

Cumwhinton School Curriculum - Art - Y1 - Summer		
Year 1	NC content	<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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.
Year 1	NC Content Breakdown	<p><u>Drawing</u> Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.</p> <p><u>Painting</u> They know different types of paint and the properties of each such as poster paint, powdered paint, and block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p> <p><u>Sculpture</u> Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.</p> <p>Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.</p> <p>This may be coming up with an idea linked to a theme or topic they are studying.</p> <p>Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.</p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.</p> <p>Compare their art to appropriate works of art recognising what is the same and what is different.</p>

Art and Design

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

Art and Design across Year 1

	AUTUMN	SPRING	SUMMMER
Technical Proficiency	<p><u>Drawing</u> Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.</p>	<p><u>Painting</u> They know different types of paint and the properties of each such as poster paint, powdered paint, and block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully.</p>	<p><u>Sculpture</u> Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish</p>
Understanding and Applying knowledge	<p>Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.</p> <p>Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.</p>	<p>Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.</p>	<p>Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.</p>
Creativity	<p>This may be coming up with an idea linked to a theme or topic they are studying.</p> <p>Drawing and things that have happened to them, things they know and love, or imagining far away, imagined places</p>	<p>This may be coming up with an idea linked to a theme or topic they are studying.</p> <p>Drawing and things that have happened to them, things they know and love, or imagining far away, imagined places</p>	<p>This may be coming up with an idea linked to a theme or topic they are studying.</p> <p>Drawing and things that have happened to them, things they know and love, or imagining far away, imagined places</p>
Personal Development	<p>Compare their art to appropriate works of art recognising what is the same and what is different</p>	<p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Compare their art to appropriate works of art recognising what is the same and what is different.</p>	<p>Compare their art to appropriate works of art recognising what is the same and what is different.</p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p>

CONCEPTUAL SCHOOL AMBITION DRIVERS			
	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Art and Design - SUMMER YEAR 1

The World - Responsibility

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.	Look at the artist Louise Bourgeois https://www.tate.org.uk/kids/explore/who-is/who-louise-bourgeois What do you think inspired her? Where was she born? When was she born? What is sculpture? What skills do you think she uses to get to create her sculptures? Why do you think she wants to develop art into 3D? What is 3D?
Using (Applying & analysing)	Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish This may be coming up with an idea linked to a theme or topic they are studying.	Mama Spider Sculptures - Lesson Plan - YouTube Using pipe cleaners, tissue paper and newspaper create a Spider Sculpture Using clay What tools will you use? How can you mould manipulate, change, the shape and form Rolling a ball of clay. Rolling snakes with clay. Squeezing the clay. Pulling and pinching the clay with your fingers. Carving details into the clay with tools. Smoothing out the clay with your fingers. Creating holes or hollows in the clay with tools. Joining pieces of clay together. Create a mini-beast using the skills learned
Concluding (Evaluating & summarising)	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Compare their art to appropriate works of art recognising what is the same and what is different.	Do they like their creation? What were the main skills they used? Would other skills have been more effective? What would they change and why? Compare their work to Louise Bourgeois. What is the same, different? Why is it important to interpret the work in other ways?

