

Art – Year 1

Content

NC objectives – KS1 areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products. 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 4. To 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. 	<ol style="list-style-type: none"> 1. Show how a range of materials across painting, drawing and sculpture (washable paint, watercolour paint, pencils, thick pens, clay, card and string) can be used to create artwork. 2. Develop and express personal ideas through painting, drawing and sculpture. 3. Explain and recognise how techniques can be used in painting (colour, texture, pattern) drawing (line, shape) and sculpture (form, space). 4. Discuss and describe how artwork is similar and different across different practices and disciplines. <ul style="list-style-type: none"> - Painting – Water-lily pond by Claude Monet, Bouquet by Henri Matisse, Petunia No.2 by Georgia O’Keeffe. - Drawing – A line going for a walk by Paul Klee, Animals by Pablo Picasso, First Elephant on the Moon by David Shrigley. - Sculpture – Balloon dog by Jeff Koons, Brazilian Fish by Alexander Calder. 	<p style="text-align: center;"><u>Term 1</u> cut, roll, press, push, join</p> <p style="text-align: center;"><u>Term 3</u> line, shape</p> <p style="text-align: center;"><u>Term 5 & 6</u> paint, mixing, brush strokes</p>	<p style="text-align: center;"><u>Term 1</u> space, form, mobile, slip, score, shape</p> <p style="text-align: center;"><u>Term 3</u> straight, overlapping, wiggly, dotted, spiral</p> <p style="text-align: center;"><u>Term 5 & 6</u> primary, secondary, tints, emotions</p>	<p style="text-align: center;"><u>Term 1</u> sculpture</p> <p style="text-align: center;"><u>Term 3</u> unrealistic, realistic, thickness, continuous</p> <p style="text-align: center;"><u>Term 5 & 6</u> warm colours, hue, texture, cool colours</p>

Knowledge

Substantive Knowledge

Sculpture – Autumn Term 1 (7 weeks) *What is form?*

Lesson 1 & 2: LO: To understand what sculpture is.

sculpture mobile form

To know that Balloon dog is made from circular shapes and is a 3D form and Brazilian fish is a mobile that hangs from above. Explore the 2 artworks: Balloon dog by Jeff Koons and Brazilian Fish by Alexander Calder and create a sketchbook page to show the 2 types of artwork and the shapes used.

How does sculpture make you feel?

Lesson 3: LO: To know how sculptures are similar and different.

form sculpture

Discuss the similarities and differences between the 2 styles of sculpture – look at colour, media, shape. Add annotations to their sketchbook pages from last lesson – balloon dog is a **3D form** (introduce this term), Brazilian fish is a mobile that hangs, they are both sculptures.

To have an instant responses through expression verbally and or recorded

Lesson 4 & 5: LO: To understand how a range of materials across sculpture can be used to create artwork.

cut roll press push join scoring slip

To know how to make clay sculptures through cut, roll, coil, press, push and join. Introduce slip and score to join 2 pieces of clay, model to the children that both joining pieces of clay need scoring (drawing diagonal lines) and then use slip (mixture of water and clay) to act as a glue. To know how to use cardboard and string to cut, join and assemble a hanging sculpture.

Lesson 6: LO: To know that form and shape are important elements in sculpture.

form shape space

Compare the way the elements: **form and shape**, are explored across the different types of artwork and the work they made in the previous lesson – form is 2D/3D, height, width of the artwork and how it occupies the space and shape.

Lesson 7: LO: To know how to create a sculpture.

sculpture

Disciplinary Knowledge

Sculpture **Concept: Expression**

To work as an artist to show how form and shape can be used to create pieces of 3D art. Using a stimulus (toys) children can use techniques and media learnt to express their own ideas.

Using clay, card or string create their own art based on their own personal experiences and interests – example: Create their own toy sculpture after exploring the artworks and media. The children can explain how they made their sculpture.

Drawing – Spring Term 3 (6 weeks) **Why is line important?**

Lesson 1: LO: To understand what drawing is.

line drawing

To know that drawing can appear different and contains different types of line. Explore the artworks: A line going for a walk by Paul Klee, Animals by Pablo Picasso, Elephant by David Shrigley. Discuss the similarities and differences between the 3 styles of drawing and create a sketchbook page showing this.

Discuss what the artist was trying to convey?

Lesson 2: LO: To know how line and shape are used in the artwork.

line shape continuous thickness

To know that different types of line and shape are used in drawing. Look at the 3 pieces of artwork and compare the way the elements: **line and shape**, are explored across the artwork (continuous lines, thin, thick lines).

Lesson 3: LO: To know how to use different types of line in Art.

straight overlapping wiggly dotted spiral

Using pencils and thick pens, explore and discuss how lines can change. Experiment with different types of line in sketchbook – thick, thin, wavy, dotted, spiral, continuous, straight.

Lesson 4: LO: To understand how and why contour lines are used in artwork.

unrealistic realistic

Understand that contour lines (*thick, dark, sharp lines*) can make a drawing appear unrealistic and (*subtle, soft, thin lines*) realistic. Look back at the artwork and children to apply their knowledge to their own drawings – make a realistic and unrealistic drawing of the same object.

Lesson 5: LO: To know how to use line to draw.

line realistic unrealistic

To create their own art based on imaginative drawings of animals – exploring different lines. Children create a series of drawings using different styles of line. They then apply knowledge of contour lines to their final piece.

How will the use of my lines impact others?

Drawing Concept: Expression

To work as an artist to show how line and shape can be used to create pieces of art. Using a stimulus (animals) children use techniques learnt alongside their inspirations from artworks to express their own ideas from imagination. Recognise that how they use line and shape in their own imaginative drawings will change the perception of the artwork.

Painting – Summer Term 5 + 6 (12 weeks) *How do paintings express mood?*

Lesson 1 & 2: LO: To know what makes a painting.

paint emotions hue

To know that a painting is an **expression** of ideas and emotions. Explore the artworks: Water-lily pond by Claude Monet, Bouquet by Henri Matisse, Petunia No.2 by Georgia O’Keeffe and explore the ideas and emotions in the painting. Create a sketchbook page and allow the children time to copy elements in the paintings to help them understand the idea (subject – flowers, water) and the emotions they feel (excited, happy, sad)

Lesson 3: LO: To know how styles of painting can be similar and different.

warm colours cool colours

Discuss the similarities and differences between the 3 styles of painting. Compare the way the elements: **colour, texture and pattern** are explored across the artworks. Using watercolour and washable paints, explore and identify how warm colours (red, yellow, orange, light green) and cool colours (blue, dark green, purple) are used to convey mood.

Lesson 4 & 5: LO: To understand why colour mixing is important.

Primary colours Secondary colours tints mixing

Teach primary colours (red, blue and yellow) and explore how mixing these colours creates the secondary colours (orange, green and purple). Introduce tints (adding white to a colour) and encourage colour mixing.

To identify what I like and do not like and explain why.

Lesson 6: LO: To know how to create texture.

texture brush strokes

Explore how brushes are used to add texture (brush strokes) and the different thickness needed to produce different artwork. Watercolour paint and a thin brush makes less brush strokes. Thicker paint and larger brushes create brush strokes.

Lesson 7 & 8: LO: To understand how to make a painting.

Primary colours Secondary colours tints texture

To know by mixing primary colours, secondary colours are made. Tints are made when white is added. Texture can be made through large brush strokes. Create their own art

Painting **Concept: Expression**

To work as an artist to show how colour, texture and pattern can be used to create pieces of art. Using a stimulus (plants) children use techniques learnt alongside their inspirations from artworks to express their own ideas from imagination. Children recognise how colour is used across the different artworks to express mood by using warm colours for a positive, cheery mood and cool colours for calmness, sadness.

based on flowers from imagination. Apply the knowledge – tints, warm/cool colours and colour mixing.

Lesson 9 to 12: LO: To know how to refine and reflect on my art.

Primary colours Secondary colours tints mixing

Continue to apply knowledge, refine and express ideas and build automaticity. Children repeatedly make the same painting, but improve one area each time. Create a series of flower paintings, changing scale and media.

To recognise the moods created through my painting

Concepts

Expression

ELEMENTS

Painting	Drawing	Sculpture
<p>Colour</p> <ul style="list-style-type: none"> - The different hues used to express mood and meanings in paintings. The colour wheel is used to split colours into three different groups: primary, secondary and tertiary. <p>Texture</p> <ul style="list-style-type: none"> - The look and feel of paint on paper/canvas. The texture can be created through the different media (thick/thin paint) being used or the application of the media (paintbrushes/palette knives). <p>Pattern</p> <ul style="list-style-type: none"> - The way colour or line has been used in a painting to create patterns. This may be through the repetition of a single or select palette of colours or lines. 	<p>Line</p> <ul style="list-style-type: none"> - The tool used in every drawing. It has a length, width, tone, texture and can divide space, define a form, describe contour or suggest direction. <p>Shape</p> <ul style="list-style-type: none"> - The outline of line can create enclosed spaces such as: square, triangle, rectangle, circle, oval, etc. 	<p>Form</p> <ul style="list-style-type: none"> - Having three-dimensions which encloses volume and has length, width and height. <p>Space</p> <ul style="list-style-type: none"> - The area occupying the artwork and surrounding it.

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ASSESSMENT
KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.