



## Year 1 - Art

Use a range of <b><u>materials</u></b> to design and make products	Use drawing, painting, and sculpture to develop and share <b><u>ideas, experience and imagination.</u></b>	Develop a wide range of art and design <b><i>techniques</i></b> in using colour, pattern, texture, line, shape, form and space.	Learn about the work of a range of <b><u>artists</u></b> , craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<b>M1</b> I can explore a range of mediums and discover their range of effects when designing and making a product.	<b>IEI1</b> I can share ideas about what art is and where it can be found.	<b>T1 - Collage</b> <ul style="list-style-type: none"> <li>• I understand what a collage is,</li> <li>• I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.</li> <li>• I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc.</li> </ul>	<b>A1</b> I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.
<b>M2</b> I can investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2d and 3d.	<b>IEI2</b> I can work as part of a group to create a piece of work and also create art work independently.	<b>T2 – Drawing</b> <ul style="list-style-type: none"> <li>• I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to investigate marks.</li> <li>• I can draw lines of different thickness.</li> <li>• I can use line and shapes to represent objects seen, remembered or imagined.</li> <li>• I can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</li> <li>• I can draw lines and shapes on different surfaces. (textured/coloured/different sizes)</li> </ul>	<b>A2</b> I can create a piece of art in the style of an artist.
	<b>IEI3</b> I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and	<b>T3 – Painting</b> <ul style="list-style-type: none"> <li>• I can hold a brush correctly and clean it before changing colours.</li> <li>• I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect.</li> <li>• I can create different textures with my painting tool. E.g. dabbing, smoothing, washing, stippling etc.</li> </ul>	



	feelings to others.	<ul style="list-style-type: none"><li>• I can name the 3 primary colours.</li><li>• I am beginning to mix primary colours to make secondary colours.</li></ul>	
	<b>IE14</b> I can create representations of real life objects using a range of shapes.	<b>T4 - Sculpture</b> <ul style="list-style-type: none"><li>• I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching and kneading.</li><li>• I can create 3D models by constructing and joining recycled/natural/manmade/junk materials to represent an object/idea.</li><li>• I can experiment in building temporary sculpture using stones, sand, sticks, leaves and other natural objects.</li></ul>	
		<b>T5 – Printing</b> <ul style="list-style-type: none"><li>• I can print with a range of hard and soft materials. E.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc.</li><li>• I can print simple repeating patterns and recognise patterns in the environment.</li><li>• I can find out how to print by loading an object with paint and applying it to a surface</li><li>• I can create prints by taking rubbings from a range of interesting surfaces/textures.</li><li>• I can explore light and dark prints e.g. white paint onto black paper.</li></ul>	
		<b>T6 – Textiles</b> <ul style="list-style-type: none"><li>• I can begin to identify different forms of textiles.</li><li>• I am beginning to cut and shape fabric/threads using scissors.</li><li>• I can decorate/embellish fabric by sticking a range of textile products/shapes.</li><li>• I can add additional decoration to my textile products by sticking buttons, beads, feathers, ribbon etc.</li><li>• I understand what weaving is and can experiment with weaving using a range of media E.g. strips of paper/card/fabrics/natural resources.</li></ul>	



## Year 1 Topic Coverage

<u>Autumn 1</u> 'Outdoor Adventurers'	<u>Autumn 2</u> 'Outdoor Adventurers'	<u>Spring 1</u> 'Let's Play!'	<u>Spring 2</u> 'Let's Play!'	<u>Summer 1</u> 'Land Ahoy!'	<u>Summer 2</u> 'Land Ahoy!'
<b><u>Sculpture</u></b> A1, A2, M1, T4 (temporary structure objective), M2 (2D & 3D), IE11, IE12	<b><u>Textiles &amp; Painting</u></b> T6, T3, IE11, M1	<b><u>Printing</u></b> T5, M2, IE11, M1	<b><u>Collage</u></b> T1, IE11, M1, M2	<b><u>Sculpture &amp; Textiles</u></b> T4, T6 (weaving objective), IE11, M1M M2 (2D & 3D)	<b><u>Drawing</u></b> T2, IE11, M1, IE13, IE14
<u>Subject Specific Vocabulary</u>					
<u>Materials</u>		<u>Ideas, Experiences and Imagination</u>		<u>Artists</u>	
Scissors, glue stick, PVA glue, card board, paper, card, tubes, boxes, plastic bottles, newspaper, carrier bags, mediums, paint, pastels, pencils, crayons, chalk, pens, HB pencils, textured paper, different sized paper, different coloured paper, paint brush, sponges, cotton buds, texture stamps, Play Doh, salt dough, natural resources (leaves, stones, pine cones, sticks, flowers etc.) felt, cotton, silk, wool, linen, sequins, beads, buttons, feathers, ribbon, weaving loom, 2D, 3D		Art, where, what, place, gallery, nature, all around, group, create, independent, imagination, observation, memory, design, record, tell stories, express, thoughts, feelings, audience, share, review, reflect, evaluate, investigate, change, experiment, trial and error, up, across, next to, on top of, underneath, between, over the top of, in line with, near to, inside, left, right, explore, shape, real life, representation effect, pleat, cut, fold, strong, weak, 2D, 3D, design, make, range of resources, tools, product, model, share, review, reflect, evaluate		Artist, create, names of some famous artists, like, dislike, feel, happy, sad, hot, cold, describe, artwork, inspired by, in the style of, colour, technique	



<b><u>Techniques</u></b>		
<p><b><u>Collage</u></b> Purpose, cut, tear, stick, paper, materials, background, texture, colour, objects, shapes, overlap, on top of, underneath, layers, <b>texture, tactile, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, pattern, spotted, striped, simple</b>, share, review, reflect, evaluate.</p> <p><b><u>Drawing</u></b> Observe, imagination, memory, control, investigate, marks, mark making, shapes, objects, observational, remembered imagined, patterns, <b>line, wavy, thick, thin, zigzag, shape, 2D, flat, pattern, spotted, striped, simple, texture, visual, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, tone, light, dark, surface</b>, share, review, reflect, evaluate.</p> <p><b><u>Painting</u></b> Experiment, mark, <b>shape, 2D, flat, pattern, spotted, striped, simple</b>, brush, thick, thin, hard, soft, bristles, hairs, paint, <b>colour, bright, cool, warm, shade, mix, primary colours, red, yellow, blue, create secondary</b>, textures, share, review, reflect, evaluate, create <b>textures</b>, smoothing, washing, stippling, dabbing, sponges, cotton buds, texture stamps, tools,</p> <p><b><u>Sculpture</u></b> Model, build, design, make, create, join, stack, stick, tools, change, manipulate, malleable, squash, squeeze, cut, squeeze, crumple, pinch, knead, scrunch, stretch, bend, snap, twist, roll, pull, flatten, paint, mix, achieve, effect, natural, man-made, recycled, junk, temporary, decorate, object, <b>3D</b>, share, review, reflect, evaluate.</p> <p><b><u>Printing</u></b> Load, paint, apply, surface, make, <b>repeated, pattern</b>, environment, print, share, guided evaluation, shape, primary &amp; secondary colour names, rubbings, <b>textures</b>, light, dark, hard, soft, materials, cork, domino, pen lid, sponge, flower, feather, fruit/veg, see, spot, recognise</p> <p><b><u>Textiles</u></b> Fabric, cotton, wool, nylon, silk, denim, thread, felt, cut, shape, thread, decorate, embellish, stick, join, button, bead, feathers, ribbon, weaving, loom, <b>furry, soft, fluffy, hairy, shiny</b>,</p>		
<b><u>I will learn...</u></b>		
<b><u>Materials</u></b>	<b><u>Ideas, Experiences and Imagination</u></b>	<b><u>Artists</u></b>

<ul style="list-style-type: none"><li>▪ That different materials have different names.</li><li>▪ How to recognise and name different materials.</li><li>▪ How materials can be adapted.</li><li>▪ How to cut and fold thin card &amp; paper</li><li>▪ That there is a difference between 2D &amp; 3D objects.</li><li>▪ How to explore different effects.</li><li>▪ How to design my own piece of work.</li><li>▪ How to use my design when creating work.</li><li>▪ That there are different materials that I can use to construct/make with.</li><li>▪ That some materials are natural and some are manmade.</li><li>▪ That materials can be changed in a variety of ways, including pleating, cutting, and folding.</li><li>▪ How to pleat with paper and thin card.</li><li>▪ How to weave.</li><li>▪ How to hold scissors properly and correctly.</li></ul>	<ul style="list-style-type: none"><li>▪ That 'Art' does not always look the same.</li><li>▪ That 'Art' can be made from different materials, shapes, sizes, forms, techniques etc.</li><li>▪ That Art can be found in many places. (Books, streets, pictures, in the home, outside, in galleries, computers etc.)</li><li>▪ That a person who creates artwork is called an artist.</li><li>▪ That artwork can be created independently or collaboratively.</li><li>▪ That I can draw from my imagination (something that I have made up or changed).</li><li>▪ How to draw from my imagination.</li><li>▪ That I can draw from observation (recreating a picture of something that is in front of me).</li><li>▪ How to draw from observation e.g. simple focus and perspective.</li><li>▪ That I can draw from memory (something that I have seen, done, or experienced in the past).</li><li>▪ How to draw from memory.</li><li>▪ That I can use these different ways of drawing to design things.</li><li>▪ That I can use these different ways of drawing to record observations e.g. the changes in the seasons/weather.</li><li>▪ That I can tell stories through drawings.</li></ul>	<ul style="list-style-type: none"><li>▪ The names of different artists.</li><li>▪ What the role of an artist is.</li><li>▪ How to talk about my likes and dislikes in artist's work.</li><li>▪ That art can make people feel different emotions.</li><li>▪ How to talk about how a piece of artwork makes me feel.</li><li>▪ How to use an artist's work to inspire my own work.</li><li>▪ How to create a piece of work in the style of an artist.</li></ul>
--	---	---



- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>▪ That I can express my thoughts and feelings through drawings.</li><li>▪ How to create representations of real life objects.</li></ul> |  |
|--|---|--|

### Techniques

#### Collage

- How to make collage pictures for particular purposes.
- How to cut, tear and stick varied papers and objects to a background.
- That a collage is a piece of artwork that is created using a range of materials stuck to a background.
- That materials in a collage should overlap.
- How to cut materials for a collage.
- How to tear materials for a collage.
- How to stick varied materials to a background.
- How to select materials to fit with the purpose of the collage e.g. if collaging a quilt, the materials should be soft/warm.
- How to group/sort materials based on their properties. E.g. colour, texture, shape etc.

#### Drawing

- How to hold a pencil with an effective tripod grip.
- How to use a range of drawing tools. (pencils, chalk, pens, crayons etc.)
- How to use my drawing tool with increased control.
- How to draw some simple lines e.g. wavy, thick, thin, zigzag.
- That drawings are made up of lines that create shapes.
- How to create drawings (observational, imagination, remembered.)
- That tone means how light / dark a colour is.
- How to draw lines, patterns and shapes using different tones.
- How to draw simple patterns e.g. spotted, striped, repeated.
- That drawings are made up of visual (seen) textures.
- That I can draw onto a range of different surfaces/canvas'.



## **Painting**

- How to use a paintbrush correctly. (Washing and dabbing to dry before using a second colour.)
- How to hold a paint brush with an effective grip.
- That I can use a variety of tools to paint.
- That different tools will create different effects.
- That texture describes how something feels/looks. (bumpy, shiny, smooth, rough etc.)
- How to create different texture effects. (dabbing, smoothing, washing, stippling etc.)
- How to experiment with paint to make different marks.
- How to experiment with paint to make shapes and patterns.
- That paint comes in a range of different colours.
- That the three primary colours are red, blue and yellow.
- That all colours are made using the primary colours.
- That if I mix 2 primary colours, I will make a secondary colour.
- That the 3 secondary colours are purple, green and orange.
- How to create/make simple lines using paint.
- How to mix primary colours to make secondary colours e.g. equal amounts of each paint and swirl until one solid colour is made.

## **Sculpture**

- That malleable means that an object can be forced into a new shape without breaking.
- How to use malleable materials such as PlayDoh and salt dough.
- How to manipulate malleable materials e.g. rolling, cutting, pinching, kneading.
- That 3D stands for three dimensional.
- That there is a difference between natural and manmade materials.
- How to recycle junk materials to create something new.
- How to use junk materials to design and make a 3D object.
- The names of different junk/recycled materials.
- How to design my model before attempting to make it.
- That adding paper and PVA glue can strengthen models.
- How to decorate a model with materials and colour to make it fit for purpose.
- That temporary sculptures will not last for a long time.



- How to use natural resources to create my own temporary sculptures.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with support.

### **Printing**

- That I can print with hard and soft materials.
- How to print with hard and soft materials.
- That a repeating pattern is a pattern that is continuous.
- How to print using a repeated pattern.
- That there are patterns in the environment.
- How to recognise patterns in the environment.
- That you can print onto different surfaces.
- How to print onto different surfaces
- How to take texture rubbings from a range different surfaces

### **Textiles**

- That different textile materials have different names.
- How to recognise and name different textiles such as fabric, cotton, wool, nylon, silk, denim.
- How to safely cut/shape fabric using scissors.
- That embellish means to decorate.
- How to embellish fabric by sticking buttons, beads, feathers. Ribbons etc.
- That I may need to use fabric glue.
- That weaving is used to create a new material.
- That a weaving loom is needed to weave materials.
- How to weave using the motion of over, under.
- That I can use a variety of resources to weave E.g. paper, card, fabric, leaves, twigs etc.