

**Art Curriculum Overview - Year One**
**Art Lead – Mrs C Brayson**

Term	Topic	Subject Specific Vocabulary	Knowledge and Skills Children will be able to:
Autumn 1	Collage	Collage, overlap, overlay, construct, pattern, join	<ul style="list-style-type: none"> <li>Children understand collage as a combination of materials that are cut, torn and glued.</li> <li>Children understand there is a systematic approach to creating collage.</li> <li>Sort and arrange materials to be used and are able to classify these into categories such as texture/colour/effect</li> <li>Experiment with different ways of manipulating materials- e.g. cutting, tearing and layering.</li> <li>Children are mindful of form and space when assembling their collage.</li> <li>Children can articulate the positive aspects of their own and others work</li> </ul>
Autumn 2	Colour	Texture, colour, technique layers, warm, cool	<ul style="list-style-type: none"> <li>Children are aware of the primary colours and which to combine to create the secondary colours</li> <li>To understand that using different amounts of paint will produce different effects</li> <li>Start to understand that colours are sometimes named after their characteristic (names in the book)</li> <li>Children are able to use the primary colours and combine to create the secondary colours in good proportion with enough spare to use this for a purpose.</li> <li>Create a piece of art and use colour mixing techniques learned to create new colours.</li> <li>Attempt to give colours an appropriate name</li> <li>Show interest in and describe what they think about their own work and the work of others.</li> </ul>
Spring 1	Brush Art	Brush, ink, consistency, thick, thin, Chinese rice paper	<ul style="list-style-type: none"> <li>Children understand that they are using ancient techniques.</li> <li>Children can explain how they are creating a different effect.</li> <li>Learn how to hold and control their paintbrush. They concentrate hard to paint shapes, lines and edges neatly</li> <li>They learn how to look after brushes and equipment.</li> <li>Use traditional methods of ink painting</li> <li>They experiment with the consistency of ink to 'discover' new shades and effects. Learning that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</li> </ul>
Summer 1	Sculpture- Conversation Piece at South Shields	sculpture , shape , 2D and 3D, length, width, depth, modelling, moulding, shaping, tools, safety, design	<ul style="list-style-type: none"> <li>To understand that sculpture is a 3D form of art</li> <li>Study Juan Muñoz as a sculptor and become familiar with his work. Learn about local art and the meaning behind these.</li> <li>Recall upon past experiences (coastal trip) and use their knowledge of the local area to help inform decisions around personal artwork.</li> <li>Use a combination of shapes, including line and texture with intent to convey feelings, expression or movement.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> <li>Use learned skills manipulate the media to create the desired effect.</li> </ul>

Summer 2	Plant Drawings	Line, texture, pattern, form, structure	<ul style="list-style-type: none"> <li>• Recall upon knowledge from Science- plants Wk 1</li> <li>• The names of the tools, techniques and the formal elements used- line, pressure, tone and shape</li> <li>• Understand the origins of aboriginal art and the meaning behind this</li> <li>• use the knowledge of these techniques and adapt this to their own art</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, line and shape.</li> <li>• Experiment with pattern</li> <li>• Use mark making similar to focus</li> </ul>
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