

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Art

YEAR GROUPS: KS1

PREVIOUS KNOWLEDGE *We would expect most children to already be able to:*

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

End of Unit Objectives

Children should be able to:

Drawing	Painting	Printing	Textiles / Sketch books
• Communicate something about themselves in their drawing • Create moods in their drawings • Draw using crayons and pencils • Draw lines of different shapes and thickness, using 2 different grades of pencil • Use three different grades of pencil in their drawing (4B, 8B, HB) • Use charcoal, pencil and pastels • Show patterns and texture in their drawings • Use a viewfinder to focus on a specific part of an artefact before drawing it	• Communicate something about themselves in their painting • Create moods in their paintings • Choose to use thick and thin brushes as appropriate • Paint a picture of something they can see • Name the primary and secondary colours • Mix paint to create all the secondary colours • Mix and match colours and predict outcomes • Mix their own brown • Make tints by adding white • Make tones by adding black	• Print with sponges, vegetables and fruit • Print onto paper and textile • Design their own printing block • Create a repeating pattern • Create a print using pressing, rolling, rubbing and stamping • Create a print like a designer	• Sort threads and fabrics • Group fabrics and threads by colour and texture • Weave with fabric and thread • Begin to demonstrate their ideas through photographs and in their sketch books • Set out their ideas, using 'annotation' in their sketch books • Keep notes in their sketch books as to how they have changed their work
3D/Textiles	Use of IT	Collage	Knowledge
• Add texture by using tools • Make different kinds of shapes • Cut, roll and coil materials such as clay, dough or plasticine • Make a clay pot • Join two finger pots together • Add line and shape to their work • Join fabric using glue • Sew fabrics together • Create part of a class patchwork	• Use a simple painting program to create a picture • Use tools like fill and brushes in a painting package • Go back and change their picture • Create a picture independently • Use simple IT mark-making tools, e.g. brush and pen tools • Take different photographs of themselves displaying different moods • Change their photographic images on a computer	• Cut and tear paper and card for their collages • Gather and sort the materials they will need • Create individual and group collages • Use different kinds of materials on their collage and explain why they have chosen them • Use repeated patterns in their collage	• Describe what they can see and like in the work of another artist • Ask sensible questions about a piece of art • Link colours to natural and man-made objects • Say how other artists have used colour, pattern and shape • Create a piece of work in response to another artist's work

ASSESSMENT OPPORTUNITIES *Children will be able to demonstrate their learning through:*

	Autumn		Spring		Summer	
Year A	Drawing: How can I draw a portrait using pencils and crayons? Rembrandt	Painting: How do I mix colours to make a fiery sky? Tomas Castano	Printing: How can we use printing to create a design inspired by William Morris?	Textiles: How can I use weaving to create an African design?	3D: How can I use clay to create a model of a flower?	IT How can I use simple IT mark-making tools to design a poster for my local delicacy?
Year B	Painting: How can I use paint to create a painting of an Autumn leaf? Goldsworthy	Textiles: How do I make a (felt) Christmas decoration?	Drawing How can I use different grades of pencil create an observational drawing? Adonna Khare	IT: How can I use a paint program to create an Easter egg design?	3D: How can I use clay to make a candle holder?	Collage How can I use a range of different materials to collage a picture of my home? Paul Klee

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Visits to The Rodd and other local galleries
- Links with partner T2 school and artefacts
- Exploration of the school grounds
- Specialist visitors

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:
shade, tone, sketch, pattern, line, shape, primary, secondary, broad, fine, effect, portrait, foreground, background, wax-resist, animation, font, typography, collage, sew, join, mix, mould, shape,

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Design and technology – working with textiles
- Maths – measurement, pattern
- Topic – related to current themes in history/geography/etc
- Computing – digital art

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Explore a range of different artists and materials.
Works hard	Takes care and ensures the finished piece is of a high quality.
Concentrates	Tries to maintain accuracy
Self-motivates	Asks questions to extend knowledge and understanding.
Imagines	Comments on the work of another artist.
Improves	Modifies the method or materials as necessary to ensure a clear design.
Understands others	Asks questions about the work of other artists.
Doesn't give up	Perseveres with the design until they produce a high-quality piece of art.