

Year: 1	Term: Autumn 1	Timescale: 5 weeks
Subject	Art and Design	
Unit	Make your mark	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Drawing	
Key Learning	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	
Prior Learning	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create collaboratively, sharing ideas, resources and skills • Hold a pencil effectively • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 	
Future Learning	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	
Key Vocabulary	Vertical, horizontal, diagonal, cross-hatch, optical art, 2D shape, 3D shape, abstract, narrative, printing, shade, form, continuous, lightly, firmly, shadow, charcoal, pastel	
Prior Vocabulary		
Future Vocabulary	Stippling, sketch, illustrator, illustrations, expression, emotion, texture, blending	

Thackley Primary School

Activities	<ul style="list-style-type: none">• To know how to create different types of lines• To explore line and mark making to draw water• To draw with different media• To develop an understanding of mark making• To apply an understanding of drawing and mark making to draw from observation
Artist Focus	<ul style="list-style-type: none">• Bridget Riley• Zaria Forman
Links to Other Subjects	<ul style="list-style-type: none">• Science – Animals including humans• Maths – Geometry – Properties of shapes

Thackley Primary School

Year: 1	Term: Spring 1	Timescale: 5 weeks
Subject	Art and Design	
Unit	Colour Splash	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Painting	
Key Learning	<ul style="list-style-type: none"> • 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 	
Prior Learning	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create collaboratively, sharing ideas, resources and skills • Hold a pencil effectively • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 	
Future Learning	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	

Thackley Primary School

Key Vocabulary	Hue, shade, primary colour, secondary colour, pattern, mix, blend, print, shape, kaleidoscope, space
Prior Vocabulary	
Future Vocabulary	Overlap, detail, surface
Activities	<ul style="list-style-type: none">• To investigate how to mix secondary colours• To apply knowledge of colour mixing when painting• To explore colour when printing• To experiment with paint mixing to make a range of secondary colours• To apply their painting skills when working in the style of an artist
Artist Focus	<ul style="list-style-type: none">• Clarice Cliff• Jasper Johns
Links to Other Subjects	<ul style="list-style-type: none">• Mathematics – repeating patterns

Year: 1	Term: Summer 1	Timescale: 5 weeks
Subject	Art and Design	
Unit	Woven Wonders	
Objectives Linked to NC	<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 	
Art and Design Area of Making	Craft	
Key Learning	<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. • 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. 	
Prior Learning	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create collaboratively, sharing ideas, resources and skills • Hold a pencil effectively • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 	
Future Learning	<ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. 	

Thackley Primary School

	<ul style="list-style-type: none"> • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information.
Key Vocabulary	Knot, plait, warp, weft, loom, weaving, thread, threading
Prior Vocabulary	
Future Vocabulary	Papyrus, scroll, technique, process, zine, fold, audience, inform
Activities	<ul style="list-style-type: none"> • To know that art can be made in different ways • To choose, measure, arrange and fix materials • To explore plaiting, threading and knotting techniques • To learn how to weave • To combine techniques in woven artwork
Artist Focus	<ul style="list-style-type: none"> • Cecilia Vicuña
Links to Other Subjects	<ul style="list-style-type: none"> •