

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

‘Be the best you can be; together we grow from acorns to oaks flourishing in God’s love’

Art & Design Curriculum Skills Progression Document Year 1

Year 1

Year 1	Self-Portrait - Frida Kahlo Surrealism 		Local Link The Sculpture Trail, Beechenhurst 
	Drawing <u>Make your mark</u> 	Sculpture and 3D <u>Paper play</u> Louise Bourgeois 	Craft and design <u>Woven wonders</u> 
	Painting and mixed media <u>Colour splash</u> Clarice Cliff Plates  		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	That a pattern is a design in which shapes, colours or lines are repeated.	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 1	
Drawing Make your mark Pupils know how to:	• Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. Pupils Know • That a continuous line drawing is a technique in which a single unbroken line is used to develop an image, without lifting the pen or pencil from the paper until the drawing is complete • Properties of drawing materials e.g.: which one's smudge, which ones can be erased, which one's blend.
Technical Vocabulary	continuous, irregular, geometric, horizontal, line, mark making, observation, overlap, regular, texture, vertical
Learning Objectives	1. Exploring Line 2. Making Waves 3. Experimenting with media 4. Mark Making 5. Drawing from observation

Painting & Mixed Media Colour Splash Pupils know how to:	• Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.
Technical Vocabulary	blend, colour, mix, pattern, print, primary colour, secondary colour, shade, shape, texture.
Learning Objectives	1. Making colours 2. Painting with colour 3. Printing with paint 4. Exploring colour mixing 5. Clarice Cliff plates

Sculpture & 3-D Paper Play Pupils know how to:	• Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, e.g. spiral, zig-zag. • Make larger structures using newspaper rolls.
Technical Vocabulary	cylinder, roll, scrunch, sculpture, spiral, two-dimensional, three-dimensional, fold, zig-zag
Learning Objectives	1. Tube towers 2. 3D drawings 3. Tree of life 4. Giant spider model part 1 5. Giant spider model part 2

Craft & Design Woven Wonders Pupils know how to:	• Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. <u>Pupils Know</u> • What materials can be cut, knotted, threaded or plaited.
Technical Vocabulary	art, artist craft, cut, knot, measure, plait, thread, weave, warp, weft, wool, wrap
Learning Objectives	1. Is it art? 2. Wool wrapping 3. Exploring thread 4. Warp and weft 5. Fibre art

Meanings	Interpretations	Materials and processes	Themes
Some artists are influenced by things happening around them. Woven wonders (Cecilia Vicuña)	- Sometimes artists concentrate on how they are making something rather than what they make. Colour splash (Jasper Johns) - Artists living in different places at different times can be inspired by similar ideas or stories. Paper play (Tree of life concept; Nature)	- Artists can use everyday materials that have been thrown away to make art. Woven wonders (Cecilia Vicuña, Judith Scott) - Artists choose materials that suit what they want to make. Paper play (Louise Bourgeois)	Sustainability (Woven wonders) Nature (Make your mark)
Evaluating and analysing Year 1	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates. Colour splash, Woven wonders, Paper play - Craft is making something creative and useful. Woven wonders		Pupils can: - Compare their work to another artwork. - Make links between artworks. - Talk about how art is made.

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Frida Kahlo Bridget Riley Zaria Forman Wassily Kandinsky Renata Bernal Ilya Bolotowsky	Clarice Cliff Jasper Johns	Samantha Stephenson Louise Bourgeois	

Year 1		National curriculum Pupils should be taught:	
Generat- ing ideas	Explore their own ideas using a range of media.	- 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 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 - 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.	
Sketch- books	Use sketchbooks to explore ideas in an open-ended way.		
Making skills (including Formal elements)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.		
	Make choices about which materials to use to create an effect.		
	Explore and analyse a wider variety of ways to join and fix materials in place.		
Know- ledge of artists	Develop observational skills to look closely and reflect surface texture.		
	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		
Evaluat- ing and analys- ing	Describe and compare features of their own and other's art work.		

Resources and Equipment Year 1			
Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Roll of white paper or lining paper ☐ String ☐ Black paper or card ☐ Oil pastels ☐ Soft pastels ☐ Chalk ☐ Charcoal ☐ B grade sketching pencils ☐ Still life objects to draw ☐ Black fine liners or handwriting pens	☐ Ready-mix paint in primary colours ☐ Play dough or plasticine in primary colours ☐ Tissue or cellophane in primary colours ☐ Lego bricks or similar for printing ☐ Chalks or marker pens (optional) ☐ Paper plates (one each) ☐ Drinking straws	☐ A4 thin coloured card ☐ A4 thin white card ☐ Card from packaging boxes or similar ☐ Masking tape ☐ Metallic paint (optional) ☐ Sponges for painting	☐ Cardboard (cereal boxes or similar) ☐ Wool in a range of colours ☐ Other threads for plaiting and knotting (e.g. scraps of embroidery thread) ☐ Strips of scrap fabric ☐ Ribbon ☐ Shoeboxes or photocopy paper boxes (one each, or one between two) ☐ String - approximately 7m per box ☐ Masking tape ☐ Things to thread on wool (such as: beads, drinking straws) ☐ A4 coloured card or sugar paper

Kapow
Primary

Teacher guidance: Working with clay



What type of clay should I use?

Choosing the type of clay to use will have an impact on the cost and the practicalities of this unit of work. There are benefits to both and you will need to choose what works best for your children and school setting. Whichever clay you choose, read and follow the safety instructions and explain to the children how to handle it safely.



Standard clay

Standard clay would traditionally be fired in a kiln to make it durable. In school, standard clay can just be dried at room temperature rather than fired. Although it won't be as strong as fired clay, it will be suitable for most primary school projects if you choose a medium-grogged hand-building clay. 'Grogged' just means a clay mix that contains particles that make it stronger and less prone to cracking. Standard clay can actually be easier for children to manipulate and it can be softened to make it more workable. It can also be re-used many times as long as it is stored in an airtight container. This clay can be painted quite successfully once dry.

Air-drying clay

Air-dry clay is very convenient if you know that each child will be keeping every piece they make during lessons. It typically dries out faster than standard clay, so needs to be stored for less time while it dries. It is easy to paint a finished piece. It can be trickier to work with as the surfaces dry quickly and it can be more expensive.

Equipment for working with clay

Successful clay work with children doesn't require lots of specialist equipment. The tables will need to be protected with a tablecloth of some sort and each child will need a modelling board to work on. You can just work directly on top of wipe-down tablecloths, but using a board makes it easier to move finished work to be dried at the end of a lesson.

A wide variety of plastic and wooden tools are available from educational suppliers. An ideal selection would include rolling pins and modelling tools with different cutting and shaping surfaces. 'Loop tools' are useful for removing smaller areas of clay.

