

YEAR 1 2022/23		Art & Design
Topic 1: Our Story (5)		
What is a portrait? What did you need to include? How did you create your colours? What happens if I want to my changes to my colours? <u>Service and friendship</u>		
KNOW	DO	UNDERSTAND
Know what a portrait is. Know the features that need to be included in a portrait. Know that if you add white to a colour it gets lighter, and if you add black/brown/purple/blue to a colour it gets darker. Know how to choose a brush/tool purposefully and explain my choice. Know that different drawing media create different outcomes. Key vocabulary: Portrait Self-portrait Colour Tone Blend Explore	Children create self-portraits using paint, mixed media and reflections. They explore colour mixing (for example with skin tones) and use of appropriate tools (different size brushes for different elements of their painting). They investigate a range of drawing materials and develop painting techniques. <u>NC Aims:</u> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting <u>NC Content:</u> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Children are learning all about where they come from and what makes them who they are. In this unit children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves. This art content gives them a great opportunity to explore this visually, whilst developing fundamental skills about colour mixing. It also enables children to explore different aspects of their personality, culture and identity through the use of mixed media Children have done lots of exploratory art in EYFS, and have developed some basic skills such as paintbrush grip. Children have not previously been taught specific art skills relating to painting/colour.
Topic 2: Whizz, Bang, Pop! (5)		
KNOW	DO	UNDERSTAND
Topic 3: Wild Weather (5)		
Explain what Van Gogh's work is like. Explain what Jackson Pollock's work is like – how did he create it? How is it similar/different to Van Gogh? How did you create your marks? Why did you choose those tools? <u>Generosity and thankfulness</u>		
KNOW	DO	UNDERSTAND
Know about the work of Vincent Van Gogh and Karl Schmidt Can explain the style of Jackson Pollock Know how to create work in the style of Jackson Pollock, discussing the features Know how to choose tools purposefully and explain the impact of my choices on the outcome	Children will explore the work of famous art by painters, investigating how colour and technique can produce different effects e.g. Van Gogh's "Starry Night" and "The Church at Auvers"; Karl Schmidt – Rottluff's "Self Portrait 1906"; Monet's Le Grand Canal; Basquiat's "Dusthead"; any Jackson Pollock painting. Children to explore lots of different mark making with paint, with different brushes/tools (eg plastic cups for circles; cotton buds; cubes	During this unit, the children will learn about weather in our country and also around the world. They will make connections between the climate of different areas linked to the weather there. They will discover that the earth spins, creating day and night, and understand how seasons occur. Children will use what they have learnt as a basis to develop creative responses to the different seasons, through art, music and dance.

<p>Can explain how the colours and techniques are different in different artists work</p> <p>Know that different tools make different marks</p> <p>Key vocabulary: Vincent Van Gogh Karl Schmidt Jackson Pollock Style Mark Making Explore</p>	<p>etc) – show “Mark Making” ppt. Experiment with making their own weather-picture using the techniques explored.</p> <p>Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>NC Content: - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Children have done lots of exploratory art in EYFS, but have not previously been taught specific art skills relating to collage.</p>
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Topic 4: Waste Warriors (5)

What is the work of Fauvists like?
What is unusual about the colours?
Tell me about the colours in your work – how is it similar to Les Fauves?
What is a collage?

Justice and courage

KNOW	DO	UNDERSTAND
<p>Know the features of Fauvism – I can explain why they are unusual.</p> <p>Can explain about subverted colours.</p> <p>Know how to create my own image using subverted colours.</p> <p>Know how to create a collage.</p> <p>Can choose different materials for different reasons (for my collage).</p> <p>Key vocabulary: Fauvism Unusual colours (subverted) Collage Materials/media</p>	<p>Children explore the artwork of the Fauvist movement. Explore the concept of unusual colours; they simple content/images, and then subverted bold colours to create simplistic abstract paintings.</p> <p>Children create their own Fauvist style images, using felt tips, crayons, oil pastels or crayons.</p> <p>Children then create layered collages with different materials in the style of Les Fauves – consider paper, felt, cotton wool (painted), coloured pasta for lines etc.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting... and other art and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>NC Content: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.</p>	<p>Children are learning about different materials and their properties. In their art, children will use different materials to create collages in the style of Les Fauves.</p> <p>Children have done lots of exploratory art in EYFS, but have not previously been taught specific art skills relating to painting/colour/collage.</p>

ART WEEK

What is a sculpture? What is a mosaic?

How did you design your artwork before making it?
 What is contemporary art?
 Tell me about the artists you have learnt about – what is special about their work? What makes it different to other art work?

This is a standalone unit.

KNOW	DO	UNDERSTAND
<p>Know what contemporary art is. Know about a range of contemporary artists and can discuss their work.</p> <p>Know what a sculpture is.</p> <p>Know how to design my own sculpture, based on the work of artists I have learnt about.</p> <p>Know what a mosaic is and how it is created.</p> <p>Know how to create a mosaic inspired by contemporary artists.</p> <p>Key vocabulary: Contemporary art Recycled art Colour Shape Space Pattern Texture Sculpture Mosaic</p>	<p>Discuss recycling with children/everyday objects: reduce - reuse- recycle.</p> <p>Explore contemporary artists with children who work with recycled/everyday objects:</p> <ul style="list-style-type: none"> - Lin Evola Shmidt (some of the metal she uses are guns, but say it is recycled metal/car parts). - Michelle Reader - Yuken Teruya’s “Corner Forest” - Rodney "Rodrigo" McCoubrey (his work is very fun and child-like). - Jane Perkins (creates famous people’s portraits from recycled objects). <p>Explore ideas around sculpture/objects with children.</p> <p>Children explore colour, shape, space, pattern and texture to develop their visual, tactile and sensory understanding of the materials and processes in art, craft and design activities.</p> <p>Children to generate ideas for sculptures.</p> <p>Children to create mosaic designs using recycled materials, eg. Buttons, bottle tops. (some children to use templates/shape outlines)</p> <p>Could create a whole class sculpture!</p> <p>Bottle top art Collage mirrors using recycled materials. 3D recycled art sculpture.</p>	<p>This is an intensive art week that follows on from “Waste Warriors”, a unit which focuses on different materials. This art week develops their understanding of materials by focusing on recycling/recycled materials.</p> <p>Children have done lots of exploratory art in EYFS, but have not previously been learned about sculpture or 3D collage.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.

Topic 5: Wild Safari (4)

KNOW	DO	UNDERSTAND

Topic 6: Dungeons and Dragons (5)

KNOW	DO	UNDERSTAND

MUSIC WEEK

KNOW	DO	UNDERSTAND

Topic 7: Green Fingers (5)

What is mark making?
 What is observational drawing? What do you have to do?
 How did your design your tile? What inspired you?

Truthfulness and trust

KNOW	DO	UNDERSTAND
<p>Know what mark making is.</p> <p>Know that different tools make different marks.</p> <p>Know how to draw specific shapes that I see.</p> <p>Know how to create an observational drawing using shape, space and line.</p> <p>Know how to design a clay tile.</p> <p>Know how to roll clay, how to use my fingers/different tools to make marks.</p> <p>Know that adding water helps me blend my clay.</p> <p>Key vocabulary: Mark making Tools Observation Observational drawing Shape Space Line Clay tile</p>	<p>Show children how it is possible to make lots of different marks with pencils on paper (again, use “Mark Making” ppt which children have seen earlier in the year). Children explore making lots of different marks.</p> <p>Having learnt about lots of different plants and flowers, children will have the opportunity to develop their observational drawing skills – this works particularly well with wild flowers.</p> <p>Model drawing an enlarged plant part with lots of detail. Children look at different plant parts using magnifying glasses & then carefully draw & label what they can see.</p> <p>Clay tile designs – printing.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing - evaluate and analyse creative works using the language of art, craft and design</p> <p>NC Content: - to use drawing to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</p>	<p>This unit is all about plants: how they grow; what they need; what they look like; different varieties of plants, flowers and trees. This is a great opportunity for children to explore mark making and develop their observational drawing skills of plants and flowers.</p> <p>Children have done lots of exploratory art in EYFS, and throughout Year 1, but have not been taught specific observational drawings skills, so this will be an opportunity for new learning.</p> <p>Children may have used clay before in sessions such as making divas for Diwali or for Black History Day, but not for specifically planned content from the art curriculum, so this will be a new teaching point.</p>
DT WEEK		
KNOW	DO	UNDERSTAND