



Art – Year 1 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Make your mark

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One: Exploring line	To know how to create different types of lines.	<ul style="list-style-type: none"> - I can describe the lines in the work of an artist and in my own work. - I can understand that there are different types of lines and can experiment with different resources to create them. - I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist. - 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - cross-hatch - diagonal - horizontal - line - optical art - vertical - wavy 	Watch: Teacher video: Exploring line Have ready: Presentation: Exploring line. Cut black sugar paper or card into 12cm squares. Cut thin white string into 12cm lengths and others into random shorter lengths. Thin white and coloured chalks HB pencils. Link: Google Arts and Culture - 'Arrest 2', 1965 - Bridget Riley. Link: Google Arts and Culture - Untilted (Wave) - Bridget Riley Link: WikiArt - 'Arrest 1', 1965, by Bridget Riley. Link: Tate - Who is Bridget Riley?
Two: Making waves	To explore line and mark making to draw water.	<ul style="list-style-type: none"> - I can use drawing materials to make different lines and marks reflecting what I can hear in music. - I know there are many different ways of drawing 	<ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> - lines - water - waves - wavy 	Watch: Teacher video: Making waves Pupil video: Making waves Have ready:

		<p>lines, that they feel different to make, and that they look different.</p> <ul style="list-style-type: none"> - I can add plants and creatures to bring art to life. - I can evaluate my art and the work of others using the language I have learnt. 			<p>Presentation: Can you name the lines? A roll of white paper or lining paper. Masking tape to secure the paper to a row of tables. A range of materials: HB pencils and softer pencils (2B or 3B), coloured pencils, chalks, pastels, oil pastels. Aprons or painting shirts. Music on the theme of water, e.g. Claude Debussy's 'La Mer'. Link: Zaria Forman - Maldives</p>
<p>Three: Experimenting with media</p>	<p>To draw with different media.</p>	<ul style="list-style-type: none"> - I can draw around a variety of shapes. - I know that my shapes can overlap. - I can experiment variety of different media in this piece. - I can say which medium I prefer and why. - 	<ul style="list-style-type: none"> - use a range of materials creatively to design and make products. - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - 2D shapes - 3D shapes - abstract - medium - shade - shape 	<p>Watch: Teacher video: Experimenting with media Pupil video: Experimenting with media Have ready: 2D shapes to draw around. A variety of drawing media, e.g. pencils; crayons; felt pens; biro; pastels; charcoal.</p>

					<p>Link: Squares with Concentric Circles' by Wassily Kandinsky on WikiArt. Link: Red Mardi Gras' by Renata Bernal on WikiArt. ;Link: 'Red Tondo' by Ily Bolotowsky on MoMA.</p>
<p>Four: Mark making</p>	<p>To develop an understanding of mark making.</p>	<ul style="list-style-type: none"> - I can experiment with different marks and use marks to show texture. - I can understand the importance of looking carefully and closely when I am drawing. - I can use one type of drawing tool in lots of different ways. 	<ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> - circles - continuous - cross-hatching - dots - firmly - lightly - line - look 	<p>Watch: Teacher video: Mark making Pupil video: Mark making Have ready: Presentation: Mark making. Objects for the children to draw, for example, a soft toy, fruit, shells or feathers. Black drawing or handwriting pens for each child. Sketchbooks and/or paper. Print in advance: Activity: Mark making resource bank</p>
<p>Five: Drawing from observation</p>	<p>To apply an understanding of drawing materials and mark making to draw from observation.</p>	<ul style="list-style-type: none"> - I can look carefully at an object to identify shapes, lines and textures. - I can control a pen/pencil to create different types of lines. 	<ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> - experiment - line - marks - observation - rough - shadow 	<p>Watch: Teacher video: Drawing from observation</p>

		<ul style="list-style-type: none"> - I can use a range of drawing tools to create different marks. - I can layer different materials to experiment creating effects. 		<ul style="list-style-type: none"> - shape - smooth 	<p>Pupil video: Drawing from observation Have ready: Presentation: Guess the mark! Drawing pens or pencils. Whiteboard and pens Cardboard cut into 20cm squares with a hole through the middle Sketchbooks or A4 paper or large paper or alternative drawing surface. Your chosen drawing objects. A still-life arrangement set up in the classroom (optional). Various drawing media: charcoal, chalk, oil pastels, erasers.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1- Lines are straight. 2- What word is used when shapes partly cover each other. 3- Which picture shows a cross-hatched line? 4- What word is used to describe all the different types of marks you can make in your art? 5- Which picture looks like Bridget Riley's work? 					



Art – Year 1 – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Colour splash

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Making colours	To investigate how to mix secondary colours.	<ul style="list-style-type: none">- I can name the primary colours: red, yellow and blue.- I can mix primary colours to make secondary colours.- I can say which two primary colours are needed to mix each of the secondary colours.-	<ul style="list-style-type: none">- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none">- blend- mix- primary colours- secondary colours	Watch: Teacher video: Making colours Have ready: Plasticine or play dough in red, yellow and blue (two balls of each per child). Crayons and coloured pencils Coloured tissue or cellophane in primary colours Paper or sketchbooks A paint palette Red, yellow and blue ready-mixed paint

					<p>A piece of A3 paper Link: Sesame Street Lego - Three primary colours on VideoLink</p>
<p>Two: Painting with colour</p>	<p>To apply knowledge of colour mixing when painting.</p>	<ul style="list-style-type: none"> - I can use primary colours to paint. - I can mix primary colours to make secondary colours. - I can choose a suitable brush for the marks I want to make. 	<ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> - blend - mix - primary colours - secondary colours 	<p>Watch: Teacher video: Painting with colour Pupil video: Painting with colour Have ready: Presentation: Colours. Presentation: Numbers in Color, 1958-59 by Jasper Johns. A selection of coloured bricks or other small classroom objects in red, yellow and blue. Ready-mixed primary paints in palettes/plates Water pots Brushes- a range of sizes Protective aprons/shirts Paper or plastic to cover the tables. A3 off-white sugar paper Pencils graphite sticks or broad markers</p>

					for outlining numbers
Three: Printing with paint	To explore colour when printing.	<ul style="list-style-type: none"> - I can use a variety of colours in my printing. - I can create new colours by overlapping prints. - I can work carefully and accurately when making my patterns. 	<ul style="list-style-type: none"> - use a range of materials creatively to design and make products. - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - kaleidoscope - pattern - shape - space - texture 	<p>Watch: Teacher video: Lego printing Pupil video: Lego printing Have ready: Presentation: 3, 2, 1. Building blocks Flat building block bases Other objects suitable to print with, e.g. cotton reels, corks, building blocks etc. Scrap paper or sketchbooks for experimenting Loose paper for printmaking Ready mixed paint</p>
Four: Exploring colour mixing	To experiment with paint mixing to make a range of secondary colours.	<ul style="list-style-type: none"> - I can mix two primary colours to make shades of a secondary colour. - I can mix at least five different shades of my chosen secondary colour. - I can use my five mixed colours to create patterns. 	<ul style="list-style-type: none"> - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - hue - shade 	<p>Watch: Teacher video: Colour mixing Have ready: Presentation: Agree or disagree? Presentation: Green fingers. A small collection of green objects, natural or artificial, e.g. leaves, fruit, vegetables, plastics, packaging, etc. Sketchbooks or A4 paper</p>

					Pencils Paint brushes Ready-mixed paint in primary colours Pots for water Paper towels Print in advance: Activity: Hand outline template
Five: Clarice Cliff plates	To apply their painting skills when working in the style of an artist.	<ul style="list-style-type: none"> - I can mix secondary colours. - I can choose to paint with colours that look good next to each other. - I can describe my plate and compare it to others. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - 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. 	<ul style="list-style-type: none"> - concentric circles - design - paint - silhouette 	Watch: Teacher video: Clarice Cliff Pupil video: Clarice Cliff Have ready: Presentation: Green fingers Presentation: Clarice Cliff's 'Circle Tree' ceramic plate design. Paper plates Ready-mixed paint in primary colours and black Paint brushes Palettes Pots for water Drinking straws Link: Assessment- Art and design Y1: Painting and mixed media
Assessment: 1- What are the three primary colours? 2- What primary colours mix together to make green? 3- What is a secondary colour? 4- What is a hue? 5- You can make a darker hue of green by adding					



Art – Year 1– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Paper play



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One: Tube towers	To roll paper to make 3D structures.	<ul style="list-style-type: none">- I can roll paper to make a cylinder.- I can combine paper cylinders to make a sculpture.	<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.	<ul style="list-style-type: none">- Sculpture- Three-dimensional- Cylinder	Watch: Teacher video: Tube towers Pupil video: Tube towers Have ready:

		<ul style="list-style-type: none"> - I can adapt my ideas as I work. 	<ul style="list-style-type: none"> - 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>Colourful thin card OR stiff paper (thicker card doesn't work well)</p> <p>A range of cylindrical objects for rolling paper around: e.g. pens, paintbrushes, glue sticks, wooden shapes</p> <p>Stiff card to use as a base (cereal packets or packaging boxes would be ideal)</p> <p>PVA glue</p> <p>Pots for glue</p> <p>Old paintbrushes for applying glue</p> <p>Space in the classroom to dry finished sculptures</p> <p>Presentation: Tube towers Link: 'other' by Samantha Stephenson 2014</p>
Two: 3D Drawings	To shape paper to make a 3D drawing.	<ul style="list-style-type: none"> - I can fold and roll paper to create 3D shapes. - I can choose how to arrange the paper shapes to make a 3D drawing. - I can overlap paper strips on my 3D drawing. 	<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. 	<ul style="list-style-type: none"> - cylinder - concertina - overlap - spiral - three-dimensional - zig-zag 	<p>Watch: Teacher video: 3D drawings Pupil video: 3D drawings Have ready: Examples of different 3D paper shapes attached to a card base, as shown in the Teacher video</p>

					<p>Strips of coloured paper Glue sticks Card to make a base for each 3D drawing Strips of white paper Black felt-tip pens</p>
<p>Three: Tree of life</p>	<p>To apply paper-shaping skills to make an imaginative sculpture</p>	<ul style="list-style-type: none"> - I can plan a sculpture by drawing my ideas first. - I can use at least three different techniques for shaping paper. - I can add detail to my tree. 	<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. - 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. 	<ul style="list-style-type: none"> - Carving - Mosaic - Sculpture - three-dimensional 	<p>Watch: Teacher video: Tree of life Pupil video: Tree of life Have ready: Presentation: Tree of life Sketchbooks Coloured pencils A3 card or thick paper for the background of the tree sculptures A range of coloured paper and card Scissors Glue sticks / PVA Link: 'Tree of Life' by Marco Balich</p>
<p>Four: Giant spider model part 1</p>	<p>To work collaboratively to plan and create a sculpture.</p>	<ul style="list-style-type: none"> - I can work cooperatively. - I can create different parts of a sculpture. - I can secure parts of the sculpture together. - I know that 3D sculpture can be created from a range of materials. 	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using 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. 	<ul style="list-style-type: none"> - 3D - Sculpture 	<p>Watch: Teacher video: Giant spider model Pupil video: Giant spider model Have ready: Presentation: Spiders Presentation: Louise Bourgeois</p>

					'Maman' sculpture (1999) Plenty of newspaper Rolls of masking tape A lot of space!
Five: Giant spider model part 2	To apply painting skills when working in 3D.	<ul style="list-style-type: none"> - I can use different tools to paint with. - I can work as part of a collaborative project. - I can paint onto 3D surfaces using appropriate methods. 	<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. - 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. 	<ul style="list-style-type: none"> - 3D - Sculpture 	Watch: Teacher video: Giant spider model part 2 Pupil video: Giant spider model part 2 Have ready: A lot of space Sheeting for covering the floor Black paint Metallic bronze paint Large brushes Sponges
Assessment: 1. How can you make a cylinder with paper? 2. When something is not flat it is called 3. An example of 3D art is 4. Which artist is famous for making giant spider sculptures? 5. How many different ways could you shape a piece of paper?					