



Year 1
Autumn
Museum of Me

Year 1

Autumn

Museum of Me

Key Question 1
What is a portrait?



Key Question 3
What is an
alternative
portrait ? Louise
Bourgeois

Key Question 5
What is an
expressive
portrait?
McCarthy and
Hoch

Key Question 7
How do I make a museum
of me?
Emma Lewis



Key Question 2
What is a traditional portrait?
Julian Opie and Chuck Close

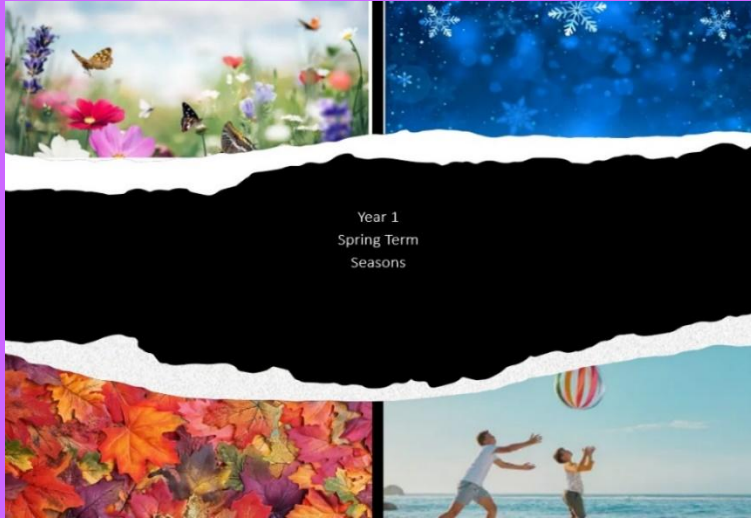
Key Question 4
What is an
expressive
portrait?
Basquiat and
Rankin

Key Question 6
What is an alternative
portrait?
Yinka Llori and Anni Albers

In this unit children will

| Key question | <u>Knowledge (substantive knowledge)</u> | <u>Skills – (disciplinary knowledge)</u> |
|--------------|---|--|
| 1 | <ul style="list-style-type: none"> Understand the concept of a portrait as a representation of a person, usually focusing on their face. Identify and name different facial features, such as eyes, nose, mouth, and ears, and understand their role in creating a portrait. Recognise that facial expressions are the different ways in which our faces show emotions or feelings. Develop an awareness of how facial expressions can convey different moods and feelings in a portrait. | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and differentiate between elements of a portrait (e.g., portrait, facial expression). Develop creative skills by experimenting with different facial expressions and using them to convey specific moods and feelings in their artwork. |
| 2 | <ul style="list-style-type: none"> Identify the distinct style of artist Julian Opie, focusing on simplified and stylized representations of facial features characterized by bold lines and minimal detail. Recognise the importance of pencil control in drawing, understanding how to manipulate the pencil to create precise lines and shapes. | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and differentiate between facial features and artistic styles (e.g., bold simplified). Begin to engage in visual analysis activities to examine Julian Opie’s style, focusing on elements such as line quality, shape, and composition. Develop practical skills in drawing facial features in the style of Julian Opie, focusing on bold lines, simplified shapes, and minimal detail |
| 3 | <ul style="list-style-type: none"> Identify and explore Louise Bourgeois’ sculpture “Maman,” and understand how it is a type of portrait Begin to understand how artists use symbolism to convey meaning Know how different media (ink, chalk, charcoal, pencil, pen). can be used to make different marks and that these marks can be used to convey texture, form and pattern | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and differentiate between facial features and artistic styles Engage in visual analysis activities to explore Louise Bourgeois’ “Maman,” identifying its symbolism Recognise the importance of observation and experimentation in drawing, understanding how different marks and techniques can convey texture, form, and pattern Develop practical skills in drawing creatures that represent personal traits, focusing on control of media, attention to detail, range of marks, and consideration of how marks link to the chosen animal’s characteristics. |
| 4 | <ul style="list-style-type: none"> Understand the concept of expressive portraits as artworks that convey emotions, personality, and individuality. Identify and explore the styles of artists Jean-Michel Basquiat and Rankin, focusing on their use of bold lines, vibrant colours, and expressive marks in portraiture. Learn about the use of black paper as a background for artwork and the effects of using chalk and soft pastels on dark surfaces. Develop an awareness of the possibilities of creating expressive portraits using unconventional materials and techniques. | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and interpret artworks, such as portraits, expressionism, and materials. Engage in visual analysis activities to compare and contrast the styles of Basquiat and Rankin, focusing on elements such as line quality, colour, and composition. Develop practical skills in creating Basquiat-style portraits by using chalk and soft pastels on black paper, focusing on bold lines, vibrant colours, and expressive marks. |
| 5 | <ul style="list-style-type: none"> Identify and explore the styles of artists McCarthy and Hoch, focusing on their approaches to collage portraiture and use of diverse materials. | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and interpret artworks, such as portraits and collage |

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| | <ul style="list-style-type: none"> Learn about the use of different papers and colours in collage-making, understanding how they can convey mood, texture, and personality. | <ul style="list-style-type: none"> Engage in visual analysis activities to examine the styles of McCarthy and Hoch, focusing on elements such as texture and, colour Develop practical skills in creating collage portraits by selecting and arranging different papers and images to represent a person's likeness, focusing on detail, pattern inclusion, and composition. |
| 6 | <ul style="list-style-type: none"> Understand the concept of patterns in art as repeated elements such as shapes, colours, or lines Identify and explore the styles of artists Yinka Llori and Anni Albers, focusing on their use of patterns and how they represent personalities | <ul style="list-style-type: none"> Begin to Use artistic vocabulary to describe and interpret patterns, shapes and colours in artworks Engage in visual analysis activities to examine the styles of Yinka Llori and Anni Alber focusing on pattern and colour Develop practical skills in creating original patterns by applying knowledge of shape, colour, and arrangement to represent themselves |
| 7 | <ul style="list-style-type: none"> Identify and explore the work of artist Emma Lewis, focusing on her collage museum scene and the elements included in it. Recognise the importance of including different types of paper in collage-making, understanding how they can contribute to texture, colour, and visual interest. Learn about composition and arrangement in art, understanding how the placement of elements within a collage can affect the overall balance and visual impact. | <ul style="list-style-type: none"> Begin to Use artistic vocabulary to describe and interpret collages, composition, and identity representation in artworks. Engage in visual analysis activities to examine Emma Lewis' collage museum scene, identifying elements included and discussing how they represent identity. Develop practical skills in creating collage museums by selecting, arranging different types of paper to represent personal identity and interests, focusing on composition, arrangement, and clarity of identity clues. |
| Key words | <p>Lesson 1 – Portrait, expression, background, props. Lesson 2 – Self-portrait, features, realistic. Lesson 3 – Model, texture, shading. Lesson 4 – Expressive, symbols, colour. Lesson 5 – Collage, pattern, composition. Lesson 6 – Originality, identity, shape, size. Lesson 7 – Exhibit, display, museum, appreciate.</p> | |



Year 1

Autumn 2 Term

Seasons

Key Question 1

What is observational drawing?
How do you draw a tree?



Key Question 3

What are primary colours?
How do you make
secondary colours?

Key Question 5

What are warm and
cold colours

Key Question

Can we make the
colours that we
want to decorate
our leaves?



Key Question 2

What is an observational
drawing?
How do you draw a leaf?

Key Question 4

What are cold or
cool colours?

Key Question 6

How do you make a leaf out
of clay?

In this unit children will

| Key question | <u>Knowledge (substantive knowledge)</u> | <u>Skills – (disciplinary knowledge)</u> |
|--------------|---|---|
| 1 | <ul style="list-style-type: none"> Understand the concept of observation in art as the act of closely examining objects or subjects to understand their properties and characteristics. Identify and describe the properties of trees, such as shape, texture, and size, through observation and discussion. Recognise the use of charcoal and pencils as drawing materials for creating lines of different thicknesses. Learn about the importance of line quality in observational drawing, understanding how to use line to convey thickness | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and discuss the properties of trees, such as shape, texture, and size. Engage in observation and discussion activities to explore the characteristics of trees, focusing on elements such as branches, leaves, and bark. Develop practical skills in observational drawing by using charcoal and pencils to create simple drawings of trees, focusing on capturing their essential characteristics and experimenting with line to convey thickness |
| 2 | <ul style="list-style-type: none"> Identify and describe the properties of leaves, such as their shapes, sizes, and colours, through observation and exploration. Recognise the importance of lines in drawing, understanding how they can represent the edges and details of leaves. Develop an awareness of colour in observational drawing, understanding how to select and apply colours to accurately represent the colours of leaves. | <ul style="list-style-type: none"> Use artistic vocabulary to describe and discuss the properties of leaves, such as shape, size, and colour. Engage in observation and exploration activities to closely examine leaves, focusing on elements such as vein patterns, textures, and colour variations. Develop practical skills in observational drawing by making drawings of leaves, focusing on accurately representing their shapes, lines, and colours while exploring different techniques and approaches. |
| 3 | <ul style="list-style-type: none"> Understand the concept of primary colours as the basic colours that cannot be created by mixing other colours. Identify and name the primary colours Learn about the secondary colours, which are created by mixing two primary colours: orange (red + yellow), green (blue + yellow), and purple (blue + red). Begin to develop an understanding of colour theory and colour mixing, including how primary colours can be combined to create a wide range of secondary colours. | <ul style="list-style-type: none"> Develop practical skills in colour mixing by actively mixing primary colours to create secondary colours, reinforcing understanding through hands-on experience and exploration. |
| 4 | <ul style="list-style-type: none"> Learn about the principles of colour theory, including the characteristics of cool and cold colours such as blue, green, and purple. Develop an awareness of the use of colour in art as a means of expression and communication, understanding how artists use cool and cold colours to evoke specific emotions and responses. | <ul style="list-style-type: none"> Use artistic vocabulary to describe and identify cool and cold colours in artworks, discussing their visual characteristics and emotional effects. Engage in visual analysis activities to examine paintings by various artists, focusing on the use of cool and cold colours and their impact on the mood and atmosphere of the artworks. Develop practical skills in collage-making by creating their own cool colour collages, |
| 5 | <ul style="list-style-type: none"> Understand the concept of warm colours as colours Identify and examine famous paintings of flowers that utilize warm colours, observing how the artists' use of colour contributes to the overall mood of the artworks. Develop an awareness of observational drawing as a means of closely examining and representing objects from real life | <ul style="list-style-type: none"> Begin to use artistic vocabulary to describe and identify warm colours in famous paintings of flowers, discussing their visual characteristics and emotional effects. Engage in visual analysis activities to examine paintings by various artists, focusing on the use of warm colours and their impact on the representation of flowers. |

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| | | <ul style="list-style-type: none"> Develop practical skills in observational drawing by creating their own drawings of flowers, using warm colours |
| 6 | <ul style="list-style-type: none"> Understand the concept of relief printing as a technique where the image or design is raised from the surface, such as creating imprints of leaves in clay. Identify and explore the properties of clay as a sculptural medium, understanding how it can be manipulated and shaped to create relief prints. Recognise the importance of handling and rolling clay properly, learning how to use tools to create imprints of leaves and other textures. | <ul style="list-style-type: none"> Use artistic vocabulary to describe and identify relief printing techniques and clay as a sculptural medium. Engage in hands-on activities to explore the properties of clay, learning how to handle and roll it to create relief prints. Understand the use of tools and techniques for creating imprints in clay, exploring ways to capture the details and textures of leaves. |
| 7 | <ul style="list-style-type: none"> Revisit the process of mixing colours to decorate relief prints, understanding how to create custom colours Develop an awareness of collaborative art-making by creating individual leaf relief prints to be combined into a class mobile, understanding how each contribution contributes to the overall artwork. | <ul style="list-style-type: none"> Use the principles of colour mixing and application, experimenting with different colour combinations to decorate relief prints. Develop practical skills in relief printing and collaborative art-making by creating leaf relief prints in clay, focusing on technique, creativity, and cooperation to contribute to a class mobile |
| Key words | <p>Lesson 1 – Observe, texture, shade. Lesson 2 – Colour, shape, control. Lesson 3 – Primary colours, secondary colours, tone. Lesson 4 – Cold colours, collage, feelings. Lesson 5 – Warm colours, observe, composition. Lesson 6 – Manipulate, imprint, roll, thickness. Lesson 7 – Shade, tone, colour.</p> | |

Year 1 –
Summer
Coasts and
Kingdoms



Year 1 Summer Coasts and Kingdoms

Key Question 1

How can we draw an accurate picture of a shell?



Key Question 3

What is tone?

Key Question 5

What is sculpture?
(Man-made object)

Key Question

What is sculpture?
Natural materials
on a large scale



Key Question 2

How can I add more detail to my drawing of a shell?

Key Question 4

How can we use our tone paintings to create an art installation?

Key Question 6

What is sculpture?
Natural materials on a
small scale

In this unit children will

| Key question | <u>Knowledge (substantive knowledge)</u> | <u>Skills – (disciplinary knowledge)</u> |
|--------------|---|--|
| 1 | <ul style="list-style-type: none"> Identify and observe the shapes, lines, and textures of shells. Understand the importance of observation in creating art. Develop an appreciation for the natural world and its intricacies. Learn to articulate preferences and areas for improvement in their own artwork. | <ul style="list-style-type: none"> Recognise and apply different drawing techniques to represent shapes, lines, and textures. Experiment with various drawing materials (e.g., pencils, crayons) to achieve desired effects. Reflect on their own artwork and express thoughts and feelings about it. Begin to develop self-assessment skills to identify strengths and areas for improvement in their drawings. |
| 2 | <ul style="list-style-type: none"> Understand the concept of tone and shading in art. Recognise and differentiate between different shading techniques: cross-hatching, hatching, stippling, and blending. Explore how various shading techniques can add depth and detail to their drawings. | <ul style="list-style-type: none"> Experiment with different pencil pressures and strokes to achieve different tones and effects. Practice controlling the density and direction of lines when applying cross-hatching and hatching techniques. Explore the use of dots in stippling and blending techniques to create texture and smooth transitions. Reflect on the effectiveness of different shading techniques in enhancing their shell drawings. Begin to develop the ability to Analyse their own artwork and make informed decisions about which shading techniques to use for desired effects. |
| 3 | <ul style="list-style-type: none"> Understand the concept of colour tones and how they contribute to artwork. Recognise the difference between dark and light tones. Learn how to mix colours by adding white to darken or lighten shades. | <ul style="list-style-type: none"> Experiment with mixing primary colours with white to create lighter tones. Practice blending colours to achieve smooth transitions between tones. |
| 4 | <ul style="list-style-type: none"> Understand the concept of tone and its role in creating visual depth and interest in artwork. Recognise and differentiate between light and dark shades. Explore the concept of collaborative art and its significance in creating a cohesive artwork. | <ul style="list-style-type: none"> Practice drawing simple 2D shapes accurately around their tone paintings. Develop fine motor skills required for cutting out shapes neatly and accurately. Experiment with arranging the cut-out shapes in an order that reflects the progression from light to dark shades. Explore the use of space and composition in arranging the shapes to create an aesthetically pleasing installation. |
| 5 | <ul style="list-style-type: none"> Explore the concept of sculpture as a three-dimensional art form. Examine and discuss a range of sculptures made from man-made objects, including the work of artists like Sayaka Ganz. Identify different materials used in sculpture, such as plastic, metal, and found objects. Develop an understanding of how artists repurpose everyday objects to create meaningful sculpture | <ul style="list-style-type: none"> Experiment with found objects in the classroom to create their own sculptures. Practice observing and selecting materials based on their shape, texture, and colour. Explore different sculptural techniques, such as stacking, balancing, and assembling found objects. Reflect on their own creative process and the challenges and successes encountered while making sculptures. |

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| | | <ul style="list-style-type: none"> • Develop vocabulary to describe their own sculptures and those of others, including identifying materials and techniques used. |
| 6 | <ul style="list-style-type: none"> • Explore the concept of sculpture as a form of artistic expression using natural materials. • Examine and discuss a range of sculptures made from natural materials, including the work of artists like Andy Goldsworthy. • Identify different types of natural materials used in sculpture, such as rocks, leaves, branches, and shells. • Develop an understanding of how artists interact with and manipulate natural materials to create temporary or permanent sculptures. | <ul style="list-style-type: none"> • Experiment with natural materials found in the woodland area and beach to create their own sculptures. • Practice observing and selecting materials based on their shape, texture, and colour found in nature. • Explore different sculptural techniques, such as stacking, weaving, and arranging natural materials. • Reflect on their own creative process and the challenges and successes encountered while working with natural materials. • Develop vocabulary to describe their own sculptures and those of others, including identifying materials and techniques used. |
| 7 | <ul style="list-style-type: none"> • Explore the concept of sculpture as a large-scale art form using natural materials. • Examine and discuss a range of large-scale sculptures made from natural materials, including the work of artists like Andy Goldsworthy. • Identify different types of natural materials suitable for large-scale sculpture, such as logs, boulders, and branches. | <ul style="list-style-type: none"> • Experiment with natural materials found in the woodland area and beach to create their own large-scale sculptures. • Practice selecting and manipulating materials based on their size, weight, and texture to suit the scale of the sculpture. • Explore different construction techniques suitable for large-scale sculpture, such as stacking, piling, and weaving • Begin to develop vocabulary to describe their own sculptures and those of others, including identifying materials and techniques used. |
| Key words | <p>Lesson 1 – Installation, observe, outline, accurate. Lesson 2 – Shading, tone, light, dark. Lesson 3 – Primary, secondary, monochromatic. Lesson 4 – Shape, composition, arrangement. Lesson 5 – Man-made, small-scale, sculpturer. Lesson 6 – Natural, transient, texture, composition. Lesson 7 – Large-scale, background, natural materials.</p> | |