

KNOWLEDGE OVERVIEW GRID			
	Subject: Art & Design		Year Group: 1
	Autumn	Spring	Summer
	Topic Painting	Topic Drawing	Topic Sculpture
	Artist Georges Seurat	Artist Daria Solak <i>Culturally diverse female artist</i>	Artist Anthony Gormley (Also look at Jon Foreman for ‘found materials’ strand)
NC Objectives Covered (Taken directly from the National Curriculum)	Pupils should be taught: - 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.		

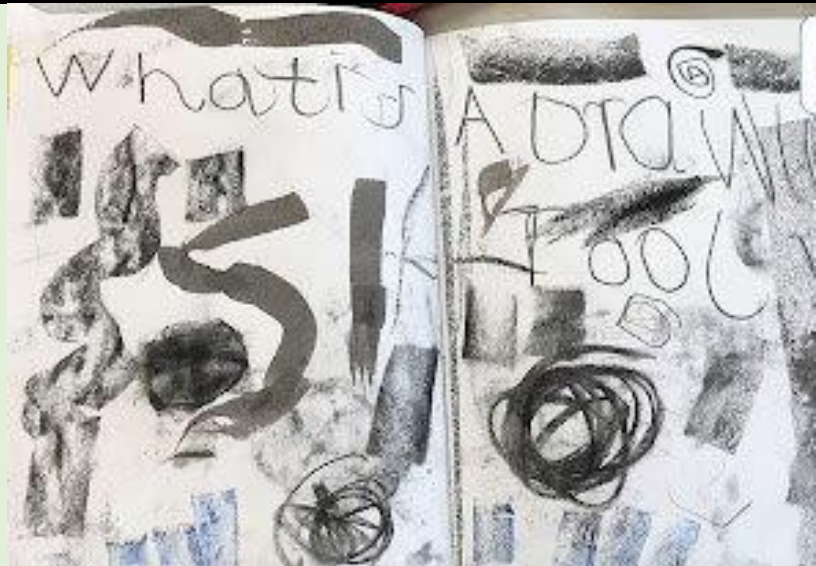
Specific Skills (taken from the BPS progression of skills and knowledge document) Red= substantive knowledge Blue= disciplinary knowledge) Progression of skills and knowledge Art.docx	<u>PAINTING</u> • Mix paint to create a secondary colour. • Start experimenting with different tones. • Use of different brush sizes and types. • Use different ways to apply paint (brush, hands, fingers, spatula). • Experiment with different textures (sand, sawdust, glue with paint). • Explore primary and secondary colours. • Represent primary and secondary colours on a colour wheel. • Identify and experiment with warm and cool colours. • Have an awareness of the variety of colours in the environment. • Paint from observation. <u>PRINTING</u> • Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils, mesh, or plastic, to create a repeating pattern - links to pointilism with repeatedly printing dots. • Make marks in print with various objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc. • Create rubbings from a print or textured surface. • Know how to create a repeating pattern in print.	<u>DRAWING</u> -Introduce the pencils: HB, 4B and 8B to -Explore light and dark and lines of different thickness. -Begin to explore the use of line, shape, texture and colour. -Investigate tones -Draw light and dark lines. -Draw faces and limbs. -Know how to show in their work how people are feeling. -Use pastels and charcoals	<u>SCULPTURE:</u> • Manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • Use joining techniques of gluing, pins, staples and threading. • Work with others to create a group artwork using recycled materials. • Communicate reasons, thoughts, observations and feelings. • Create models using recycled materials.
Previous Knowledge -What have children learnt previously that will support this next step? For all yeargroups, see: Progression of skills and knowledge Art.docx	• Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • Name a range of different colours. • Mix paint to match the colours they see. • Explore and refine colour mixing using poster paint. • Combine paint and collage. • Offer viewpoints of paintings.	-Explore making different marks with different resources and begin to compare lines and pastel smudges. • Explore where chalk and pencils come from. • Discuss marks and patterns created and begin to give reasons for their choices. • Draw from memory and observation. -Introduce dark and light pencils (e.g., 8B and HB).	• Use hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching. • Begin to arrange blocks and boxes in different ways: stacking, lining up, enclosure. • Create models using recycled materials. • Work with other children to create a group piece of work.
Misconceptions -What are the common misconceptions in knowledge for this unit?			

Learning Sequence Planning for the arts.docx Copy and paste the specific skills and knowledge you're going to cover in each stage.	Stage 1: Link it	<u>Link to prior knowledge:</u> Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • Name a range of different colours. • Mix paint to match the colours they see. • Explore and refine colour mixing using poster paint. <u>Links to personal experience or another subject:</u> Use of the drawing La Grande Jatte: - What do you see? Compare their experience of being in a park - What are the people doing? Wearing? - What is on the lake? <u>Introduce new unit:</u> - Introduce the new artist/genre/focus piece - Materials/tools and colours	<u>Link to prior knowledge:</u> <u>Links to personal experience or another subject:</u> <u>Introduce new unit:</u>	<u>Link to prior knowledge:</u> • Begin to arrange blocks and boxes in different ways: stacking, lining up, enclosure. • Create models using recycled materials. <u>Links to personal experience or another subject:</u> Children to junk model their own castle based on their history subject. <u>Introduce new unit:</u> - Introduce the new artist/genre/focus piece - Materials/tools and colours
	Stage 2: Research Artist	<u>Familiarise the children with that artist's technique and style:</u> Georges Seurat work What they notice about the style? Focus on Pointillism – how is that technique created? <u>Understand the artist's life:</u> Videos Examples of work <u>Have examples of the artist's work in their books and have some form of evaluation of that artist's work surrounding this:</u> Poster paper to record the artists life – key facts around an image of Georges Seurat Pictures of his work – children annotate their observations, making reference to his style	<u>Familiarise the children with that artist's technique and style:</u> <u>Understand the artist's life:</u> <u>Have examples of the artist's work in their books and have some form of evaluation of that artist's work surrounding this:</u>	<u>Familiarise the children with that artist's technique and style:</u> Gormley work What they notice about the style? Focus on Sculpture – how is that technique created? <u>Understand the artist's life:</u> Videos Examples of work <u>Have examples of the artist's work in their books and have some form of evaluation of that artist's work surrounding this:</u> Poster paper to record the artists life – key facts around an image of Gormley Pictures of his work – children annotate their observations, making reference to his style

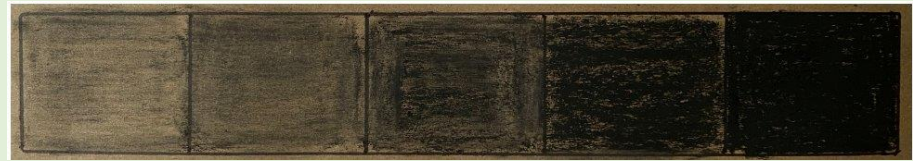
	Stage 3: Research the genre	<u>Look at other art from this period of art history:/ Annotate pieces of artwork from this genre:/ Discussion about what they like or dislike about the genre:</u> Look at other impressionist artists – what is similar and different about the work they have created Create conversations and annotations around the different feelings they may take from the different artwork created by Monet, Seurat and Van Gogh. Don't tell the title of the artwork – say what you see.	<u>Look at other art from this period of art history:</u> <u>Annotate pieces of artwork from this genre:</u> <u>Discussion about what they like or dislike about the genre:</u>	<u>Look at other art from this period of art history:/ Annotate pieces of artwork from this genre:/ Discussion about what they like or dislike about the genre:</u> Look at other contemporary artists – what is similar and different about the work they have created Create conversations and annotations around the different feelings they may take from the different artwork created by Anish Kapoor, Yayoi Kusama. Don't tell the title of the artwork – say what you see – what shapes do they interpret?
	Stage 4: Develop specific technique	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> - Using paint, mix primary colours to create secondary colours. - Add grey (black and white) to create different tones. - Use different ways to apply paint (brush, hands, fingers, spatula) - Add red to make colours warmer. - Add blue to make colours cooler. - Block print using sponges, corks, bubble wrap etc. to create a repeating pattern – explore pointillism style through this – can they create dots with different materials?	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> - Create dark and light lines by pressing harder and softer. - Create lines of different thickness. - Draw shapes. - Create texture with different mark-making techniques. - Explore the difference between the colours created by soft pastels and oil pastels.	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> - Shape clay by rolling, joining and kneading. - Join materials by gluing, pinning, stapling, taping and/or threading.
	Stage 5 and 6: Create a draft or plan Create a final piece	Drafting: - Trial – composition, check colour, size - Teacher modelling Final piece: - Need to see a copy in sketchbooks - Teacher may need to model embellishing details.	Drafting: - Trial – composition, check colour, size - Teacher modelling Final piece: - Need to see a copy in sketchbooks - Teacher may need to model embellishing details.	Drafting: - Trial – composition, check colour, size - Teacher modelling Final piece: - Need to see a copy in sketchbooks - Teacher may need to model embellishing details.

	Stage 7: Evaluate	What do you like about your final piece? What could you improve about your final piece? What ideas did you take from [the artist]? What new skills and techniques have you learnt or got better at? Evaluation sheet Year 1	What do you like about your final piece? What could you improve about your final piece? What ideas did you take from [the artist]? What new skills and techniques have you learnt or got better at? Evaluation sheet Year 1	What do you like about your final piece? What could you improve about your final piece? What ideas did you take from [the artist]? What new skills and techniques have you learnt or got better at? Evaluation sheet Year 1
Curriculum End Points -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?	- Knows the primary and secondary colours. - Understands how primary and secondary colours are presented on a colour wheel. - Can name some warm and cold colours and explain why artists may use them.	- Can use a variety of drawing media to invent new lines, marks and shapes. - Can describe marks that they have made. - Understands that lines and shapes are used by artists in a range of different ways to create final pieces.	- Understand that sculptures can be made from anything. - Can describe how artists have used found materials to create sculptures.	
Knowledge Sentences Developing a Curriculum for Art & Design Whole School p.8-31	- I know that blue, red and yellow are primary colours. - I know that orange, green and purple are secondary colours. - I know that secondary colours are between primary colours on the colour wheel. - I know that one side of the colour wheel includes warm colours and the other side of the colour wheel includes cool colours. - I know that artists (including Georges Seurat) use warm and cool colours to make us feel something like happiness or sadness or to remind us of things like fire or water.	- I know that I can use different media to make lines, marks and shapes. - I can describe marks that I have made. - I know that artists use lines and shapes in lots of different ways to create final pieces.	- I know that sculptures can be made from anything. - I can describe how Anthony Gormley and other artists use found materials to create sculptures.	
Key Vocabulary Developing a Curriculum for Art & Design Whole School p.8-31	Primary colours- primary colours are those which cannot be created by mixing other colours in a given colour space. Secondary colours- a secondary colour is made by mixing two primary colours. Colour wheel- a colour wheel shows you how colours relate to each other. Warm colours — one side of the colour wheel that includes red, yellow, and orange. This evokes warmth because they remind us of things like the sun or fire. Cool colours — the other side of the colour wheel that includes blue, green, and purple. This evokes a cool feeling because they remind us of things like water or grass.	Drawing- a picture or diagram made with a pencil, pen, or crayon rather than paint. Line- a connection between two points. It can vary in length and size, and direction. Shape- the form or outline of something. Observation- the action or process of closely observing or monitoring something or someone. Abstract- modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things. Tone – The relative lightness or darkness of a colour. Texture - the surface quality of an object. Artists and designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture. Texture vocabulary: - Rough, smooth, hard, soft, matt, shiny, waxy, coarse, glossy, scratchy, silky, wet, dry, feathery.	Rolling Joining Kneading Gluing Staples Recycle Natural materials Textures Artists Sculptures	

Sketchbooks



Tone:





				
	Enrichment Activities (trips, residentials, speakers, SMSC)			
	Physical Resources	sponges, corks, bubble wrap, cotton buds, poster paint, paint brushes, water pots	Soft pastels, oil pastels, charcoals, pencils	Recycled materials, glue, staples and thread.