

Art & Design		
Year 1		
Term 1		
Term 1: Drawing making your mark:		
Vocab	Knowledge	Outcomes
2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical	<p>Formal elements:</p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means ‘what something feels like’.</p> <p>Texture: Know different marks can be used to represent the textures of objects.</p> <p>Texture: Know different drawing tools make different marks.</p> <p>Making skills:</p> <p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to overlap shapes to create new ones.</p> <p>How to use mark making to replicate texture.</p>	<p>Show knowledge of the language and literacy to describe lines.</p> <p>Show control when using string and chalk to draw lines.</p> <p>Experiment with a range of mark-making techniques, responding appropriately to music.</p> <p>Colour neatly and carefully, featuring a range of different media and colours.</p> <p>Apply a range of marks successfully to a drawing.</p> <p>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>

wavy	<p>How to look carefully to make an observational drawing. How to complete a continuous line drawing.</p> <p>Knowledge of artists: Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	
<p align="center">Term 1.2 Term 1.2: Painting and mixed media: Colour splash.</p>		
Vocab	Knowledge	Outcomes
blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	<p>Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple</p> <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.

	<p>Making skills: How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	
<p align="center">Term 2 Sculpture and 3D: Paper play</p>		
Vocabulary	Knowledge	Unit Outcomes
artist carving concertina curve cylinder imagine loop mosaic overlap sculpture	<p>Formal elements: Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills: How to roll and fold paper.</p>	Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.

spiral three dimensional (3D) tube zig-zag	How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls. Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.	Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.
Term 3 Term 3: Craft and design: Woven wonders		
Vocab	Key Knowledge	Unit Outcomes
art artist craft knot loom plait	Formal elements: Form: Know that three dimensional art is called sculpture. Making skills:	<ul style="list-style-type: none"> Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests.

<p>thread threading warp weaving weft</p>	<p>What materials can be cut, knotted, threaded or plaited. How to wrap objects/shapes with wool. How to measure a length. How to tie a knot, thread and plait. How to make a box loom. How to join using knots. How to weave with paper on a paper loom. How to weave using a combination of materials.</p> <p>Knowledge of artists: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.</p>	<ul style="list-style-type: none"> • Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Adjust their wrapping technique if something doesn't work well. • Show that they are selecting colours thoughtfully. • Be open to trying out a new skill. • Show that they are choosing materials based on colour, thickness and flexibility. • Show resilience and keep going when things don't go right the first time. • Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). • Weave with paper, achieving a mostly accurate pattern of alternating strips. • Describe their own weaving and compare it to Vicuna's artwork. • Attach things securely to their box loom. • Remember the process needed for weaving and attach some elements in this way. • Discuss the choices they make and what they like about their finished work.
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