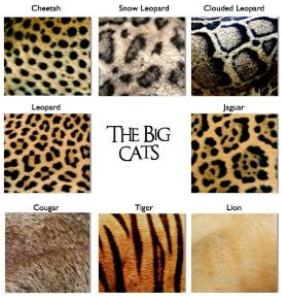
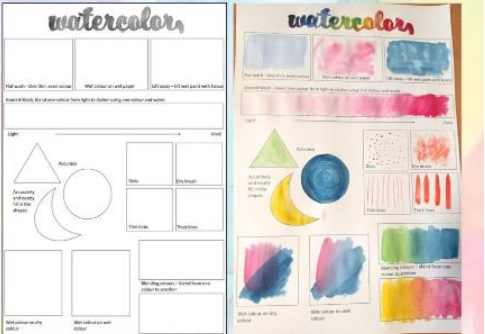


Art – Year 1 – Spring 1: Paws, Claws and Whiskers- MTP


Key vocabulary: Collage, man-made materials, recycled materials, texture, effect, join.					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why)	Substantive Knowledge (I know that)	Activity Outline
<p>The national curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content Key stage 1</p>	<p>Project 1</p> <p>1</p>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</p>	<p>I know why, as Artists, we should explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>I know how to experiment with an open mind (using all of the materials presented to them).</p> <p>I know why collage is used as an art form.</p>	<p>I know that Carl is an illustrator (The Hungry Caterpillar) who uses collage.</p> <p>I know that Megan Coyle is an Artist who used recycled materials to create art.</p> <p>I know that different artists use different techniques to create effect.</p>	<p>Look at the Artists:</p> <p>Eric Carl: American Artist and Illustrator.</p> <p>Megan Coyle: American Artist and Illustrator.</p> <p>Compare their techniques and experiment with each of their practices.</p>
	<p>Project 1</p> <p>2</p>	<p>To use a range of materials creatively to design and make products.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>I know how to create images from imagination, experience or observation.</p> <p>I know how to use a wide variety of media and tools, including photocopied material, fabric, plastic, tissue, magazine and crepe paper.</p> <p>I know how to use materials to create different textures.</p>	<p>I know that materials can be joined in a variety of ways e.g., glue, masking tape.</p> <p>I know that collage includes gluing a wide range of materials to a surface.</p>	 <p>To experiment and explore big cat patterns using collage materials.</p>
	<p>Evaluating and Consolidating</p>	<p>About the work of a range of artists, craft makers and designers and making links to their own work</p>	<p>I know how my own piece is linked to well-known Artists.</p>	<p>I know that specific key vocabulary can be used in Art to identify changes or successes.</p>	<p>To collage one 'big cat' using different materials.</p> <p>Make links to their own work from Coyle and Carl practices.</p>

<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 		<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>I know why the tools and techniques that I have used have created an effective piece.</p>		
<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Project 1 complete.</p>				
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Key vocabulary: pattern, watercolours, control, media, repeating, horizontal lines, vertical lines, thickness.</p>				
<ul style="list-style-type: none"> 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 	<p>Project 2 4</p>	<p>Exploring their ideas and recording their experiences.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p>	<p>I know how to identify patterns in nature (big cat patterns/zoo animal patterns).</p> <p>I know how to create a simple repeating pattern.</p>	<p>I know that a pattern is a design in which lines, shapes, forms or colours are repeated.</p>	<p>Experiment and explore the use of watercolours.</p> 
	<p>Project 2 5</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p>	<p>I know how to build a repeating pattern.</p> <p>I know how to design and make patterns in a range of materials.</p> <p>I know how the type of lines I use will change my piece (thickness, horizontal, vertical).</p>	<p>I know that a variety of tools and techniques including the use of different brush sizes and types can be used to create pattern.</p>	<p>Explore different 'Big Cat' patterns and how they could be created using watercolours.</p>
	<p>Evaluating and Consolidating</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture.</p>	<p>I know why marks should be controlled when making them.</p> <p>I know how to repeat, rotate or reverse my pattern.</p> <p>I know how to control my paint brush to create lines of different thickness.</p>	<p>I know that patterns can be used to create opposing effects.</p>	<p>To use watercolours to create 'Big Cat' patterns.</p> <p>Children to then create an opposing pattern and compare the process of creating each pattern (e.g., stripes and spots).</p>

		To use painting to develop and share their ideas, experiences and imagination.			
		Describing the differences and similarities between different practices and disciplines, and making links to their own work.			
Project 2 completed					

Art – Year 1 – Spring 2: Splendid Skies - MTP

Key Vocabulary: Charcoal, tone, blending, smudging, lightening, darkening, shades.					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why)	Substantive Knowledge (I know that)	Activity Outline
<p>The national curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture 	<p>Project 1</p> <p>1</p>	<p>About the work of a range of artists, craft makers and designers.</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>To use a range of materials creatively to design.</p>	<p>I know how to a variety of tools including charcoal.</p> <p>I know how to use lightening and darkening when using charcoal</p> <p>I know how to explore ideas from observation (Bob Ross) and record them.</p>	<p>I know that tone refers to how light or dark something is.</p> <p>I know that Bob Ross created clouds within his work.</p>	<p>Look into Artist Bob Ross (American Painter) and how he created clouds.</p> <p>Exploring how to use charcoal.</p> <p>Charcoal activity: Light to Dark (tonal shading spectrum).</p>

<p>and other art, craft and design techniques</p> <ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design 	<p>Project 1 2</p>	<p>To use a range of materials creatively to design and make products.</p> <p>About the work of a range of artists, craft makers and designers.</p> <p>To use drawing to develop and share ideas.</p> <p>Become proficient in drawing.</p>	<p>I know how to use smudging and blending to change the effect of my charcoal.</p> <p>I know how to use line to change the appearance of my cloud shapes.</p>	<p>I know that smudging and blending are techniques that Artists use.</p> <p>Smudging </p>	<p>Using charcoals to create cloud representations (smudging/blending/drawing).</p>
<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content Key stage 1</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 	<p>Evaluating and Consolidating</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>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</p>	<p>I know why charcoal is an effective tool.</p>	<p>I know that my work may be similar or different to Bob Ross' creations.</p>	<p>Evaluate own cloud representation.</p> <p>Compare with peers & against Bob Ross representations.</p>
<p>Project 1 complete.</p>					
<p>Key vocabulary: Sculpture, form, fabric, felt, textiles, join, construct, man-made and recycled materials.</p>					
<ul style="list-style-type: none"> 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 About the work of a range of artists, craft makers and 	<p>Project 2 4</p>	<p>About the work of a range of artists, craft makers and designers.</p> <p>Exploring their ideas.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>I know why materials (recycled, natural and man-made) should be experimented with before using them.</p> <p>I know why sculpture is an effective art form.</p>	<p>I know that a free-standing structure needs a solid or flat base in order to be able to stand.</p> <p>I know that sculptures can be permanent or temporary.</p>	<p>Exploring how to create a sculpture.</p> <p>Investigate and explore different cloud sculptures that have been created.</p> <p>Look into different practices.</p> <p>Start to design cloud.</p>

<p>designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Project 2 5</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in sculpture and other art, craft and design techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p>	<p>I know how to join materials together to create a 3D art form (begin to cut, glue and trim material).</p> <p>I know how to decorate textiles with glue, to add colour and detail.</p>	<p>I know that sculptures can be created using recycled or man-made materials.</p> <p>I know that 'form' is created in a 3-D piece.</p>	<p>To create a cloud sculpture.</p> <p>*Use of textiles incorporated with cloud sculpture. Materials such as: fabric/felt/cotton wool/string/ribbon may be used.</p>
	<p>Evaluating and Consolidating</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in sculpture and other art, craft and design techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>I know how to identify what I might change in my current work or develop in my future work.</p> <p>I know how to use key vocabulary when evaluating my piece.</p> <p>I know why Art pieces are evaluated.</p>	<p>I know that specific key vocabulary can be used in Art to identify changes or successes.</p>	<p>Continue with cloud sculpture.</p> <p>Evaluate sculpture.</p>
	<p>Project 2 completed</p>				