



Art


Medium-term Plan (Year 1)

Equipping Children for a World of Possibilities

<u>Year Group</u> Year 1	<u>Term</u> Autumn 1	<u>Unit of Learning</u> Sketching
<u>About the unit</u> Children will learn how to draw a portrait		<u>Where the unit fits in</u> Theme: skeletons and scarecrows Children will learn about proportions of the face when drawing portraits. They will draw a portrait someone else in preparation for drawing a self portrait later in the year.
<u>Prior Learning</u> Children have developed drawing skills in both Reception. In Reception they looked at shape and proportion when drawing animals. In Year 1 children start to learn to mix shades of colour.	<u>Vocabulary</u> Materials: Paint, brush, palette, Elements: Line - curved, thin, thick, bold, vertical, horizontal, diagonal Shape - proportion, 2D shapes Colour - shades, light, dark Tone - soft, harsh	<u>Resources</u> Paint, paper, mixing trays / palettes, brushes of different sizes, sketch pencils, sketch books.
		<u>Key artists, craft makers and designers to consider:</u> Andy Warhol Freida Kahlo
<u>Assessment (By the end of this unit the children will be able to...)</u> Talk about and compare the work of a range of artists, including their own. Use a range of materials creatively to design and make products. Draw and paint to develop and share my ideas, experiences and imagination. Line - Use a range of materials to explore and make different types of line (straight, curved, horizontal, vertical and diagonal). Colour - Create different shades of colour. Shape and form - Produce 2D work in proportion.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about the work of other artists.	Andy Warhol- look at his portraits. Compare with Portrait artist of the year 2019 Freida Kahlo.	Comparisons of artwork.
Show your ideas and imagination through drawing.	Learn and practice skill Drawing resource pack - drawing a face in proportion.	Developed understanding in use of shape and line.
Show your ideas and imagination by creating different colours and lines when painting	Apply what learnt to draw someone else's face.	Developed painting skills and knowledge.
Show your ideas and imagination through sculpting by creating different shapes, lines and textures to achieve your desired effect.	Decide on what you want the foreground and background to look like using your sketchbook ideas and apply and combine these to produce your final painting.	A painting incorporating ideas and skills developed.
Describe the differences and similarities between artwork and talk about your own work.	Evaluate finished artwork. Talk about elements of art evident – lines, shapes and colours incorporated and why you used them in that way. What did you want your artwork to show? Talk about how your artwork is similar / different to the artwork you looked at first.	Evaluated artwork. Comparisons of artwork.


Year Group Year 1	Term Autumn 2	Unit of Learning Drawing and Painting
About the unit Children will produce a picture of a castle in the style of the artist Paul Klee.		Where the unit fits in Theme: Turrets and Tiaras Children learn about castles and what life was like in a castle.
Prior Learning In Reception they explored paint independently and through focused activities where they painted people and animals and learnt to mix primary colours to make secondary colours.	Vocabulary Elements: Line - curved, thin, thick, bold, vertical, horizontal, diagonal Shape - 2D shapes, big, small, thin, thick, tall, short, round. Colour - shades, light, dark	Resources Paint, paper, mixing trays / palettes, brushes, scissors.
		Key artists, craft makers and designers to consider: Paul Klee
Assessment (By the end of this unit the children will be able to...) <ul style="list-style-type: none"> • Talk about and compare the work of a range of artists, including their own. • Use a range of materials creatively to design and make products. • Draw and paint to develop and share my ideas, experiences and imagination. • Line - Use a range of materials to explore and make different types of line (straight, curved, horizontal, vertical and diagonal). • Colour - Create different shades of colour. • Shape and form - Produce 2D work in proportion. 		
Learning Objective	Possible teaching Activities	Learning Outcomes
Show your ideas	Children complete a pre-learning assessment activity showing what they think a castle looks like.	A drawing of a castle using what they already know.
Talk about the work of other artists.	Introduce children to the artist Paul Klee and look at his art work titles 'The Castle and the Sun.' Ask children to describe the lines, colours and shapes in the artwork. Shape: Talk about the 2D shapes – are they all the same? Some are different sizes. What are they showing? Line: Talk about the sorts of lines you need to be able to draw in order to create a picture like this (straight and curved, horizontal, vertical and diagonal) Colour: Talk about the different colours you can see. There are lots of different shades of the same colour too (Talk about what shade means). Look at the red or orange shades and talk about them. Have they ever seen a castle that looks like this?	Art elements have been observed and discussed in the work of an artist.
Show your ideas by creating different shapes.	Think about the different ways shapes can be created – drawing shapes freehand, drawing round shapes, cutting out shapes. Practise making shapes of different sizes.	Developed understanding of how to create shapes of different sizes.
Show your ideas by creating different shades of a colour when painting	Learn how to create different shades of colour by adding black, white or maybe a little bit of a different colour to see what effect it has on the colour.	Developed understanding of how to create different shades of colour.
Show your ideas and imagination by creating different shapes and colours to achieve your desired effect.	Draw a picture of what you would like your castle to look like. Think about what you like or what you might change for your final piece. Apply all of the things you have learnt to create a piece of art work of a castle in a similar style to Paul Klee with cut or drawn shapes painted in different shades of colour.	A painting incorporating ideas and skills developed.
Talk about and compare the work of an artist with their own and others.	Evaluate finished art work. Talk about elements of art evident – lines, shapes and colours incorporated and why you used them in that way. What did you want your art work to show?	Evaluated artwork. Comparisons of artwork.

	Talk about how your artwork is similar / different to the art work you looked at first. Or how it is similar / different to the artwork of others in the class.	
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<u>Year Group</u> Year 1	<u>Term</u> Spring 1	<u>Unit of Learning</u> Painting and chalk
<u>About the unit</u> Children will produce a picture of the London Skyline.		<u>Where the unit fits in</u> Theme: Paddington around the UK Children learn about the events that happened in the great fire of London.
<u>Prior Learning</u> Children have developed painting skills in both Reception. In Reception they explored paint independently and through focused activities where they painted people and animals and learnt to mix primary colours to make secondary colours.	<u>Vocabulary</u> Materials: Paint, brush, palette, chalk Elements: Line - curved, thin, thick, bold, vertical, horizontal, diagonal Shape - proportion, 2D shapes Colour - shades, light, dark Tone - soft, harsh	<u>Resources</u> Paint, paper, mixing trays / palettes, brushes of different sizes, chalk, watercolors, sketch books. <u>Key artists, craft makers and designers to consider:</u> Tracey English Donna Walsh L S Lowry
<u>Assessment (By the end of this unit the children will be able to...)</u> Talk about and compare the work of a range of artists, including their own. Use a range of materials creatively to design and make products. Draw and paint to develop and share my ideas, experiences and imagination. Line - Use a range of materials to explore and make different types of line (curved, thin, thick, bold, vertical, horizontal, diagonal). Colour - Create different shades of colour. Tone - Create soft and harsh tones. Shape and form - Produce 2D work in proportion.		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about the work of other artists.	Compare three paintings of the London skyline from Tracey English- bright and colorful. Donna Walsh- sunset in London using watercolors. L S Lowry- chalk drawing of Piccadilly Circus.  What is similar / different about them? Use elements to talk about and compare e.g., colours and tones used, use of line and shape. What effects have been achieved through using these?	Comparisons of artwork.
Show your ideas and imagination through drawing.	Foreground - explore shapes and lines in buildings.	Developed understanding in use of shape and line.
Show your ideas and imagination by creating different colours and lines when painting	Background. Develop painting skills first: Colour mixing to create different shades. Investigate different ways of painting fire using different sized brushes, different movement of brushes etc.	Developed painting skills and knowledge.

<p>Show your ideas and imagination through sculpting by creating different shapes, lines and textures to achieve your desired effect.</p>	<p>Decide on what you want the foreground and background to look like using your sketchbook ideas and apply and combine these to produce your final painting.</p>	<p>A painting incorporating ideas and skills developed.</p>
<p>Describe the differences and similarities between artwork and talk about your own work.</p>	<p>Evaluate finished artwork. Talk about elements of art evident – lines, shapes and colours incorporated and why you used them in that way. What did you want your art work to show? Talk about how your artwork is similar / different to the artwork you looked at first.</p>	<p>Evaluated artwork. Comparisons of artwork.</p>

<u>Year Group</u> Year 1	<u>Term</u> Spring 2	<u>Unit of Learning</u> Drawing and painting
<u>About the unit</u> Children will develop their skills of observational drawing and will gain knowledge and experience of colour mixing. They will apply what they have learnt to create a wild animal painting.		<u>Where the unit fits in</u> Theme: Animals (wild animals) Children learn about other animals, habitats, similarities and differences.
<u>Prior Learning</u> Reception children have had experience of observational drawing when drawing minibeasts. They have had the opportunity to explore paint in their independent artwork.	<u>Vocabulary</u> Elements: Line - curved, straight, thin, thick, little, long. Shape - 2D and 3D shapes, big, small, thin, thick. Colour-primary, secondary, mix	<u>Resources</u> Photos of Henri Rousseau's Tiger in a Tropical Storm. Animals(visit to the zoo) Photographs of flamingos (taken at zoo) Ipad for photos Paper, pencil, paint, mixing tray, brushes <u>Key artists, craft makers and designers to consider:</u> Henri Rousseau's Henri Matisse_
<u>Assessment (By the end of this unit the children will be able to...)</u> <ul style="list-style-type: none"> • Talk about and compare the work of a range of artists, including their own. • Use a range of materials creatively to design and make products. • Draw and paint to develop and share my ideas, experiences and imagination. • Line - Use a range of materials to explore and make different types of line (straight, curved, horizontal, vertical and diagonal). • Colour - Create different shades of colour. • Shape and form - Produce 2D work in proportion. 		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
Talk about artwork.	Introduce children to the artist Henri Rousseau. Display his painting of 'Tiger in a Tropical Storm' but don't tell the children the title. TTYP about the picture - what you can see, what is happening, where it might be, colours, shapes etc. Can you guess what the title might be? Then tell children what the title is - why do you think it is called that? Is the tiger easy to spot? Talk about the colours, lines and patterns that can be seen. Tell children that we are going to produce our own picture a bit like the 'Tiger in a Tropical Storm' but we are going to create a picture of a different animal (flamingo). Show them an example of a tiger one and ask what how we could make a picture like this with a flamingo instead.	Increased knowledge of art elements. New knowledge of an artist and their work.
Explore colour and shape. Make observations.	Encourage children to look at the colour and shape of flamingos when they visit the zoo. What special features do they have. Encourage them to notice things about the flamingos. Where do they live in the zoo. What are they surrounded by? Take photographs of the flamingos to use in future sessions.	Observational skills developed through real life experience.
Create simple representations.	Show children step-by-step how to draw a flamingo. Draw in sketchbooks. Photocopy onto A4 paper for children to paint the following week.	Drawn representation of a flamingo.
Explore what happens when two primary colours are mixed together. Choose particular colours to use for a purpose.	This week we are going to paint the flamingo and the grass it is hiding in. What colour do we need for the grass? We have a challenge - we are only allowed to use red, yellow and blue paints to paint the grass. What could we do? Introduce colour mixing to children. Show them three pieces of card and get them to name the colours - red, yellow and blue. Tell children that these are called primary colours because they can't be made by mixing other colours. They can be used to mix other colours though. Can children predict what colours the different combinations could make? Use talk partners and share predictions. Show children the primary colours powerpoint and the clip of the song 'There are 3 primary colours'.	Knowledge of mixing primary colours and the colours they produce.

<p>Explore what happens when two primary colours are mixed together.</p>	<p>Experiment with colour mixing. Show children how to use blocks paints to mix primary colours together. Children put water on their brush and mix it in the block (lightest colour first). They put this paint in a pallet tray. They wash their brush and then do the same with the second colour and add it to the first colour in the pallet to create a new colour. The best results have more of the lighter colour and a little bit of the darker colour. Record findings in sketchbook by painting blobs of the colours being used:</p> <p></p> <p>Children then paint grass on a photocopied picture of their flamingo using the green paint they have made.</p>	<p>Experience of mixing primary colors to make secondary colours. Applied knowledge of colour mixing in children's work.</p>
<p>Explore colour mixing.</p>	<p>Learn how to make pink. Explore adding different amounts of white to get different shades of pink. Paint the flamingo pink.</p>	

Year Group Year 1	Term Summer 1	Unit of Learning Drawing and printing
About the unit Children will produce a printed piece of art work inspired by nature.		Where the unit fits in Theme: The Enchanted Forest
Prior Learning Children have explored printing with a range of materials such as blocks, cardboard, balloons etc. during independent learning in Reception. This has involved children dipping objects into paint and pressing or dragging the objects on to paper or other materials.	Vocabulary Elements: Line - curved, straight, vertical, horizontal, diagonal Shape - big, small, thin, thick Pattern - regular, irregular, random, spaced	Resources Natural objects, sketchbooks, pencils, paint, rollers, paper, textiles, printing materials Key artists, craft makers and designers to consider: Eric Carle Cath Kidston William Morris Mary White
Assessment (By the end of this unit the children will be able to...) 1. develop ideas. 2. make observations when drawing e.g. noticing shapes, lines, details. 3. use a variety of materials to print with e.g. natural materials, fruit, blocks. 4. demonstrate a range of techniques when printing e.g. rolling, pressing, stamping. 5. compare others artwork with their own.		
Learning Objective	Possible teaching Activities	Learning Outcomes
I can talk about the work of designers and describe similarities and differences between pieces of artwork.	Introduce children to some textile designers who are inspired by nature by Eric Carle. Display pictures of their artwork to discuss / compare. Encourage observations of art elements and language. Ask children to give opinions.	Children will have talked about what is similar and different in pieces of artwork.
I can make observations when drawing e.g., noticing shapes, lines, details.	In sketchbooks: Children make observational drawings of flowers, trees etc. Children make notes about colours, take photographs, rubbings and collect natural objects to create an inspiration page.	Children will have observed shapes, lines and details when making drawings from real life.
I can use a variety of materials to print with.	Children use natural materials gathered to print with.	Children will have selected their own materials to print with.
I can demonstrate a range of techniques when printing e.g., rolling, pressing, stamping.	Show children printing techniques, rolling colour onto the objects, pressing the objects down. Children could print directly with the natural objects or create printing blocks (these could be with cardboard on cardboard, other materials stuck on cardboard or wood blocks).	Children will have developed printing techniques.
I can develop ideas.	Let children play with arrangements, colours etc. Children make choices for a final design. This could be more of a printed pattern or a picture. Children could mix their own colours to print with.	Children will have experimented with ideas.
I can compare others artwork with their own.	Set up a mini gallery or lay out everyone's artwork on the tables for children to walk around and look at. Include the pictures from the famous designers. Children talk about how their artwork is similar / different to the artwork by famous designers. Or how it is similar / different to the artwork of others in the class.	Children will have made comparisons of their own artwork with others.

Year Group Year 1	Term Summer 2	Unit of Learning Sculpture and texture in clay
About the unit Children will develop their knowledge of texture, and skills in using clay. They will apply what they have learnt to create a sculpture of a sea creature of their choice.	Where the unit fits in Theme: under the sea Children learn about what a under the sea is, what different sea creatures like and the similarities and differences between some animals. They will use their knowledge and experiences of animals and sea creatures to help them make decisions about their artwork.	
Prior Learning Children had experience of working with clay in Reception. They explored how to change the surface texture of the clay, to represent animal coverings, by making marks with different tools or printing into it.	Vocabulary Elements: Line - curved, straight, thin, thick, little, long. Shape - 2D and 3D shapes, big, small, thin, thick. Texture - rough, smooth, bumpy, furry, soft, hard Form	Resources Photos of Nick Mackman's artwork Animals Ipad for photos Clay, clay tools and boards. Key artists, craft makers and designers to consider: Nick Mackman https://www.veniceclayartists.com/sea-creatures-clayart/
Assessment (By the end of this unit the children will be able to...) <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Draw, paint and sculpt to develop and share my ideas, experiences and imagination. • Line – Use a range of materials to explore and make different types of line (curved, spots, spikes, thin, thick). • Texture - Create different marks to represent different textures • Shape and form - Produce 3D work in proportion. 		

Learning Objective Children will:	Possible teaching Activities	Learning Outcomes Children will have:
Talk about the artwork of others. Develop an understanding of texture.	Show children a powerpoint / photographs showing the work of sculpture artist Nick Mackman. Tell them key facts about her background, influences and technique. Help children to understand what texture is and how Nick Mackman creates texture in her clay artwork to depict animal coverings. Provide children with various texture resources in independent learning to explore and develop texture vocabulary.	Appraised an artists' work. An increased knowledge of texture.
Explore texture.	Encourage children to describe the textures of animals they have seen and learnt about. Use photographs of the sea creatures and close up photographs of their skin covering textures to use in future sessions.	An increased knowledge of texture.
Experiment with textures.	Children choose a sea creature to make a sculpture of (limit to two or three sea creatures that have different skin coverings) Use photographs of the sea creatures to refer to when creating textures. Talk about how the textures of the animals could be recreated in clay e.g., fur created by making lots of different lines, scales created by making bumps and circular shapes - explore different tools that can make these lines. Let children experiment adding texture to flat pieces of clay.	Developed skills in creating textures in clay.
Manipulate materials to achieve a planned effect.	Children follow step by step instructions to create and join shapes to create the form of the sea creature. They then apply what they know about creating textures in clay to add detail of the animals' skin covering to their sculpture.	Manipulated clay in order to produce their desired shape, form and texture.
Talk about art work.	Children talk about how they created their artwork.	Explained the process they went through to create their artwork.