

## Art - Threads of Learning

A thread of learning shows how a 'concept' is taught from Nursery to Year 6 through the EYFS curriculum and in the IPC units of work. Leaders need to understand and reference that all parts of the EYFS curriculum build the 'foundational skills' of Art. Some concepts are from the National Curriculum directly, some from the IPC and some will be interwoven throughout the curriculum.

Collect evidence for each of the learning questions below. Evidence would ideally be 3 pieces of work per learning question to also show adaptation.

<b>KS1 Pupils should be taught:</b> To develop a wide range of art and design techniques in using colour, <b>pattern</b> , texture, line, shape, form and space	<b>KS2 Pupils should be taught:</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
--	--

	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IPC Experiment and play to create <b>PATTERNS</b>	Explore Pattern A2	Notice and discuss patterns in the environment A1 UW  Exploring pattern A1 Maths  Continue a repeating pattern SP2	1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS) <b>Time Travellers</b> <b>The Earth our Home</b>	1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS) <b>From A to B</b> <b>People of the Past</b>	2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS) <b>Scavengers and Settlers</b> <b>Island life</b> <b>Travel and Tourism</b>	2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS) <b>Temple Tombs and Treasures</b>	3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS) <b>Great The Bold and The Brave</b> <b>Applied Art</b>	3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS) <b>900CE</b> <b>Create from waste</b>
			<b>Treasure Island</b> Can you create a repeating pattern?  <i>Experiment with pattern</i>	<b>Buildings</b> Can you create a clay relief of a building using textures and patterns?  <i>Use different media to achieve pattern</i>	<b>Island Life</b> What differences are there in fabric colour and patterns?  Can you design a pattern to repeat?  <b>Scavengers and Settlers</b> What are the shapes and pattern of pottery from the past?  How can you use natural materials to create a pattern on a clay pot <i>Explore relationships between pattern</i>	<b>Temple Tombs and Treasures</b> What are the six colours used in ancient tomb paintings?  <b>All Aboard</b> <b>What patterns are there on train seat fabrics?</b>	<b>Great Bold and Brave</b> Can you show a repeating pattern on a Roman mosaic? (Task 2)  <b>Applied Art</b> What patterns or shapes can you see on pottery from now and long ago? (Task 3)  <i>Explore the potential properties of pattern</i>	<b>900CE</b> What shapes, patterns and colours that are used in Islamic art? (Task 1)  Can you create a repeated pattern using your tessellating tile? (Task 1)  <b>Create from Waste</b> Can you design a mosaic with a pattern? (Task 5)  <i>Manipulate and experiment with pattern</i>

## Art - Threads of Learning

<b>KS1 Pupils should be taught:</b> 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.	<b>KS2 Pupils should be taught:</b> about great artists, architects and designers in history
---	---

	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Critical Appreciation Comment on works of art	Responds imaginatively to art works SP1	Create art for someone else with their tastes in mind SP2  Improve our art by adding details SUM1  Recreate art in the style of / or inspired by Monet SUM 1  Create art in the style of / inspired by Van Gogh SUM 2	1.13 Be able to comment on works of art <b>A day in the Life</b> <b>Time Travellers</b>	1.13 Be able to comment on works of art <b>From A to B</b> <b>Buildings</b> <b>People of the Past</b>	2.13 Be able to make inferences about artists and their intention(s) <b>Scavengers and Settlers</b> <b>Travel and Tourism</b> <b>Island life</b>	2.13 Be able to make inferences about artists and their intention(s)	3.13 Be able to interpret the meaning behind artwork, giving reasons for their opinions <b>Applied Art</b>	3.13 Be able to interpret the meaning behind artwork, giving reasons for their opinions <b>Create from waste</b>
			<b>A Day in the Life</b> What job does the lady in Paul Von Somer's painting do? (1.13 Task 1)  <b>Time Travellers</b> Is this advert for coca cola art? (1.13 Task 2)	<b>Buildings</b> How is the colour in Van Gogh's Night different from Yoni Alter? (1.13 Task 2)  What style and techniques did (local area artist) use? (1.13 Ext Task)  <b>Fom A to B</b> How is the painting of Dynamism of a Train similar and different to a real train?  How does Monet use the colour wheel in his work?  <b>People of the Past</b>	<b>Scavengers and Settlers</b> Why did stone age people paint in caves? (2.13)  <b>Travel and Tourism</b> What is the theme of the work by Harry Ferguson and John Neumann? (Task 2 2.13)  <b>Island life</b> How did the work of a famous artist inspire your own artwork? (2.13 Task 3)		<b>Applied Art</b> How are logos similar and different? (1.13 task 4)	

Art - Threads of Learning

				<p>What do you like/don't like about Picasso's style in comparison to the traditional portraits. (1.13)</p> <p>How does L S Lowry use colours in his work? (1.13)</p>				
--	--	--	--	---	--	--	--	--

## Art - Threads of Learning

<p><b>KS1 Pupils should be taught:</b> to use drawing, painting and <b>sculpture</b> 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, <b>form</b> and space</p>	<p><b>KS2 Pupils should be taught:</b> to improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, <b>clay</b>]</p>
--	--

	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IPC Experiment and play to create Clay/Dough	Begin to use a pinching motion a2 PD  Explore different textures a2 PD  Roll dough into a ball sp2  Roll dough into a sausage shape sp2  Use a knife to cut sum 1	Choose resources needed for own creations a2 (clay divas))  Shape and assemble in different media a2 (Salt dough)  Create 3D representations of imaginary ideas, people, objects (playdough aliens)  Improve our art by adding details Sum 1 (playdough dragons)	1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS)  <b>Time Travellers</b>  <b>The Earth our Home</b>	1.07 Be able to select materials and techniques when creating and give reasons for their choices (KS)  <b>From A to B</b>  <b>People of the Past</b>	2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS)  <b>Scavengers and Settlers</b> <b>Island life</b> <b>Travel and Tourism</b>	2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection (KS)  <b>Temple Tombs and Treasures</b>	3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS)  <b>Great The Bold and The Brave</b>  <b>Applied Art</b>	3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success (KS)  <b>900CE</b>  <b>Create from waste</b>
			<b>Treasure Island</b>  Can you replicate patterns on a coin using dough/clay?  <i>Manipulate clay in a variety of ways e.g rolling, kneading and shaping</i>	<b>Buildings</b>  Can you create a clay relief of a building using textures and patterns?  <i>Manipulate clay for a variety of purposes including tiles. .</i>	<b>Scavengers and Settlers</b>  How can you use natural materials to create a pattern on a clay pot?  <i>Construct a simple clay base for extending and modelling other shapes.</i>	<b>Temple Tombs and Treasures</b>  Can you use materials to create an Ancient Egyptian Headdress? ( <b>might use clay</b> )  <i>Talk about their work, understanding that it has been sculpted, modelled or constructed.</i>	<b>Great Bold and Brave</b>  Can you create art in the style of Greek art? (3.7 Task 2) (design/make clay)  <i>Develop skills in using clay including slabs, coils, slips.</i>	<b>900 CE</b>  Can you recreate your design in the form of clay tiles? (3.6 3.7 Task 1)  <i>Create sculpture and constructions with increasing independence.</i>

## Art - Threads of Learning

<b>KS1 Pupils should be taught:</b> 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.	<b>KS2 Pupils should be taught:</b> about great artists, architects and designers in history
---	---

	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Critical Appreciations Artist's studied  PLEASE SUPPLEMENT WITH ADDITIONAL MULTICULTURAL ARTISTS	Andy Goldsworthy sum 1	Monet Van Gogh	Paul Von Somer	Van Gogh Yoni Alter Monet Rossolo Cubism L S Lowry	Stone age cave painting Paul Gaugin Francesco Guardi Harry Ferguson John Neumann	Ancient Egyptians	Ancient Greek Romans Art Nouveaeau De Stijl Matisse	Pollot Islamic art