

Scheme Curriculum Coverage: Year 1

Expected Vocabulary. NC Objectives.

The Key stage One curriculum is designed to cover the National Curriculum over the period of the Key Stage, providing opportunities for prior learning of the KS2 NC objectives. The objectives have been broken down further to ensure skill coverage, progression and the building of knowledge.

National Curriculum

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn 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.

Topic Art themes/activities are linked to topic where possible	Curriculum Objective	Knowledge / activity	Vocab
What can we find in the woods?	<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 to know 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>Making Birds</p> <ol style="list-style-type: none"> use film as a source to create observational drawings of birds, create a range of different marks and line using B pencils, handwriting pens and pastels. Create drawings of feathers working from real life. Experiment with how paper size changes the nature of mark making. Transform paper to create 3d forms by tearing, crumpling, and collaging.- making rubbings, turning paper into feathers or manipulating paper 2d into 3d. Make choices about materials and structures to create their 	<p>Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study,</p> <p>Blending, Texture</p> <p>Transform,</p> <p>Fold,Tear,Crumple Collage</p>

		<p>own sculptures of birds.</p> <ol style="list-style-type: none"> Collaborate to create a flock of birds using their individual sculptures. Reflect and share 	<p>Sculpture, Structure, Balance</p> <p>Texture, Personality, Character,</p> <p>Installation, Flock</p> <p>Collaboration</p>
Is the sky always blue?	<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 to know 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>Flora and Fauna</p> <ol style="list-style-type: none"> Become familiar with the work of artists who are inspired by flora and fauna. Choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour Develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks. Develop their looking and drawing skills, introduce the use of colour and a variety of materials into their drawings (oil pastel and chunky graphite) Practise cutting and collage skills to explore shape and colour to build images inventing their own unique minibeast. 	<p>Flora</p> <p>Fauna</p> <p>Line, Shape, Colour, tones, hues, tints</p> <p>Observe, Graphite, Handwriting Pen</p> <p>Oil Pastel, Graphite, Handwriting Pen</p> <p>Collage, Painted paper, cut, tear, arrange, play, composition, elements.</p> <p>Minibeast/Insect</p>

		5. Share and reflect.	
Where can we sail in our galleon?	<ul style="list-style-type: none"> 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 know 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>Spirals</p> <ol style="list-style-type: none"> create drawings using their whole body, whilst experiencing a range of drawing materials. Consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Explore different qualities of line, colour blending, and mark making using chalk and oil pastels. Observational drawing- experiment with scale, line and materials. Share and reflect 	<p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making Colour, Pattern Sketchbook, Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</p>
Do all animals have fur?	<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 	<p>Exploring Watercolour</p> <ol style="list-style-type: none"> Become familiar with what watercolour can do. Use both 	<p>Watercolour, Brush</p> <p>Wash</p>

	<ul style="list-style-type: none"> ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● to know 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>primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Techniques: wash, wet on dry, wet on wet, and mark making.</p> <p>2. Paul Klee and Emma Burleigh. They will express their thoughts and feelings verbally in response to questions during class discussion. Make visual diary in sketchbooks</p> <p>3. Work in large scale to continue their exploration of the marks that can be made with watercolour. Use their imaginations to identify the stories emerging in their paintings.</p> <p>4. Work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.</p> <p>5. Discuss, share, reflect.</p>	<p>Wet on dry</p> <p>Wet on wet</p> <p>Mark making</p> <p>Primary colours, secondary colours, Colour mixing</p> <p>Fluid,</p> <p>Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop</p> <p>Scale</p> <p>Reflect, Share, Discuss</p>
What can we find in our local area?	<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 ● to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and 	<p>Playful Making</p> <p>1. introduce the term 'sculpture'. Create drawings inspired by the sculptures that they have seen.</p> <p>2. Respond to prompts through making and constructing materials, experiment with materials without having a predefined outcome. investigate</p>	<p>Sculpture, Sculptor, Three Dimensions</p> <p>Respond Response</p> <p>Design Through Making, Playful Making, Explore,</p>

	disciplines, and making links to their own work.	<p>how they might attach more than one material together to construct new forms through trial and error.</p> <ol style="list-style-type: none"> Respond to a selected brief and make own sculpture with a variety of provided materials. Share, discuss, reflect. 	<p>Construction, Materials,</p> <p>Invent, Imagine</p> <p>Tools, Construct, Structure, Balance</p>
Farm to fork	<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 to know 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>Simple Printmaking</p> <ol style="list-style-type: none"> Use hands and feet to explore printing patterns using their bodies. Recap primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Work in sketchbooks or on large sheets to create compositions with their rubbings. 'relief printing'. Learn the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Reflect, share, discuss 	<p>Print, Press, Pressure, Paint</p> <p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p> <p>Artwork, Artist: Printmaker</p> <p>Relief print, Plasticine, Plate, Impression,</p>

			<div>Colour Mixing, Secondary Colours: Green, Orange, Purple</div> <div>Pattern, Sequence, Picture, Image</div>
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