















Art Long Term Plan Hadrian Y1

Y1 Art			
National Curriculum Objectives KS1		Key Assessment Questions for Y1	
<p>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. 		<p>Assessment Questions</p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> •Tell me about what you are making •What might you do next? •Tell me about what you have made <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>	
Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing
	<p>Introduce "sketchbook" as being a place to record individual response to the world.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p> <p>Develop a "sketchbook habit".</p> <p>Begin to feel a sense of ownership</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> •Describe what you can see. •Describe what you like? Why? 	<p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>

	about the sketchbook.	<ul style="list-style-type: none"> •How does it make you feel? •What would you like to ask the artist? 		
Progression 	By the end of Year 1 Children should be able to... Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind			
Teacher Subject Knowledge 	Teachers should: Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook) Let pupils <i>discover and share</i> for themselves			
Cross Curricular Links 				
Making	Drawing	Painting and Collage	Printmaking	3D
	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Please see curriculum planning art</p> <p>Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers</p> <p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. Please see observational</p>	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour</p> <p>Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with acrylic paint and painting a rainbow-forest</p> <p>Enjoy discovering the interplay between materials for example wax and watercolour</p>	<p>Explore simple printmaking.</p> <p>For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking</p> <p>Search out found objects to be used as tools to press into</p>	<p>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.</p> <p>For example making birds</p> <p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended</p>

	<p>and experimental drawing and making magic spells and Woodland Exploration</p> <p>Become familiar with 2 or more drawing exercises repeated over time to build skill. See Drawing Exercises at start here drawing</p>	<p>wax resist autumn leaves</p>	<p>plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.</p> <p>Explore pattern, line, shape and texture.</p>	<p>manner, to discover what they might do. modroc plasterboard or making modroc sculpture</p> <p>Use basic tools to help deconstruct (scissors) and then construct (glue sticks).</p>
<p>Progression</p> 	<p style="text-align: center;">By the end of Year 1 Children should be able to...</p> <p style="text-align: center;">Try out a range of materials & processes and Recognise they have different qualities Explore materials in a playful and open-ended manner Use materials purposefully to achieve particular characteristics or qualities Be excited by the potential to create.</p> <p style="text-align: center;">Understand that art is different to many subjects at school: through art, they can invent and discover.</p>			
<p>Teacher Subject Knowledge</p> 	<p style="text-align: center;">Teachers should:</p> <p style="text-align: center;">Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p style="text-align: center;">Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>			
<p>Cross Curricular</p> 				
<p>Evaluating</p>	<p style="text-align: center;">As a class</p>	<p style="text-align: center;">In small groups</p>	<p style="text-align: center;">One to one</p>	

	<p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>
<p>Progression</p> 	<p>By the end of Year 1 Children should be able to...</p> <p>Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure Begin to take photographs and use digital media</p>		
<p>Teacher Subject Knowledge</p> 	<p>Teachers should: Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in end result</p>		
<p>Cross Curricular Links</p> 			
<p>Knowledge & Understanding</p>	<p>Formal</p>	<p>Experiential</p>	
	<p>Each child should know:</p> <ul style="list-style-type: none"> •How to recognise and describe some simple characteristics of different kinds of art, craft and design •The names of tools, techniques and formal elements (in pink above and below) 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> •Discover that art is subjective (we all have our own legitimate understanding) •Begin to feel confident to express a preference in.... •Understand ideas can come through hands-on exploration •Begin to build knowledge of what different materials and techniques can offer the creative individual •Work at different scales, alone and in groups 	

Progression	See above - Formal and Experiential	
Teacher Subject Knowledge 	<p style="text-align: center;">Teachers should:</p> <p style="text-align: center;">Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.</p>	
Cross Curricular Links 		
Education for a Connected World (Throughout the year)		
Key texts 	<p style="text-align: center;">Camille and the Sunflowers by Laurence Anholt (Year 1/2)</p>	