



Art Year 1 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children should have lots of opportunities to draw, experimenting with drawing basic lines of different shapes and thicknesses. They should have access to a range of drawing tools including felt tips, crayons, charcoal, drawing pencils, biro pens and drawing pencils and should use these freely within their art lessons. They should begin to experiment with the concept of light and dark, using pencils to create dark and light tones.

They will study famous artists and will show an understanding of how and when they were made. Children will develop their oracy skills by discussing their thoughts and ideas, describing what they felt went well and how they might improve.

They will begin to explore and experiment in their sketchbooks. They will understand that their sketchbook is owned by them for experimentation and exploration.

What do we already know? What can we already do?

Use a range of drawing tools e.g., pens, pencils, chalk

Draw on different surfaces

Choose/ select own art drawing resources

Look after art resources in the provision e.g. sharpening pencils

Work using own imagination and interests/ ideas

Knowing a variety of artist

Knowing what an artist is

Articulate what they have learnt/ created

Year 1 Art- Drawing

NC objectives – Key Stage 1

Pupils should be taught:

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

To know 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

Key Questions

Can they communicate something about themselves in their drawing?

Can they create moods in their drawings?

Can they draw using different types of media?

Can they draw lines of different thicknesses?

Can they describe what they can see and like in the work of another artist?

Can they ask sensible questions about a piece of art?

Specific unit objectives

Drawing

To know and explore different drawing tools.

To experiment drawing lines of different thicknesses.

To develop their own ability to use and apply the formal elements of line and shape with some control when drawing.

To understand and explore the concept of light and dark, learning how to create both values.

To communicate something about themselves in their drawings.

To create moods in their drawings.

Sketchbook- (objectives to cover all year)

To know and understand what a sketchbook is for.

To practise and try out ideas and techniques within their sketchbook.

To make records of the world around them, ideas, thoughts and feelings.

Knowledge- (objectives to cover all year)

To investigate different works of art (artists) and highlight what they like about the art work.

Reflection- (objectives to cover all year)

To have opportunities to make creative decisions about their work.

To develop skills in orally describing their thoughts and ideas about their work.

To look at their work and the work of others and discuss what they can see.

Key vocabulary and understanding for concept connectors

Drawing: differences, similarities, tools, charcoal, pencils, crayons, line, shape, control, thick, thin, light, dark, tone.

Sticky Knowledge

Lines and shapes can vary in thickness.

Lightness and darkness can be achieved using different forms of media.

Pens, pencils and crayons are all different types of drawing tools.

An artist is a person who creates paintings or drawings for a hobby or job.

Key Artists

Andy Goldsworthy, Lowry, Barbara James, Hans Holbein, Yulia Brodskaya, Joan Miro, Wassily Kandinsky



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The Big Picture

Children will have lots of opportunities to paint. Children will have access to an array of paints including water colour, acrylic and poster paints and will develop an understanding of the different types and the effects they give. They will have the opportunity to paint on different surfaces including wood, fabric, card, paper. Children will have lots of time to experiment with the primary colours to create new secondary colours. They will develop skills in measuring and mixing paint to blend colours. As with drawing, they will continue to develop their understanding of light and dark within their painting, experiment with different types of paints.

They will study famous artists and will show an understanding of how and when they were made. Children will develop their oracy skills by discussing their thoughts and ideas, describing what they felt went well and how they might improve.

They will begin to explore and experiment in their sketchbooks. They will understand that their sketchbook is owned by them for experimentation and exploration.

What do we already know? What can we already do?

Use range of painting tools e.g., sponges, brushes

Paint on different surfaces

Know a range of different types of paints – watercolour, poster paint

Know that when colours are mixed they create new colours

How to hold a paintbrush

How to put on a painting apron

Choose/ select own art drawing resources

Look after art resources in the provision e.g., sharpening pencils

Work using own imagination and interests/ ideas

Knowing a variety of artist

Knowing what an artist is

Articulate what they have learnt/ created

Year 1 Art- Painting

NC objectives – Key Stage 1

Pupils should be taught:

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

To know 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.

Key Questions

Can they communicate something about themselves in their paintings?

Can they create moods in their paintings?

Can they choose to use thick or thin paintbrushes?

Can they name the primary and secondary colours?

Can they describe what they can see and like in the work of another artist?

Can they ask sensible questions about a piece of art?

Specific unit objectives

Painting

To know and explore different types of paint.

To know different types of painting surfaces and experiment on these e.g. paper, card, fabrics.

To name the primary colours and begin to discover secondary colours.

To develop skills in measuring and mixing paint, blending colours in palettes and on paper to apply paint skilfully.

To explore the concept of light and dark, learning how to create both values.

To communicate something about themselves in their paintings.

To create moods in their paintings.

Sketchbook- (objectives to cover all year)

To know and understand what a sketchbook is for.

To practise and try out ideas and techniques within their sketchbook.

To make records of the world around them, ideas, thoughts and feelings.

Knowledge- (objectives to cover all year)

To investigate different works of art (artists) and highlight what they like about the art work.

To orally describe their work to others using words.

Reflection- (objectives to cover all year)

To have opportunities to make creative decisions about their work.

To develop skills in orally describing their thoughts and ideas about their work.

To look at their work and the work of others and discuss what they can see.

Key vocabulary and understanding for concept connectors

Painting: brushes, tools, primary colours, secondary colours, acrylic, poster paint, powder paint, water colour, light, dark, mixing.

Sticky Knowledge

The three primary colours are red, yellow and blue.

Water colour and powder paint are two different paint types.

Lightness and darkness can be achieved using different forms of media.

An artist is a person who creates paintings or drawings for a hobby or job.

Key Artists

Andy Goldsworthy, Lowry, Barbara James, Hans Holbein, Yulia Brodskaya, Joan Miro, Wassily Kandinsky



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The Big Picture

Children will be given the chance to experiment with different materials through ripping and tearing. They will be asked to gather and sort the materials they want and need to create their collages, from a range of sources including newspapers, magazines, old books etc.

They will study famous artists and will show an understanding of how and when they were made. Children will develop their oracy skills by discussing their thoughts and ideas, describing what they felt went well and how they might improve.

They will begin to explore and experiment in their sketchbooks. They will understand that their sketchbook is owned by them for experimentation and exploration.

What do we already know? What can we already do?

- Tear/ rip different materials
- Layer materials using different fixing techniques e.g. PVA glue and tape
- Choose/ select own art drawing resources
- Work using own imagination and interests/ ideas
- Knowing a variety of artist
- Knowing what an artist is
- Articulate what they have learnt/ created

Year 1 Art- Collage

NC objectives – Key Stage 1

Pupils should be taught:

- 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
- To know 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.

Key Questions

- Can they cut and tear paper and card for their collages?
- Can they gather and sort the materials they will need?
- Can they describe what they can see and like in the work of another artist?
- Can they ask sensible questions about a piece of art?

Specific unit objectives

Collage

- To understand that collage is the art of using elements of paper to make images.
- To sort, collect and gather materials.
- To create artwork from a variety of different media e.g., photocopies, fabric, crepe paper.
- To cut, fold, crumple, and tear materials to create images.
- To know and experiment with different ways of securing materials.

Sketchbook- (objectives to cover all year)

- To know and understand what a sketchbook is for.
- To practise and try out ideas and techniques within their sketchbook.
- To make records of the world around them, ideas, thoughts and feelings.

Knowledge- (objectives to cover all year)

- To investigate different works of art (artists) and highlight what they like about the art work.
- To orally describe their work to others using words.

Reflection- (objectives to cover all year)

- To have opportunities to make creative decisions about their work.
- To develop skills in orally describing their thoughts and ideas about their work.
- To look at their work and the work of others and discuss what they can see.

Key vocabulary and understanding for concept connectors

Collage: sort, collect, group qualities, media, photocopies, fabric, crepe paper, cut, fold, crumple, tear.

Sticky Knowledge

A collage is made by sticking different materials together to make a picture. Materials can be cut, folded, crumpled and teared to create images. An artist is a person who creates paintings or drawings for a hobby or job.

Key Artists

Andy Goldsworthy, Lowry, Barbara James, Hans Holbein, Yulia Brodskaya, Joan Miro, Wassily Kandinsky