




Year 1 Art - Broader Curriculum Aims and Objectives

Topics of Study	Key Artists	Theoretical Knowledge
<ul style="list-style-type: none"> • PAINTING - DOES IT SOUND COLOURFUL? • PRINTMAKING - STARTING TO PRINT • SCULPTURE - TRASH TO TREASURE • CREATIVE RESPONSE - CAN ART BRING PEOPLE TOGETHER? 		<p>Kandinsky is recognised as one of the first painters to paint in an abstract manner.</p> <p>Kandinsky painted what he heard.</p> <p>Kandinsky represented feelings with colours.</p> <p>Gyotaku was an early form of monoprinting.</p>
<p>Vocabulary</p>		
<p>abstract, represented, shape, 2-dimensional, line, pressure, primary colours, pure, dots, marks, rotate, brushstroke, smooth, flat, fishermen, photographs, texture, rubbing, pattern, template, dipped, printing, repeat, surface, ink, roller, mark-making, recycled, viewer, spiral, swirl, materials, sculpture, 3-dimensional, PVA glue, found, cutting, repeated.</p>	<p>WASSILY KANDINSKY</p> 	<p>Japanese fishermen would apply ink to the fish and then place it onto fabric to create a print that should the size, shape and detail of the fish.</p> <p>Fishermen did this in order to record what they had caught as there were no cameras to take photographs.</p> <p>Michelle Reader makes work out of recycled materials.</p> <p>Reader's work usually depicts animals.</p> <p>Reader aims to get the viewer to think about recycling and how pollution is impacting on earth's natural beauty.</p> <p>Reader loves working with found materials because they are unpredictable.</p>
<p>Quality Literature Links</p>		<p>Disciplinary Knowledge</p>
	 <p>MICHELLE READER</p>	<p>Art can be representational or abstract.</p> <p>People enjoy different kinds of art.</p> <p>Art has different purposes in different time periods.</p> <p>Modern art practices and techniques can be influenced by historical methods from all around the world.</p> <p>Art can be a way to make people think about their actions or wider social issues.</p> <p>Artists can use almost any materials to produce artwork.</p>

Year 1 Art - Broader Curriculum Aims and Objectives

Practical Knowledge

DRAWING	PAINTING	PRINTMAKING	SCULPTURE	DEVELOPING IDEAS
<p>Pencils are usually held using a tripod grip.</p> <p>Lines can be used to draw 2D shapes.</p> <p>Filling the whole space on your page makes artwork so much more interesting and effective.</p> <p>Although usually pencils are held using a traditional tripod grip, drawing implements can be held in different ways.</p> <p>A line varies depending on the speed in which it is made.</p> <p>A line varies depending on the pressure that is applied.</p> <p>Texture can be captured by placing a piece of paper over a textured surface and rubbing a drawing implemented over the top.</p> <p>Graphite can be used on its side to make wide marks.</p> <p>Keeping consistent pressure on a drawing medium achieves a consistent tone.</p> <p>Lines can be used to imply texture.</p> <p>Lines and shapes can be used to make patterns.</p> <p>The path of a line can be more accurately dictated by moving the pencil slowly and carefully.</p> <p>Pencils are usually held using a tripod grip.</p> <p>Lines can be used to spirals, swirls and loops.</p> <p>In order to achieve consistent size and proportion in a drawing, the completed part of the drawing should be continually observed.</p>	<p>Red, blue and yellow are primary colours</p> <p>Primary Colours are colours that are pure pigments and can't be made with other colours. .</p> <p>Filling the whole space on your page makes artwork so much more interesting and effective.</p> <p>A paintbrush should be held using a tripod grip</p> <p>Brushes are washed rigorously with water and patted dry on a paper towel before using another colour.</p> <p>Paintbrushes can be used to create different marks – dots, lines, shapes</p> <p>Rotating the page makes it easier to stay inside the lines.</p> <p>Brushstrokes should be made slowly and gently.</p> <p>Flattening your bristles on the side of your water pot gives your brush a cleaner and sharper point.</p> <p>Different sized brushes can be used for different sized shapes.</p> <p>Paint should be smoothed into flat patches with no white gaps.</p> <p>A small amount of paint should be put onto your brush.</p>	<p>Objects can be dipped in paint and pressed onto paper to make a variety of marks.</p> <p>Different objects have different textures and shapes.</p> <p>The texture of an object can be captured by printing with it.</p> <p>The strength of the mark that the object makes depends on how often it is dipped into the paint.</p> <p>Objects can be printed in rows to create repeat patterns.</p> <p>Objects can be printed on different surfaces to create different effects.</p> <p>Prints can be overlapped to create interesting patterns and effects.</p> <p>Ink rollers are used to roll ink.</p> <p>When rolling ink, the artist should roll in all directions and keep rolling until they have an even and smooth surface.</p> <p>Only a small amount of ink is needed to cover a whole printing sheet.</p> <p>Different drawing objects can be used to make different marks.</p> <p>If the artist makes a mistake, the ink can be re-rolled and the print can be started again.</p> <p>Repeated lines and shapes make interesting patterns.</p>	<p>Recycled materials can be used to build sculptures.</p> <p>Sculptures are 3 dimensional and can usually be viewed from all sides.</p> <p>Different materials have different properties (size, form, texture, colour, strength)</p> <p>A 3 Dimensional form can be created by arranging and fixing different found objects together.</p> <p>Glue sticks and Sellotape can be used to stick objects together quickly whereas PVA glue must be held in place for over an hour for it to begin to hold.</p> <p>Scissors can be used to cut thinner materials whereas some thicker found materials can't be cut.</p> <p>Smaller detailed pieces can be created and added to a found-materials sculpture.</p> <p>Thin cardboard and paper are the easiest found materials to cut and shape.</p> <p>Detailed pieces can be created by sketching the proposed shape onto the material and cutting it out carefully using the base of the scissors to make small cuts following the line.</p>	<p>Sketchbooks are used to record primary and secondary source research.</p> <p>Primary source images can be drawings or photographs.</p> <p>Secondary source images can be found on the internet, in magazine or newspapers or in many other places.</p> <p>Ideas are planned out using rough sketches in a sketchbook.</p> <p>When planning ideas, the drawings don't need to be polished pieces of art; they are just ideas for the artist themselves to use for reference.</p> <p>When developing ideas, the artist should continuously be thinking about how their ideas link to the theme.</p> <p>When developing ideas, the artist should think about the materials, techniques and processes that they may want to use for their final piece.</p> <p>Ideas can be discussed and developed with other people or collaboratively as part of a larger group.</p> <p>Ideas can be discarded or altered at any point during the planning process.</p> <p>The artist should draw upon their knowledge of the specific materials, techniques and processes that they've chosen to use.</p> <p>The artist should take their time with their artwork and aim to produce something of quality.</p> <p>Artists can work collaboratively or independently.</p> <p>Artists evaluate what they have produced.</p> <p>Artists will analyse their work and think about whether or not it achieves what they wanted it to achieve.</p>

PRIOR LEARNING LINKS

EYFS SCULPTURE: Children created

YEAR 1

Unit of Learning: SCULPTURE

Theme: TRASH TO TREASURE

FUTURE LEARNING LINKS

YEAR 2 SCULPTURE: Children will make clay tiles adorned with textures from the natural world.

Artist Study

Michelle Reader

Can I draw spirals, swirls and loops of a consistent size?

Can I explore the different properties of collected found materials?

Can I build my creature out of recycled materials?

Can I add detail to my creature using small pieces of found materials?

How we understand the work of history's greatest artists.

MATERIALS, TECHNIQUES AND PROCESSES	SUBJECT MATTER AND IMAGERY	CONCEPTUAL MEANING	CULTURAL, SOCIAL AND POLITICAL LINKS	INSPIRATION	ART MOVEMENTS	HISTORICAL SIGNIFICANCE
Michelle Reader makes work out of recycled materials. Reader loves working with found materials because they are unpredictable.	Reader's work usually depicts animals	Reader aims to get the viewer to think about recycling and how pollution is impacting on earth's natural beauty.				

How we study, discuss and form judgements about art.

PERSPECTIVE	PURPOSE	CREATION	JUDGEMENT AND VALUE	IMPACT	CULTURE AND HISTORY
		Artists can use almost any materials to produce artwork.		Art can be a way to make people think about their actions or wider social issues.	

Mapping of Knowledge and Vocabulary

Learning Step	Artist Study Michelle Reader	Can I draw spirals, swirls and loops of a consistent size?	Can I explore the different properties of collected found materials?	Can I build my creature out of recycled materials?	Can I add detail to my creature using small pieces of found materials?
Practical Knowledge		<p>Pencils are usually held using a tripod grip.</p> <p>Lines can be used to spirals, swirls and loops.</p> <p>In order to achieve consistent size and proportion in a drawing, the completed part of the drawing should be continually observed.</p>	<p>Recycled materials can be used to build sculptures.</p> <p>Sculptures are 3 dimensional and can usually be viewed from all sides.</p> <p>Different materials have different properties (size, form, texture, colour, strength)</p>	<p>A 3 Dimensional form can be created by arranging and fixing different found objects together.</p> <p>Glue sticks and Sellotape can be used to stick objects together quickly whereas PVA glue must be held in place for over an hour for it to begin to hold.</p> <p>Scissors can be used to cut thinner materials whereas some thicker found materials can't be cut.</p>	<p>Smaller detailed pieces can be created and added to a found-materials sculpture.</p> <p>Thin cardboard and paper are the easiest found materials to cut and shape.</p> <p>Detailed pieces can be created by sketching the proposed shape onto the material and cutting it out carefully using the base of the scissors to make small cuts following the line.</p>
Vocabulary	recycled viewer	spiral swirl	materials sculpture	3-dimensional PVA glue	found cutting
Theoretical Knowledge	<p>Michelle Reader makes work out of recycled materials.</p> <p>Reader's work usually depicts animals.</p> <p>Reader aims to get the viewer to think about recycling and how pollution is impacting on earth's natural beauty.</p> <p>Reader loves working with found materials because they are unpredictable.</p>				
Disciplinary Knowledge	<p>Art can be a way to make people think about their actions or wider social issues.</p> <p>Michelle Reader produced work using recycled materials to make people think about waste and environmental pollution.</p> <p>Artists can use almost any materials to produce artwork.</p>				

PRIOR LEARNING LINKS

EYFS PRINTMAKING:

YEAR 1

Unit of Learning: PRINTMAKING

Theme: STARTING TO PRINT

FUTURE LEARNING LINKS

YEAR 2 PRINTMAKING: Children will make foam board relief printings and oil pastel monoprints whilst exploring the oldest form of block printing.

Artist Study

Japanese
Gyotaku

Can I make
rubblings of
interesting
textures by using
the frottage
technique?

Can use lines
and shapes to
create interesting
patterns on fish
templates?

Can I print using
interesting
objects?

Can I make
interesting
repeating
patterns by
printing from
objects?

Can I experiment
with mark-
making using the
subtractive
monoprinting
technique?

Can I make
interesting lines,
patterns and shapes
using the subtractive
monoprinting
technique?

How we understand the work of history's greatest artists.

MATERIALS, TECHNIQUES AND PROCESSES	SUBJECT MATTER AND IMAGERY	CONCEPTUAL MEANING	CULTURAL, SOCIAL AND POLITICAL LINKS	INSPIRATION	ART MOVEMENTS	HISTORICAL SIGNIFICANCE
Japanese fishermen would apply ink to the fish and then place it onto fabric to create a print that should the size, shape and detail of the fish.			Fishermen did this in order to record what they had caught as there were no cameras to take photographs.			Gyotaku was an early form of monoprinting.

How we study, discuss and form judgements about art.

PERSPECTIVE	PURPOSE	CREATION	JUDGEMENT AND VALUE	IMPACT	CULTURE AND HISTORY
	Art has different purposes in different time periods.				Modern art practices and techniques can be influenced by historical methods from all around the world.

Mapping of Knowledge and Vocabulary

Learning Step	Artist Study Japanese Gyotaku	Can I make rubbings of interesting textures by using the frottage technique?	Can use lines and shapes to create interesting patterns on fish templates?	Can I print using interesting objects?	Can I make interesting repeating patterns by printing from objects?	Can I experiment with mark-making using the subtractive monoprinting technique?	Can I make interesting lines, patterns and shapes using the subtractive monoprinting technique?
Practical Knowledge		<p>Texture can be captured by placing a piece of paper over a textured surface and rubbing a drawing implemented over the top.</p> <p>Graphite can be used on its side to make wide marks.</p> <p>Keeping consistent pressure on a drawing medium achieves a consistent tone.</p>	<p>Lines can be used to imply texture.</p> <p>Lines and shapes can be used to make patterns.</p> <p>The path of a line can be more accurately dictated by moving the pencil slowly and carefully.</p>	<p>Objects can be dipped in paint and pressed onto paper to make a variety of marks.</p> <p>Different objects have different textures and shapes.</p> <p>The texture of an object can be captured by printing with it.</p> <p>The strength of the mark that the object makes depends on how often it is dipped into the paint.</p>	<p>Objects can be printed in rows to create repeat patterns.</p> <p>Objects can be printed on different surfaces to create different effects.</p> <p>Prints can be overlapped to create interesting patterns and effects.</p>	<p>Ink rollers are used to roll ink.</p> <p>When rolling ink, the artist should roll in all directions and keep rolling until they have an even and smooth surface.</p> <p>Only a small amount of ink is needed to cover a whole printing sheet.</p>	<p>Different drawing objects can be used to make different marks.</p> <p>If the artist makes a mistake, the ink can be re-rolled and the print can be started again.</p> <p>Repeated lines and shapes make interesting patterns.</p>
Vocabulary	fishermen photographs	texture rubbing	pattern template	dipped printing	repeat surface	ink roller	mark-making repeated
Theoretical Knowledge	<p>Gyotaku was an early form of monoprinting.</p> <p>Japanese fishermen would apply ink to the fish and then place it onto fabric to create a print that should the size, shape and detail of the fish.</p> <p>Fishermen did this in order to record what they had caught as there were no cameras to take photographs.</p>						
Disciplinary Knowledge	<p>Art has different purposes in different time periods.</p> <p>Japanese Gyotaku was a means of fishermen recording and documenting their catches before cameras were invented.</p> <p>Modern art practices and techniques can be influenced by historical methods from all around the world.</p> <p>Gyotaku printing influenced many future printmaking artists from all around the world.</p>						

PRIOR LEARNING LINKS

EYFS PAINTING:

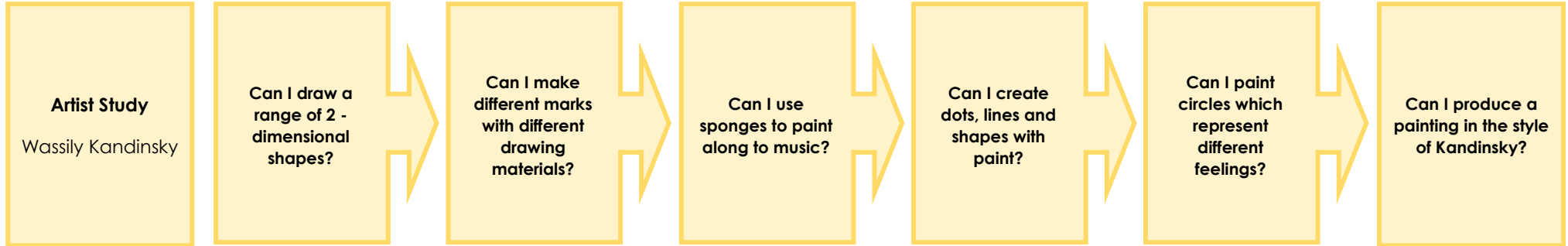
YEAR 1

Unit of Learning: PAINTING

Theme: DOES IT SOUND COLOURFUL?

FUTURE LEARNING LINKS

YEAR 2 PAINTING: Children will make Indigenous paintings using the Pintupi style of mark-making.



How we understand the work of history's greatest artists.

MATERIALS, TECHNIQUES AND PROCESSES	SUBJECT MATTER AND IMAGERY	CONCEPTUAL MEANING	CULTURAL, SOCIAL AND POLITICAL LINKS	INSPIRATION	ART MOVEMENTS	HISTORICAL SIGNIFICANCE
	Kandinsky represented feelings with colours.	Kandinsky painted what he heard.				Kandinsky is recognised as one of the first painters to paint in an abstract manner.

How we study, discuss and form judgements about art.

PERSPECTIVE	PURPOSE	CREATION	JUDGEMENT AND VALUE	IMPACT	CULTURE AND HISTORY
		Art can be representational or abstract.	People enjoy different kinds of art.		

Mapping of Knowledge and Vocabulary

Learning Step	Artist Study Wassily Kandinsky	Can I draw a range of 2 - dimensional shapes?	Can I make different marks with different drawing materials?	Can I use sponges to paint along to music?	Can I create dots, lines and shapes with paint?	Can I paint circles which represent different feelings?	Can I produce a painting in the style of Kandinsky?
Practical Knowledge		<p>Pencils are usually held using a tripod grip.</p> <p>Lines can be used to draw 2D shapes.</p> <p>Filling the whole space on your page makes artwork so much more interesting and effective.</p>	<p>Although usually pencils are held using a traditional tripod grip, drawing implements can be held in different ways.</p> <p>A line varies depending on the speed in which it is made.</p> <p>A line varies depending on the pressure that is applied.</p>	<p>Red, blue and yellow are primary colours</p> <p>Primary Colours are colours that are pure pigments and</p> <p>Filling the whole space on your page makes artwork so much more interesting and effective.</p>	<p>A paintbrush should be held using a tripod grip</p> <p>Brushes are washed rigorously with water and patted dry on a paper towel before using another colour.</p> <p>Paintbrushes can be used to create different marks – dots, lines, shapes</p>	<p>Rotating the page makes it easier to stay inside the lines.</p> <p>Brushstrokes should be made slowly and gently.</p> <p>Flattening your bristles on the side of your water pot gives your brush a cleaner and sharper point.</p>	<p>Different sized brushes can be used for different sized shapes.</p> <p>Paint should be smoother into flat patches with no white gaps.</p> <p>A small amount of paint should be put onto your brush.</p>
Vocabulary	<p>abstract represented</p>	<p>shape 2-dimensional</p>	<p>line pressure</p>	<p>primary colours pure</p>	<p>dots marks</p>	<p>rotate brushstroke</p>	<p>smooth flat</p>
Theoretical Knowledge	<p>Kandinsky is recognised as one of the first painters to paint in an abstract manner.</p> <p>Kandinsky painted what he heard.</p> <p>Kandinsky represented feelings with colours.</p>						
Disciplinary Knowledge	<p>Art can be representational or abstract.</p> <p>People enjoy different kinds of art.</p>						

PRIOR LEARNING LINKS

EYFS: Children

YEAR 1

Unit of Learning: CREATIVE RESPONSE
Theme: CAN ART BRING PEOPLE TOGETHER?

FUTURE LEARNING LINKS

YEAR 2 CREATIVE RESPONSE: Children will explore whether or not art can be inspired by literature.

Artist Study

TBC

Can I collect and record primary and secondary source images?

Can I collect and record primary and secondary source images?

Can I develop my ideas in response to the theme?

Can I develop my ideas in response to the theme?

Can I produce a final outcome?

Can I evaluate my final outcome?

How we understand the work of history's greatest artists.

DISCUSSION POINTS

How does the artists work relate to the theme?

What do you like/dislike about the artists work?

What can we learn from the artist which may help us when working from our theme?

How is my final outcome the same/different to the artist's work?

How we study, discuss and form judgements about art.

PERSPECTIVE

PURPOSE

CREATION

JUDGEMENT AND VALUE

IMPACT

CULTURE AND HISTORY

Can art bring people together?

Can art make people feel different things?

Mapping of Knowledge and Vocabulary

Learning Step	Artist Study TBC	Can I collect and record primary and secondary source images?	Can I collect and record primary and secondary source images?	Can I develop my ideas in response to the theme?	Can I develop my ideas in response to the theme?	Can I produce a final outcome?	Can I evaluate my final outcome?
Practical Knowledge		<p>Primary source images are images that are collected by the artist themselves.</p> <p>Secondary source images are images that have already been captured by somebody else and are being used by the artist.</p>	<p>Sketchbooks are used to record primary and secondary source research.</p> <p>Primary source images can be drawings or photographs.</p> <p>Secondary source images can be found on the internet, in magazine or newspapers or in many other places.</p>	<p>Ideas are planned out using rough sketches in a sketchbook.</p> <p>When planning ideas, the drawings don't need to be polished pieces of art; they are just ideas for the artist themselves to use for reference.</p> <p>When developing ideas, the artist should continuously be thinking about how their ideas link to the theme.</p>	<p>When developing ideas, the artist should think about the materials, techniques and processes that they may want to use for their final piece.</p> <p>Ideas can be discussed and developed with other people or collaboratively as part of a larger group.</p> <p>Ideas can be discarded or altered at any point during the planning process.</p>	<p>The artist should draw upon their knowledge of the specific materials, techniques and processes that they've chosen to use.</p> <p>The artist should take their time with their artwork and aim to produce something of quality.</p> <p>Artists can work collaboratively or independently.</p>	<p>Artists evaluate what they have produced.</p> <p>Artists will analyse their work and think about whether or not it achieves what they wanted it to achieve.</p>
Vocabulary							
Theoretical Questions	<p>How does the artists work relate to the theme?</p> <p>What do you like/dislike about the artists work?</p> <p>What can we learn from the artist which may help us when working from our theme?</p> <p>How is my final outcome the same/different to the artist's work?</p>						
Disciplinary Questions	<p>Is art just something that is hung in an art gallery?</p> <p>Can writing be art?</p>						