Objectives 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			
Prior Learning		Future Learning	
- Here we Grow! (Year 1) - Superheroes (Year 1) - Oceans (Year 1)		- Overbury a study (Sheldon class) - France (Sheldon Class) - India (Sheldon class) - Non European country (Sundial class) - Our European neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Painting Through the topic 'Volcanoes and earthquakes' children will have the opportunity to develop their painting skills where they will mix a range of secondary colours, shades and tones, experiment with tools and techniques and name different paints and their properties. The children will have the opportunity to work on a range of scales making their own volcano painting then contributing towards a whole class volcano on a large scale. The children will record and explore ideas using their imagination and they will explore the differences and similarities within the work of artists in different times and cultures including Turner and Warhol. The children will continue to review theirs and others work.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I know who artists Turner (Romanticism) and Warhol (pop art) are I understand the concept of landscape painting. I understand that the properties of the paint that you use and how you use it will affect your mark making. I understand that primary colours can be mixed together to make secondary colours of different hues. I understand paint acts differently on different surfaces.			
Procedural Knowledge: Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums.			

When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
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- What would I like to ask the artist?

Evaluating and developing work:

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In small groups:

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I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Painting

I can explore mixing a range of secondary colours, shades and tones.

I can experiment with tools and techniques, inc. layering, mixing media, scraping through, dots and dashes, etc

I can name different types of paint and their properties.

I can experiment working on a range of scales and matching the correct tool to the scale. e.g. large brush on large paper

I can mix and match colours to artefacts and objects.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

I can investigate different kinds of art, craft and design.

Key Vocabulary

Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Ancient Egypt	Year	Year 2
National Curriculum Objectives 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			
Prior Learning		Future Learning	
- Rainforests - printing - African animals - printing - Hot & cold climates - collage		- Before the Internet - Printing - The Romans - Collage - Ancient Mayans - Printing - Magnificent Mountains - Collage - Battle of Tewkesbury - Printing	
What pupils need to know or do to be secure			
Key technique: Printing/ Textiles/Collage - Textile focus through printing and collage Through the topic of Ancient Egypt, children will have the opportunity to develop their art and design techniques through fabric printing. They will design patterns of increasing complexities and repetition and use a variety of materials (including linen), objects and techniques. They will create a mood board through a textured collage. The children will also have the opportunity to undertake textile work and design an Ancient Egyptian style garment. The children are able to talk about the print artworks created by Leonardo Da Vinci and Xgaoc'o X'are as well as recognise the skills of collage artist Laslo Antal.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I know Leonardo Da Vinci was a skilled printer I know Xgaoc'o X'are was a monotype printer I understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <u>Explore Through Monoprint</u> I understand that relief printing is made by carving into a printing block that you then use to press onto paper and make a print. I understand that block printing is the process of printing patterns by means of engraved wooden block I understand that we can combine collage with other disciplines such as drawing, printmaking and making. I know what a Batik design is and how it is made. I know contemporary collage artist Laslo Antal			
Procedural Knowledge: Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums.			

When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects.

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Evaluating and developing work:

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One to One:

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Printing

I can experiment making marks using a variety of techniques, inc. mono printing, relief printing, block printing and rubbings.

I can create a print on fabric using a chosen printing method.

I can design patterns of increasing complexity and repetition.

I can print using a variety of materials and objects

Textiles/ Collage

I can stitch, knot and use other manipulative skills. (Ancient Egypt-link to DT project)

I can create textured collages from a variety of media.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

I can investigate different kinds of art, craft and design.

Key Vocabulary

Fabric, printing, rubbings, mosaic, collage, materials, cut, tear, mono prints, relief prints, block prints, textures

Topic Medium Term Planning			
Topic	Britain from above	Year	Year 2
National Curriculum Objectives 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			
Prior Learning		Future Learning	
- Minibeasts (Tower class) - Life on the farm (Tower class) - Fire & Gunpowder (Sheldon class)		- Islands (Sheldon class) - School through history (Sheldon class) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through Britain From Above children will use the works of a different artists and craftspeople to explore the differences and similarities in the art works. They will compare their own works to these artists. The children will review the work of Da Vinci in comparison to Julie Mehretu. They will look at Da Vinci's maps and make their own map of Britain, which they will review and evaluate.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand the basic use of a sketchbook and work out ideas for drawings. I understand each pupils sketchbook looks is unique to them I know who Da Vinci is and the style of art he is famous for / In contrast to Julie Mehretu (modern day artist)			
Procedural Knowledge Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums. When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects. I can develop questions to ask when looking at artworks and/ or stimulus:			

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One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Drawing

I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.

I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.

I can experiment with the visual elements: line, shape, pattern and colour.

I can use different media to create a final piece for each topic.

I can work in sketchbooks to:

- Explore the qualities of different media
- Make close observations of small objects drawn to scale
- Make visual notes about artists studied

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

Key Vocabulary

Sketch book, media, objects, crayons, media, pastels, felt tips, charcoal