



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

<u>Year 1</u>				
<u>Key Stage One Elements of Art Vocabulary</u>				
<u>Colour</u>	<u>Line</u>	<u>Tone</u>	<u>Pattern and Texture</u>	<u>Shape and form</u>
Primary	Rough	Contrast	Repeat	2D
Secondary	Bold	Light	Simple	3D
Bright	Light	Dark	Rough	Flat
Pure	Free	Shadow	Bumpy	Triangular
Strong	Rounded	Faded	Smooth	Oval
Cold	Feint	Grey	Shiny	Circular
Dull	Strong	Strong	Ridged	Round
Dark	Delicate	Feint	Grainy	Square
Gloomy	Thick Thin		Furry	Curved
Bold			Wrinkled	Size
Thick			Crumpled	Scale
Soft				
Coarse				
Wrinkly				

Art Skills Vocabulary

Drawing:

Tri pod pencil grip

Painting:

Primary , secondary, mix, wash ,tri pod pencil grip

Mixed Media

mono-print, layer, relief print, overlay, block printing, repeating patterns, surface, pressure, rub, impressed, , Other skills, stitching, sewing, rip, tear

Sculpture:

Pressing, joining, combining, cutting, shape



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<p>Year One Curriculum Overview Units</p>	<p><u>Disciplinary Knowledge</u> Big Ideas in Art Develop and share ideas through the form of a thought provoking question.</p>		<p><u>Practical Knowledge and skills</u> <u>Concepts</u></p>		<p><u>Theoretical knowledge</u> Artists, craft makers designers Timeline/experiences/story</p>	<p><u>Cross curricular/ Cultural Capital links/Trips</u></p>
<p><u>Mixing Colours</u> <u>Painting/printing</u></p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p> <p>This project can be taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</p>	<p>What is a primary colour?</p> <p>Can you make a secondary colour?</p>	<p>Discuss subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p>	<p><u>Elements of Art</u></p> <p>colour shape line</p> <p><u>Skill</u></p> <p>Painting Printing</p> <p><u>Vocab</u></p> <p>Primary , secondary, mix, wash ,tripod pencil grip</p>	<p><u>CPD-</u></p> <p>Herve Tullet herve-tullet.com</p> <p>www.reddiskstudio.com/shop/whaoooo-color-and-shape/ <u>Ideas to develop in class</u></p>	<p><u>Artists</u></p> <p>Picasso, Van Gogh, George Inness Clementine Hunter Faith Ringgold.</p> <p><u>Text</u></p> <p>Mix It Up! by Hervé Tullet www.youtube.com/watch?v=-NvE9oGYJNw <i>illustration to music</i> www.youtube.com/watch?v=3hq2LdQOTIA</p>	
<p><u>Autumn</u> <u>Drawing/mixed media collage/digital art</u> <u>Funny faces and fabulous features</u></p> <p>This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</p>	<p>What is a portrait?</p>	<p>Describe and explore the work of a significant artist.</p>	<p><u>Elements of Art</u></p> <p>Colour Shape line</p> <p><u>Skill</u></p> <p>Drawing/mixed media collage/digital art Mixed Media</p> <p><u>Vocab</u></p> <p>stitching, sewing, rip, tear</p>	<p><u>D&T</u></p> <p>Stitching to join materials; Embellishing</p> <p><u>Computing</u></p> <p>Digital art</p>	<p><u>Artists</u></p> <p>Self-Portrait as a Tehuana and My Grandparents, My Parents and Me by Frida Kahlo www.bbc.co.uk/bitesize/topics/zhjmnk7/articles/zt6gkhv Examples of colourful portrait paintings include <i>Portrait of Dora Maar</i> by Pablo Picasso, <i>Blue</i></p>	



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			drag, select,highlight		<i>Marilyn</i> by Andy Warhol and <i>Portrait of Gerda</i> by Ernst Ludwig Kirchner.	
<p style="text-align: center;">Spring <u>Drawing/mixed media printing</u> <u>Rain and sunrays</u></p> <p>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints. To use soft and hard pencils to create different types of line and shape.</p>	<p>What is a motif? How can create our own Ideas?</p>	<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p>	<p><u>Elements of Art</u> Line Shape Texture Pattern</p> <p><u>Skill</u> Drawing/mixed media printing</p> <p><u>Vocab</u> mono-print, layer, relief print, overlay, block printing, repeating patterns, surface, pressure, rub, impressed.</p>	<p><u>Science</u> Climate and weather</p> <p><u>Computing</u> Taking photographs</p>	<p><u>Style of Art</u> Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leave can be used to make transient art.</p> <p>Clare Phelan http://www.cupolagallery.com/clare-phelan</p>	



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<p style="text-align: center;">Summer Street view Drawing, Painting, Sculpture</p> <p>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. Inspired by their own observational sketches. They create a 3-D mural based on Rizzi's work.</p> <p>Direct link to Mix it up</p>	<p>What can I see in my local area to inspire my own work?</p>	<p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p>	<p>Element Colour Tone form Shape Line</p> <p>Skill Drawing, Painting, Sculpture</p> <p>Vocab joining, combining, cutting, shape, pressing</p>	<p>CPD- www.bbc.co.uk/programmes/p07glsq4 www.bbc.co.uk/news/entertainment-arts-16352779</p> <p>Geog term 2 Landmarks and buildings</p>	<p>Artists- American James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative. James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work. A mural is any piece of artwork painted or applied directly on a wall or other permanent surfaces.</p> <p>Architecture Buildings Clementine Hunter Faith Ringgold- textiles craftperson</p>	
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Year One Art, Craft & Design Knowledge & Skills Progression		Main Progression targets that sequence year on year	
<p>Practical Skills <i>Become proficient in drawing, painting, sculpture</i></p>	<p>Drawing</p>	<p>Skill & Control</p>	<p>Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. Pupils learn how to control the pressure of their drawing materials.</p>



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<i>and other art, craft, and design techniques</i>		<u>Medium</u>	Pupils are shown a range of drawing media including pastels, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms.
		<u>Purpose</u>	Draw from imagination & observation.
		<u>Skill & Control</u>	They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully..
		<u>Techniques</u>	They know and have used different types of materials such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a give task.
		<u>Painting & Mixed Media</u>	<p><u>Formal Elements</u></p> <p>Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Tone/Form: Pupils develop their ability to make colours darker and lighter and understanding of how this affects form.</p> <p>Pattern & Texture: They paint patterns & experiment with textures through the use of materials within sculpture.</p> <p>Shape/Line: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p>
		<u>Design</u>	Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.
		<u>Craft</u>	Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. ideas are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.
		<u>Other Materials</u>	<p>Printing Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materias.</p> <p>Digital: They use a digital drawing programme selecting tools to develop their work.</p>



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		3D sculpture Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.
<u>Creativity</u> <i>Explore ideas, invent, imagine, problem solve</i>	<u>Develop & share ideas</u>	This may be coming up with an idea linked to a theme or topic they are studying.
	<u>Experiences, Imagination</u>	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.
<u>Theoretical knowledge</u> <i>Artists, craft makers designers</i> <i>Timeline/experiences/stories about</i> <i>Artists, Craft & Designers.</i> <i>Learn how artists use formal elements</i>	<u>Artists, Craftspeople, Designers</u>	Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.
	<u>Formal Elements</u>	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.
<u>Big Questions</u> <i>Reflection leads to personal development</i> <i>Evaluate and Analyse own & others work</i> <i>Curiosity of the world</i>	<u>Identify similarities and differences to others' work</u>	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.
	<u>Make choices & decisions</u>	Compare their art to appropriate works of art recognising what is the same and what is different.