

St Anne's C of E Primary School Curriculum Plan

Subject: Art and Design

Year: 1

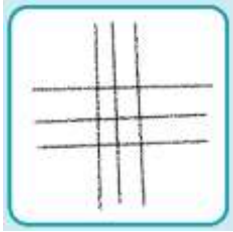
Term: Autumn



Unit: Make your mark- drawing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>2D shape, 3D shape</p> <p>abstract- art that does not represent images of our everyday lives, but instead uses shapes, colours, forms and gestural marks to achieve its effect.</p> <p>chalk, charcoal, circle, continuous</p> <p>cross-hatch-</p>	<p>A range of 2D shapes.</p> <p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>Art can be abstract.</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How artists choose materials based on their properties in order to achieve certain effects.</p> <p>What abstract art is.</p>	<p>Generating ideas Explore their ideas using a range of different media</p> <p>Sketchbook Use a sketchbook to explore ideas</p> <p>Making skills Confidently draw a range of 2D shapes.</p> <p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p>



diagonal, horizontal, lightly, wavy,
dots, firmly, texture.

form- three dimensional shape,
physical piece of art.

observe

Look carefully to make an
observational drawing.

Complete a continuous line drawing

Knowledge of the artist

Artists choose materials that suit
what they want to make.

Evaluating and analysing

Describe and compare their own
and others work.

Art is made in different ways.

Art is made by all different kinds of
people.

St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 1

Term: Spring



Unit: Paper play- sculpture and 3D



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
artist sculpture, three dimensional (3D) cylinder, curve, loop, tube, concertina- folding something backwards and forwards so it becomes smaller but can be stretched out again overlap, spiral, zig-zag, carving, mosaic- a pattern or picture made from small pieces of coloured stone, glass or paper imagine	Form- Know paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. Shape- Know paper can be shaped by cutting and folding it. You can manipulate paper in different ways to create a variety of shapes eg spiral, zig-zag. Larger structures can be made using newspaper rolls. Art is made by all different kinds of people. An artist is someone who creates.	Rolling, folding and scrunching can create 3D structures. Art can be made collaboratively. Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Art is made in different ways.	Generating ideas Explore their own ideas using a range of different media Sketchbooks use sketchbooks to explore ideas. Making skills Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag.

	<p>The artist Louise Bourgeois' and his piece of art- 'Maman' spider sculpture (1999),</p>		<p>Make larger structures using newspaper rolls.</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Knowledge of the artist Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 1

Term: Summer



Unit: Colour splash- painting and mixed media



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>primary colour- yellow, red, blue</p> <p>secondary colour- orange, green, purple are made by mixing two primary colours together</p> <p>blend, pattern, mix, print, shape, space, texture, thick</p> <p>hue- describing an exact colour</p> <p>shade</p> <p>kaleidoscope</p>	<p>Colour- The primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> - Red + yellow = orange - Yellow + blue = green - Blue + red = purple <p>Pattern- A pattern is a design in which shapes, colours or lines are repeated.</p> <p>Tone- There are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>How to combine primary coloured materials to make secondary colours.</p> <p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours.</p> <p>How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p> <p>How to use blowing to create a paint effect.</p>	<p>Generating ideas Explore their own ideas using a range of media.</p> <p>Sketchbook Use sketchbooks to explore ideas.</p> <p>Making skills Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Mix colours</p> <p>Use a range of colours when printing.</p>

	<p>That paint brushes come in different thicknesses and these are used for different techniques and create different effects.</p> <p>Paint can be consistently applied to their printing materials to achieve a print.</p> <p>Everyday objects can be used for printing.</p> <p>Printing can be a layering of shapes and different colours.</p> <p>Secondary colours can be different shades (hues)</p> <p>The artist Clarice Cliffs and a piece of her art work-circle tree.</p>	<p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p>	<p>Use different paint brushes effectively.</p> <p>Mix five different shades of a secondary colour.</p> <p>Decorate their hands using a variety of patterns.</p> <p>Mix secondary colours with confidence to paint a plate.</p> <p>Evaluating and analysing Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people</p>
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