



Cherry Tree Academy Medium Term Art Cycle A

Autumn 1		
KS1	Printing – Colour and Shapes What is abstract art? What is printing?	
	Year 1	Year 2
	<p>L1: How is line, pattern and shape used in famous artwork? L2: What is abstract art? L3: What are primary colours? How can we make a print? L4: What is a secondary colour? What is a pattern? L5: Can you use what you know about printing to create your own artwork?</p>	<p>L1: How is line, pattern and shape used in famous artwork? L2: What is abstract art? L3: What are primary colours? How can we make a print? L4: What is a secondary colour? What is a pattern? L5: Can you use what you know about printing to create your own artwork?</p>
Key Concepts to assess	<p>L1: Children know and remember the names of famous artists Paul Klee and Wassily Kandinsky. They Use the correct vocabulary to describe a work of art (pattern, shape, line and colour) and identify shapes – square, rectangle, triangle, circle, semi-circle and lines in feature artist’s work. L2: Children know Wassily Kandinsky and Paul Klee lived in the past and are two of the first artists to use abstract art - used lines, shapes and bold colours to make unrealistic images. L3: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green. They know that there are different ways to make prints and a print can be a shape or image reproduced many times or a single one-off image. L4: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green. They know a pattern is a repeated decorative design, such as a shape, a colour or a line. L5: Children can use the skills they have been taught to produce their own piece of work inspired by the artists we have studied.</p>	<p>L1: Children know and remember the names of famous artists Paul Klee and Wassily Kandinsky and can talk about the type of work they created. They Use the correct vocabulary to describe a work of art (pattern, shape, line and colour) and identify shapes – square, rectangle, triangle, circle, semi-circle and lines in feature artist’s work and can label these and annotate them in a sketchbook. L2: Children know Wassily Kandinsky and Paul Klee lived in the past and are two of the first artists to use abstract art - used lines, shapes and bold colours to make unrealistic images. They can use correct vocabulary to talk about and describe their work and can express opinions about their work. L3: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green and they can explain how to do this. They know that there are different ways to make prints and a print can be a shape or image reproduced many times or a single one-off image. L4: Children know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green and they can explain how to do this. They know a pattern is a repeated decorative design, such as a shape, a colour or a line and they can describe different patterns in terms of art. L5: Children can use the skills they have been taught to produce their own piece of work inspired by the artists we have studied and can make links between their art work and that of the artists studied.</p>
Vocabulary	<p>Practical: Printing, hard, soft, rubbings, texture, print, roller, stencil, repeating pattern, shape, line, primary colour, secondary colour. Theoretical: artist, famous, past, abstract art</p>	<p>Practical: Printing, hard, soft, rubbings, texture, print, roller, pallet, mono printing, stencil, repeating pattern, shape, line, primary colour secondary colour. Theoretical: artist, famous, past, abstract art, work of art</p>
Experiences		
SMSC	<p>Cultural – taught through looking at different artists and responding positively. Spiritual – through using their imagination and creativity in response to the artist’s stimuli.</p>	



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British Values	Respect and Tolerance – discussed when looking at other children’s work. Individual Liberty – children are encouraged to make choices about their work.
School Values	Resilient – keeping going and making changes when things go wrong. Honest – when evaluating art work Considerate – when commenting on work produced by other children.



Cherry Tree Academy Medium Term Art Cycle A

		Spring 1	
		Collage – Healthy Food Collage What is texture and collage?	
		Year 1	Year 2
KS1		L1: What is collage? L2: What is texture? L3: What is Impasto technique? L4: Who is Eric Carle and what is an illustrator L5: Who was Henri Matisse?	L1: What is collage? L2: What is texture? L3: What is Impasto technique? L4: Who is Eric Carle and what is an illustrator L5: Who was Henri Matisse?
Key Concepts to assess	L1: Children know that collage is a gluing or combining of a range of materials. L2: Children know that the word ‘texture’ is how a surface looks or feels. Know that a ‘rubbing’ is a technique to capture the surface texture of objects such as tree bark or leaves and captures the pattern of a surface. L3: Children know that ‘impasto painting technique’ is using a spreader to add paint to a surface and it gives a textured effect. L4: Children know that book illustrators, draw and paint the pictures in story books and can also be famous for their art. L5: Children know the names of famous artists Henri Matisse and Pablo Picasso who used collage techniques to make artwork.	L1: Children know that collage is a gluing or combining of a range of materials. They can use the correct vocabulary when talking about collage work. L2: Children now that the word ‘texture’ is how a surface looks or feels and can describe different textures in a range of art. They know that a ‘rubbing’ is a technique to capture the surface texture of objects such as tree bark or leaves and captures the pattern of a surface and can describe how to take a rubbing effectively. L3: Children know that ‘impasto painting technique’ is using a spreader to add paint to a surface and it gives a textured effect. They can describe this technique and how to looks. L4: Children know that book illustrators, draw and paint the pictures in story books and can also be famous for their art. They can express opinions about an illustrator’s work. L5: Children know the names of famous artists Henri Matisse and Pablo Picasso who used collage techniques to make artwork. They can describe and evaluate their work.	L1: Children know that collage is a gluing or combining of a range of materials. They can use the correct vocabulary when talking about collage work. L2: Children now that the word ‘texture’ is how a surface looks or feels and can describe different textures in a range of art. They know that a ‘rubbing’ is a technique to capture the surface texture of objects such as tree bark or leaves and captures the pattern of a surface and can describe how to take a rubbing effectively. L3: Children know that ‘impasto painting technique’ is using a spreader to add paint to a surface and it gives a textured effect. They can describe this technique and how to looks. L4: Children know that book illustrators, draw and paint the pictures in story books and can also be famous for their art. They can express opinions about an illustrator’s work. L5: Children know the names of famous artists Henri Matisse and Pablo Picasso who used collage techniques to make artwork. They can describe and evaluate their work.
Vocabulary	Practical: Collage, glue, stick, paper, fabric, materials, colour, shape, texture, match, fold, tear, overlap Theoretical: artist, illustrator, famous, past, present, work of art	Practical: Collage, glue, stick, paper, fabric, materials, background, colour, shape, texture, collect, sort, match, arrange, fold, tear, overlap, overlay, layer up. Theoretical: artist, illustrator, famous, past, present, work of art	Practical: Collage, glue, stick, paper, fabric, materials, background, colour, shape, texture, collect, sort, match, arrange, fold, tear, overlap, overlay, layer up. Theoretical: artist, illustrator, famous, past, present, work of art
Experiences			
SMSC	Cultural – taught through looking at different artists and responding positively. Spiritual – through using their imagination and creativity in response to the artist’s stimuli.		
British Values	Respect and Tolerance – discussed when looking at other children’s work. Individual Liberty – children are encouraged to make choices about their work.		
School Values	Resilient – keeping going and making changes when things go wrong. Honest – when evaluating art work	Considerate – when commenting on work produced by other children.	



Cherry Tree Academy Medium Term Art Cycle A

Summer 1		
Drawing – Wildflower Meadow		
What is drawing?		
KS1	Year 1	Year 2
	<p>L1: What is observational drawing?</p> <p>L2: What is a secondary source?</p> <p>L3: What is a background in artwork?</p> <p>L4: What is mid-ground and fore-ground in artwork?</p> <p>L5: Can you draw from memory?</p>	<p>L1: What is observational drawing?</p> <p>L2: What is a secondary source?</p> <p>L3: What is a background in artwork?</p> <p>L4: What is mid-ground and fore-ground in artwork?</p> <p>L5: Can you draw from memory?</p>
Key Concepts to assess	<p>L1: Children know a drawing is a collection of lines of different length, width, intensity, depth & shapes which can be produced with different graded pencils (HB, 2B, 4B) Children know the artist William Morris, and that he made textile art inspired by nature.</p> <p>L2: Children know an observational drawing is a drawing from something real that you can see and is called a primary source object. Children know that a secondary source object is a photocopy/picture of the real thing.</p> <p>L3: Children know that artwork can have a background.</p> <p>L4: Children know that artwork can have a midground and foreground.</p> <p>L5: Children know drawing from memory is drawing from what you remember an object looks like.</p>	<p>L1: Children know a drawing is a collection of lines of different length, width, intensity, depth & shapes which can be produced with different graded pencils (HB, 2B, 4B). They understand and can explain the different between the pencils. Children know the artist William Morris, and that he made textile art inspired by nature.</p> <p>L2: Children know an observational drawing is a drawing from something real that you can see and is called a primary source object. Children know that a secondary source object is a photocopy/picture of the real thing. They can draw using both primary and secondary sources and make comparison between them both.</p> <p>L3: Children know that artwork can have a background. They are beginning to understand how to create backgrounds in different ways.</p> <p>L4: Children know that artwork can have a midground and foreground. They are beginning to understand how to combine background, midground and foreground within a piece of artwork.</p> <p>L5: Children know drawing from memory is drawing from what you remember an object looks like. Their drawings are becoming more accurate.</p>
Vocabulary	<p>Practical: Wavy, straight, pattern, line, shape, light, dark, observational, memory, imagination, charcoal, primary source, secondary source.</p> <p>Theoretical: artist, photographer, fabric designer, famous, past, work of art</p>	<p>Practical: Wavy, straight, pattern, line, shape, tone, light, dark, observational, memory, imagination, charcoal, primary source, secondary source.</p> <p>Theoretical: artist, photographer, fabric designer, famous, past, work of art</p>
Experiences		



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