

Art		Year 1	Autumn 1	Learning in this topic:	
		Theme: Self-portraits Strand: 3D modelling Medium: Clay and paint Artist link: Paul Klee		Producing Creative Work and Ideas Children will create a symmetrical portrait in sketching pencils using half of a photo of themselves, looking carefully at the fine details of the facial features. Children will use what they have learnt about observational drawing and colour mixing to create a painted portrait of themselves.	
NC objectives covered:	<ul style="list-style-type: none"> 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 	Proficiency in art mediums (drawing, painting, sculpture etc.) Children will initially explore the use of pencils, including graphite sticks, watercolours, oil pastels, soft pastels and felt tip pens. They will then focus on the use of sketching pencils and watercolour paint. They will learn how to correctly use and take care of the paints and brushes; not to leave paint brushes standing in water as they bend, washing brushes thoroughly between uses, dabbing off excess water and paint using paper towels, using different brushstrokes but <u>not</u> scrubbing the brush and mixing colours using a paint palette to keep colours pure. Children will learn the 3 primary colours (red, blue and yellow) and know that these colours <u>cannot</u> be mixed from any others. They will then investigate colour mixing by mixing together the primary colours. They will experiment and learn how to mix skin tones and hair colours using the primary colours and white. Children will learn about the different shades which can be achieved using sketching pencils and understand what HB, 2B, 3B etc. means (pencils with B have a softer lead, the bigger the number the softer the lead and the darker the mark it creates. Pencils with H have a harder lead, the bigger the number, the harder the lead and so the lighter the mark it will make). Children will use clay to make a self-portrait. They will experiment with using different tools, including their hands, in different ways to create marks and patterns which they will then use to make their portrait.		Analyse and Evaluate Art using design language The children will discuss different materials and techniques used to create portraits and after using various materials themselves, will discuss what their pros and cons (e.g. can/cannot be blended/mixed). They will understand the terms primary and secondary in terms of colour mixing and what 'shade' and 'tone' means. They will understand what 'symmetry' means and that a face is symmetrical.	
Prior Knowledge needed:	Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range of tools. Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed together.	Knowledge of artists and designers and their impact on history/culture The children will look at and discuss the self portraits from a range of different artists, who have used different materials. They will then focus on portraits from Andy Warhol, Frieda Kahlo, Van Gough, Paul Klee and Picasso and will try to imitate their style using various materials. Children will look at the work of Leonardo Di Vinci and specifically at the detailed features of the face and the symmetry.			
Curriculum Concepts and Themes:	Colour wheels and colour mixing Sketching pencils and shading Symmetry of faces Facial features and placement	Curriculum Skills Progression:	<ul style="list-style-type: none"> Talk about, describe and draw simple images and artefacts. Use simple drawings and sketches to record ideas, thoughts and feelings. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods. Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Make a range of marks using a wide range of tools. Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Talk about what happens when colours are mixed together. Explore sculpture using malleable materials such as clay. Manipulate clay in a variety of ways e.g. rolling, kneading, shaping. Use a range of tools to create marks and patterns. 	Direct links to made other subjects:	Science – Ourselves Maths - symmetry
Inspirational Start: (hook to capture the imagination) Children will all have their photo taken, and cut in half. Can the children guess who's face they're looking at? Show some mirror images using photo editing tools- does the mirrored image look like the real thing?		Mid-way Milestone: Foam colour mixing- fill a sandwich bag with shaving foam and add 2 primary colours. What will happen? Ask the children to make predictions. Rub it all together and discuss the results.		Extraordinary End: (a recognised end point to work towards) Gallery Time. Display the children's self-portraits around the room, and allow children to view and discuss them.	

Art		Year 1		Spring 2		Learning in this topic: Producing Creative Work and Ideas Children will create a symmetrical portrait in sketching pencils using half of a photo of themselves, looking carefully at the fine details of the facial features. Children will use what they have learnt about observational drawing and colour mixing to create a painted portrait of themselves.	
Theme: Africa Strand: Printing Medium: Paint and junk modelling		NC objectives covered: <ul style="list-style-type: none"> 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 		Proficiency in art mediums (drawing, painting, sculpture etc.) Children will initially explore the use of pencils, including graphite sticks, watercolours, oil pastels, soft pastels and felt tip pens. They will then focus on the use of sketching pencils and watercolour paint. They will learn how to correctly use and take care of the paints and brushes; not to leave paint brushes standing in water as they bend, washing brushes thoroughly between uses, dabbing off excess water and paint using paper towels, using different brushstrokes but <u>not</u> scrubbing the brush and mixing colours using a paint palette to keep colours pure. Children will learn the 3 primary colours (red, blue and yellow) and know that these colours <u>cannot</u> be mixed from any others. They will then investigate colour mixing by mixing together the primary colours. They will experiment and learn how to mix skin tones and hair colours using the primary colours and white. Children will learn about the different shades which can be achieved using sketching pencils and understand what HB, 2B, 3B etc. means (pencils with B have a softer lead, the bigger the number the softer the lead and the darker the mark it creates. Pencils with H have a harder lead, the bigger the number, the harder the lead and so the lighter the mark it will make). Children will use clay to make a self-portrait. They will experiment with using different tools, including their hands, in different ways to create marks and patterns which they will then use to make their portrait.		Analyse and Evaluate Art using design language The children will discuss different materials and techniques used to create portraits and after using various materials themselves, will discuss what their pros and cons (e.g. can/cannot be blended/mixed). They will understand the terms primary and secondary in terms of colour mixing and what 'shade' and 'tone' means. They will understand what 'symmetry' means and that a face is symmetrical.	
Prior Knowledge needed:		Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range of tools. Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed together.		Knowledge of artists and designers and their impact on history/culture The children will look at and discuss the self portraits from a range of different artists, who have used different materials. They will then focus on portraits from Andy Warhol, Frieda Kahlo, Van Gough, Paul Klee and Picasso and will try to imitate their style using various materials. Children will look at the work of Leonardo Di Vinci and specifically at the detailed features of the face and the symmetry.		Curriculum Skills Progression: <ul style="list-style-type: none"> Talk about, describe and draw simple images and artefacts. Use simple drawings and sketches to record ideas, thoughts and feelings. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods. Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Make a range of marks using a wide range of tools. Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Talk about what happens when colours are mixed together. Explore sculpture using malleable materials such as clay. Manipulate clay in a variety of ways e.g. rolling, kneading, shaping. Use a range of tools to create marks and patterns. 	
Curriculum Concepts and Themes:		Colour wheels and colour mixing Sketching pencils and shading Symmetry of faces Facial features and placement		Direct links to made other subjects:		Science – Ourselves Maths - symmetry	
Inspirational Start: (hook to capture the imagination) Children will all have their photo taken, and cut in half. Can the children guess who's face they're looking at? Show some mirror images using photo editing tools- does the mirrored image look like the real thing?		Mid-way Milestone: Foam colour mixing- fill a sandwich bag with shaving foam and add 2 primary colours. What will happen? Ask the children to make predictions. Rub it all together and discuss the results.		Extraordinary End: (a recognised end point to work towards) Gallery Time. Display the children's self-portraits around the room, and allow children to view and discuss them.			

Art		Year 1	Summer 1
<p align="center">Theme: Seaside Strand: Textiles and printing Medium: Tie-dye</p>			
<p>NC objectives covered:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Learning in this topic: Producing Creative Work and Ideas Children will begin by watching a video clips of the sea, one of a storm at sea and one of the sea on a calm, sunny day. They will discuss how they were different, how each made them feel and why, and will mind map, in groups, words they can think of to relate to each type of sea – foam, froth, curling waves, crash, cold, dark/ shimmering, calm, beautiful, peaceful, reflecting, light, etc. This will then be shared and added to by the whole class including children's ideas about what we might find on a beach? (shells, rubbish, plastic bottles, starfish etc). These ideas will form the start of the children's mood board.</p> <p>Discuss how some artists and designers use a mood board to help them collect together ideas before they even start painting or drawing. Children will create their own version of this which will be added to throughout the sessions.</p> <p>Proficiency in art mediums (drawing, painting, sculpture etc.) Children will discuss the colours we associate with the sea- blue – what do we know about the colour blue? (it is a primary colour and cannot be made using other colours). Children will learn that although it cannot be made from other colours, its tone and shade can be changed by adding small amounts of other colours. Children will experiment by trying this for themselves to make a blue tones colour strip. This will then be added to their mood board.</p> <p>Children will be shown how to create a pulled string picture by cutting a length of string and placing into paint (blue/green tones will be used) then placing this in different designs onto one half of a folded piece of blank paper(remembering to leave a tail of string sticking out from one edge). The paper is then folded shut, and carefully pressed down before pulling the string out by the tail to reveal a symmetrical string pulled pattern inside. Children will experiment with this technique themselves, making several different designs to represent the waves of the sea.</p>		
<p>Prior Knowledge needed:</p> <p>Reception: Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.</p> <p>Use a range of every day fabrics and materials to create pictures.</p>	<p>Children will be shown how to weave using a simple 'over then under' technique. They will select from a variety of materials (net, organza, plastic, bubble wrap, wool, tissue/crepe paper etc.) and use these to create their own 'sea' weaving. They will then later embellish this using natural or man-made objects (shells, plastic, pebbles, starfish, beads, buttons, drawings etc) to represent things that are found in the sea or on a beach.</p> <p>Analyse and Evaluate Art using design language Children will choose 1 artist's sea picture which they like best and add it to their mood board with a little annotation to say what they like about it.</p> <p>Knowledge of artists and designers and their impact on history/culture Children will look at the work of Gustav Courbet, Katsushika Hokusai, Andreas Achenbach, Van Gough, JMW Turner, and discuss what they like/don't like about the images.</p>		
<p>Curriculum Concepts and Themes:</p> <p>Seaside –waves and colours, reflections, found beach objects.</p>	<p>Curriculum Skills Progression:</p> <ul style="list-style-type: none"> Use simple drawings and sketches to record ideas, thoughts and feelings. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods. Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range of tools. Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed together. Use string to create symmetrical string pulled pictures. Use a card loom to create a weaving. 	<p>Direct links to made other subjects:</p> <p>Lighthouses – DT (electrical and mechanical components)</p> <p>Grace Darling – English</p>	
<p>Inspirational Start: (hook to capture the imagination) Watch video clip, with sound of a storm at sea?</p>		<p>Mid-way Milestone:</p> <p>Eric Carles ' A House for a hermit crab' story to help children think about what embellishments they could add to their weaving.</p>	<p>Extraordinary End: (a recognised end point to work towards)</p> <p>All the children's weavings and string pictures will be displayed together to form a class collage of the sea.</p>