








## Y1 Art – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 1 Art planning placed in context of long-term knowledge and skill growth.

<p><b>Rationale:</b></p> <p>In Y1 children will learn about the work of famous artists Klee and Picasso, beginning to recognise and compare different styles of artistic expression. They will be able to express their own opinion about a work of art using age- appropriate vocabulary before working in the style of an artist; making adaptations to include their own ideas. Children learn to choose and manipulate appropriate tools for drawing and painting showing increasing confidence when working from experience, observation and imagination. They explore ideas about line and shape and begin to use paint to mix colours. Y1 learn how to manipulate clay by rolling, kneading and shaping. They make simple shapes and add detail through carving patterns with a variety of tools.</p>	
<p><b>Y1: Drawing</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Begin to explore the use of line, shape and colour</li> <li>• Experiment with different textured backgrounds – tissue paper/sugar paper/brown paper</li> </ul>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• What textures have you made?</li> <li>• What colour choices have been explored?</li> <li>• How will you make your line thinner/thicker etc?</li> <li>• What would happen if you changed your background?</li> <li>• What is good about the artwork? What do you like/dislike? Why?</li> </ul>
<p><b>Key Vocabulary:</b> Wiggly, Zigzag, Crawling, Swaying, Dark/light, Thick/thin, Curved, Straight, Bold, Broken Wavy, Hard/soft, Texture, Surface, Marks, Shapes, Strokes, Vocabulary associated with shape</p>	
<p><b>Y1: Painting</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• Communicate something about themselves in their painting.</li> <li>• Choose to use thick and thin brushes as appropriate.</li> <li>• Paint a picture of something they can see.</li> <li>• Name the primary and secondary colours.</li> <li>• Explore mixing paint.</li> <li>• Begin to mix primary colours to intentionally make secondary colours.</li> </ul>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• How can we make our paint thinner/thicker?</li> <li>• Describe the mark you have made</li> <li>• How can we make it broader? Straighter? Curved?</li> <li>• What colour would you mix to make...</li> <li>• What do you like/dislike about this painting? Why?</li> </ul>
<p><b>Key Vocabulary:</b> Mixing, Thick/thin, Palette, Stroke, Opaque, Brush strokes, Straight/curved/flowing, Horizontal/vertical, Light/dark</p>	
<p><b>Y1: 3D Form</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• Use materials to make known objects for a purpose.</li> <li>• Carve patterns and detail.</li> <li>• Pinch and roll coils and slabs using a modelling media.</li> </ul>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between rolling, kneading and shaping?</li> <li>• What tools would be best for decoration, carving, detail?</li> </ul>
<p><b>Key Vocabulary:</b> Roll, knead, carve, coil, slab, detail, decorate, tools</p>	

Topic	Art Focus		Exemplified Work
<p><b>Where do we live?</b></p>	<p><b>3D Form</b></p>	<ul style="list-style-type: none"> <li>• Be able to identify different shapes in buildings</li> <li>• To be able to use a viewfinder to identify patterns and features in buildings</li> <li>• To be able to identify and record patterns in buildings</li> <li>• To be able to design a tile to represent a particular building.</li> </ul>	<p>Create rubbings of different textures. Create and design a clay tile to represent a local building.</p> 
<p><b>Conisbrough Castle</b></p>	<p><b>Painting Printing</b></p>	<p><i>Castle and Sun (1928)</i> is an innovative painting by Swiss artist <b>Paul Klee</b>. The stylish images are created out of different geometric shapes and various shades of colour</p>  <ul style="list-style-type: none"> <li>• Identify shapes, pattern and line</li> <li>• Describe the effect of colour choice</li> <li>• Explore mixing paint</li> </ul>	<p><b>PAUL KLEE</b></p>  <p><i>Children's artwork based on Castle and Sun</i>  <i>"His art was very colourful and childlike because he enjoyed art that was created by children."</i></p> 
<p><b>Significant people in History – Neil Armstrong</b></p>	<p><b>Painting</b></p>	<p><i>Peter Thorpe space themed art:</i></p>  <ul style="list-style-type: none"> <li>• Select colour, shape and texture for a background</li> <li>• Explore ways of adding depth and detail</li> </ul>	<p>Designing backgrounds before adding collage of stars, planets and rockets</p>  

Significant people in History – Elizabeth II

Drawing

*Picasso Portraits*



- Use a variety of tools to explore line, shape and pattern
- Work in the style of a famous artist



**PICASSO** FACES