


Y1 Art and Design How can we make art?	TERM 1 Homes		TERM 2 ARTS WEEK Kings, queens and spies		TERM 3 Africa	
	<p>Key knowledge</p> <p>To know that JMW Turner was a British artist from 200 years ago who used watercolour to create landscapes.</p> <p>To know that observational drawing is drawing what you can see with close attention to detail.</p> <p>To know that observational drawing using pencils can be done drawing the Railway Cottages in the local area.</p> <p>To know to rinse in between colours to keep colours bright.</p> <p>To know that we can hold our drawing tools in different ways, experimenting with pressure, grip and speed.</p> <p>To know adding water to watercolour paint makes it lighter.</p>	<p>Key skills</p> <p>To be able to record from direct observation.</p> <p>To be able to share ideas and meanings by using a range of materials and processes.</p> <p>To be able to design and make images with paint and water and choose appropriate watercolours.</p> <p>To be able to describe thoughts and feelings about their work and others work.</p> <p>To be able to use fine watercolour brushes to create an image.</p> <p>To be able to use line to represent a form as accurately as possible.</p> <p>To be able to draw and show a sense of proportion.</p> <p>To be able to look closely at size and shape of objects and talk about what they see.</p> <p>To be able to show increased control over pencil and pressure used.</p> <p>To be able to develop ideas and make reflective observations concerning design using pencil.</p> <p>To be able to confidently choose colours that are appropriate to create a suggested idea.</p> <p>To be able to make different marks using pencils and pens.</p>	<p>Key knowledge</p> <p>To know the proportions when drawing a face.</p> <p>To know that David Hockney is a British artist who draws portraits and landscapes.</p> <p>To know David Hockney creates art in lots of different ways, including using iPads.</p> <p>To know that images and backgrounds can be created by collage.</p> <p>To know that art pieces can be created through a multimedia approach.</p> <p>To know how to use layering to create colour.</p> <p>To know that Mark Bradford is a British artist who uses collage.</p> <p>To know dark colours are the closest to black and light colours are the closest to white.</p>	<p>Key skills</p> <p>To be able to ask and answer questions concerned with their own work.</p> <p>To be able to develop ideas and make reflective observations concerning design.</p> <p>To be able to apply typical proportions of faces (e.g. eyes are nearer the middle of the face) when drawing a portrait.</p> <p>To be able to mould playdough into a variety of shapes and join them together (to create reptiles and amphibians).</p> <p>To be able to draw and show a sense of proportion.</p> <p>To be able to show increased control over pencil and pressure used.</p> <p>To be able to record from direct observation.</p> <p>To be able to develop ideas and make reflective observations concerning design using pencil.</p> <p>To be able to confidently choose colours that are appropriate to create a suggested idea; make different marks using pencils and pens.</p> <p>To be able to describe thoughts and feelings about their work and others’ work.</p> <p>To be able to mark make with felt tips and wax crayon and watercolour.</p> <p>To be able to compile different media successfully to create a final image using a range of media and techniques exploring colour, shape and composition.</p> <p>To be able to use oil pastels to shade, by pushing and pulling different colours and overlapping them.</p> <p>To be able to use an iPad to make art.</p> <p>To be able to use a pen to mark make using repeated patterns.</p>	<p>Key knowledge</p> <p>To know that Esther Mahlangu used bold colour and geometric designs.</p> <p>To know some houses in Africa have geometric designs on them.</p> <p>To know traditional Ndebele designs are bright and use shapes.</p> <p>Esther Mahlangu</p>  <p>To know that sculpture is called modelling when we use our fingers to mould clay.</p> <p>To know that we can use clay to make a house.</p>	<p>Key skills</p> <p>To be able to explore possibilities of a variety of materials and processes.</p> <p>To be able to combine visual/tactile qualities of materials.</p> <p>To be able to ensure plenty of paint on brush when painting.</p> <p>To be able to draw and show a sense of proportion.</p> <p>To be able to rinse between colours to keep colours bright.</p> <p>To be able to use strong poster paint colours.</p> <p>To be able to form a 3D shape with flat sides and pointed roof out of clay (using fingers).</p> <p>To be able to smooth the clay in readiness for decoration.</p> <p>To be able to create a front cover of artwork based on a West African tale.</p>
	<p>Outcome</p> <p>Observational drawing of the ‘Gruffalo’ (English).</p> <p>Observational drawing of materials (Science).</p> <p>Stained glass windows (RE).</p> <p>Observational drawing and painting of local houses in pencil and watercolour.</p> <p>In Year 1 free flow creative journals, the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).</p>		<p>Outcome</p> <p>Drawing a self-portrait (learning theme).</p> <p>Observational drawings of fish (science).</p> <p>Reptiles and amphibians made out of playdough (Learning themes).</p> <p>Drawing 2D maps and make 3D maps (Learning themes).</p> <p>Make 3D maps using recycling and mixed media (Learning theme).</p> <p>Creating art on the iPad, starting with the background (Computing).</p> <p>Collage picture inspired by Arts Week tearing up their own mark making and water colour.</p> <p>In Year 1 free flow creative journals, the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).</p>		<p>Outcome</p> <p>Make model houses using clay; create designs linked to our school values; painting the clay houses with Mahlangu inspired designs.</p> <p>Designing a front cover for pupils’ own books using oil pastels, pencils and pen (English).</p> <p>Observational drawings of plants at Kew (Science).</p> <p>Drawing Ganesh (RE).</p> <p>Design a house sculpture inspired by Ndebele house painting.</p> <p>Draw and watercolour paint on observational drawing of a flower (Science).</p> <p>In Year 1 free flow creative journals, the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).</p>	

	Key vocabulary (tier 2) art artist colour contrast create line material observe paint paper pencil size watercolour	Key vocabulary (tier 3) curvy design grip JMW Turner landscape observational drawing portrait pressure process proportion straight	Key vocabulary (tier 2) bright collage create cut darkest form glue layer lightest mixing overlap rip self-portrait shade tear	Key vocabulary (tier 3) amphibians build up David Hockney Mark Bradford oil pastel reptile	Key vocabulary (tier 2) 3D shape bright clay contrast corner edge face form mix mould poster paint side smooth South Africa strong	Key vocabulary (tier 3) Esther Mahlangu gable roof geometric modelling Ndebele oil pastel patterns represent proportion sculpture
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