

Year 1 Art

Three connected units • explicit formal-element progression • ambitious final outcomes

Autumn

Lines, Shapes & Growing Things

Spring

**Kandinsky: Colour, Shape &
Sound**

Summer

Pattern in Print

Year 1 progression is designed so each final piece demonstrates both technical learning and individual artistic choice.

Year 1 — Lines, Shapes & Growing Things

Autumn • Drawing & mixed media

Creative enquiry

How can careful looking help us draw what we see?

Formal elements

- Primary: Line • Shape
- Secondary: Texture • Space / composition

Artist / visual source

- Artist encounter: Georgia O'Keeffe
- Botanical illustrators; local nature photography

Final showcase outcome

Large observational plant study combining pencil, chalk/crayon and collage texture.

What pupils should know

- Artists simplify complex objects into lines, shapes and areas of colour.
- Different lines can describe edges, detail, movement and texture.
- Composition means deciding where and how large things appear on the page.

Year 1 — Lines, Shapes & Growing Things: Progression

Prior learning • Why this? Why now? • Future learning • Disciplinary skills

Prior learning retrieved

EYFS mark-making, closed shapes, drawing with increasing detail, exploring colour and texture, talking about creations.

Why this? Why now?

Year 1 begins by turning exploratory mark-making into deliberate observation. Natural forms provide accessible shapes while introducing the idea that artists look carefully and make choices about line, size and placement.

What this prepares pupils for

Y2 controlled line and tonal shading; Y3 proportion and observational drawing; later botanical, landscape and still-life work.

Knowledge & skills to practise

- Use straight, curved, zigzag and wavy lines with increasing control.
- Identify simple shapes within plants and natural objects.
- Draw from observation, add selected texture and refine after looking again.

Year 1 — Lines, Shapes & Growing Things: Inclusion & Wider Curriculum

Vocabulary • resources • SEND • SMSC • careers • sustainability

Key vocabulary

line • observation • shape • outline • detail • texture • composition • overlap • foreground • sketch • refine

Key resources

HB/2B pencils; cartridge paper; leaves/plants/seed heads; crayons/chalk pastels; collage papers; glue; magnifiers; sketchbooks.

Careers

Botanical illustrator • scientific illustrator • children's illustrator • museum artist

Suggested SEND adaptations

- Use real objects and enlarged photographs; reduce visual clutter around the subject.
- Model one section at a time and use shape overlays/tracing windows where helpful.
- Offer chunky pencils/grips, larger paper and collage as an alternative route to texture.
- Use oral/pointing evaluation and adult scribing where writing is a barrier.

SMSC

Spiritual: notice beauty and detail in the natural world. Social: share materials and give kind, specific feedback. Cultural: recognise that drawing from nature appears across many artistic traditions.

Climate / sustainability

Use fallen/local natural materials rather than picking unnecessarily; discuss how artists can record and celebrate biodiversity.

Year 1 — Lines, Shapes & Growing Things: Lessons 1–3

Skill building • explicit teaching • sketchbook practice

1

Looking like an artist

To explore different kinds of line and use them to describe natural objects.

Resources: plants/leaves; pencils; line cards; sketchbooks

2

Shapes inside objects

To identify and draw simple shapes within a plant or flower.

Resources: shape overlays; observation objects; pencils

3

Drawing from observation

To create a careful observational drawing using line and proportion.

Resources: plants; magnifiers; cartridge paper

Year 1 — Lines, Shapes & Growing Things: Lessons 4–6

Apply • create • refine • showcase

4

Adding texture

To represent texture using marks, crayons/chalk and collage.

Resources: crayons/chalk; collage papers; glue

5

Planning the composition

To select, enlarge and arrange ideas for a final plant study.

Resources: sketchbooks; viewfinders; final paper

6

Final piece & gallery

To create, refine and talk about an observational mixed-media artwork.

Resources: final media; display labels; peer feedback prompts

Year 1 — Kandinsky: Colour, Shape & Sound

Spring • Painting / artist study

Creative enquiry

How can colour, shape and line show how music feels?

Formal elements

- Primary: Colour • Shape
- Secondary: Line • Composition

Artist / visual source

- Wassily Kandinsky
- Alma Thomas; Sonia Delaunay

Final showcase outcome

Individual abstract painting developed from music, colour mixing, overlapping shapes and expressive lines.

What pupils should know

- Primary colours can be mixed to make secondary colours.
- Abstract art does not need to represent a recognisable object.
- Artists can use colour, line and shape to communicate feeling, rhythm or energy.

Year 1 — Kandinsky: Colour, Shape & Sound: Progression

Prior learning • Why this? Why now? • Future learning • Disciplinary skills

Prior learning retrieved

Y1 Unit 1 use of line, shape and composition; EYFS colour mixing and expressive mark-making.

Why this? Why now?

Once pupils can control simple lines and shapes, this unit introduces colour relationships and expressive decision-making. Music removes pressure to draw realistically and encourages personal creative responses.

What this prepares pupils for

Y2 Monet colour/tone; Y3 Britto pattern/colour; Y5 and Y6 increasingly intentional colour for mood and meaning.

Knowledge & skills to practise

- Mix primary colours to make secondary colours.
- Overlap shapes and vary scale/position.
- Choose lines and colours in response to music and explain one choice.

Year 1 — Kandinsky: Colour, Shape & Sound: Inclusion & Wider Curriculum

Vocabulary • resources • SEND • SMSC • careers • sustainability

Key vocabulary

primary colour • secondary colour • mix • abstract • geometric • organic • overlap • composition • expressive • warm • cool

Key resources

Poster/tempera paint; palettes; brushes; mixing trays; cartridge paper; shape stencils; music extracts; sketchbooks.

Careers

Painter • colour designer • illustrator • art therapist • exhibition designer

Suggested SEND adaptations

- Use pre-mixed primary colours first, then add mixing once routines are secure.
- Provide shape templates and reduced colour choices where motor/planning demands are high.
- Offer movement/pointing choices before asking for verbal explanations.
- Use short music extracts and predictable start/stop cues for sensory regulation.

SMSC

Spiritual: personal response to sound and colour. Social: compare different responses without a single “right” answer. Cultural: encounter early abstraction and compare it with work by women artists.

Climate / sustainability

Reuse palettes and scrap paper for colour testing; discuss caring for paint/water and reducing waste.

Year 1 — Kandinsky: Colour, Shape & Sound: Lessons 1–3

Skill building • explicit teaching • sketchbook practice

1

Meet Kandinsky

To identify line, shape and colour in abstract artworks and respond to music through marks.

Resources: artwork reproductions; music; sketchbooks

2

Colour mixing

To mix primary colours to make secondary colours and record useful colour recipes.

Resources: paint; palettes; colour wheels

3

Shape and overlap

To arrange and overlap geometric and organic shapes in a composition.

Resources: shape cards; paper; pencils

Year 1 — Kandinsky: Colour, Shape & Sound: Lessons 4–6

Apply • create • refine • showcase

4

Lines that move

To create expressive lines in response to contrasting music.

Resources: music; brushes/markers; paper

5

Designing an abstract painting

To combine colour, shape and line choices in a final plan.

Resources: sketchbooks; viewfinders; paint tests

6

Paint, refine, explain

To create an abstract painting and explain how choices communicate a feeling.

Resources: final paper; paint; labels; gallery space

Year 1 — Pattern in Print

Summer • Printmaking

Creative enquiry

How can repeated shapes become a designed pattern?

Formal elements

- Primary: Pattern • Shape
- Secondary: Colour • Texture • Space

Artist / visual source

- Designer encounter: Yinka Ilori
- Traditional printed textiles; local architectural patterns

Final showcase outcome

A repeat-print paper panel created with Lego/everyday objects and an intentional colour/pattern system.

What pupils should know

- A print transfers colour/ink from one surface to another.
- A repeating pattern has a unit or motif that appears again in an organised way.
- Designers use colour, shape and repetition to affect how spaces and objects feel.

Year 1 — Pattern in Print: Progression

Prior learning • Why this? Why now? • Future learning • Disciplinary skills

Prior learning retrieved

EYFS stamping/repeating patterns; Y1 colour mixing, line and overlapping shape.

Why this? Why now?

This converts enjoyable exploratory Lego printing into a purposeful printmaking project with a clear final outcome. Pupils learn that repetition and arrangement are design decisions, not random stamping.

What this prepares pupils for

Y2 frottage/rubbings; Y3 weaving patterns; Y4 relief printing and symmetry; Y6 original repeating textile/stencil patterns.

Knowledge & skills to practise

- Load a printing object evenly and press with controlled pressure.
- Create simple motifs and repeat them in rows/rotations.
- Test colour combinations and select a pattern for a final piece.

Year 1 — Pattern in Print: Inclusion & Wider Curriculum

Vocabulary • resources • SEND • SMSC • careers • sustainability

Key vocabulary

print • repeat • pattern • motif • stamp • pressure • rotate • alternate • colourway • design • surface

Key resources

Lego/everyday printing objects; washable printing paint/ink; rollers/sponges; trays; coloured paper; aprons; sketchbooks.

Careers

Surface-pattern designer • textile designer • printmaker • interior designer • product designer

Suggested SEND adaptations

- Use larger printing blocks and non-slip mats.
- Provide pattern strips showing AB, AAB and rotated repeats.
- Limit the number of colours/tools available at one time.
- Allow a partner to stabilise paper while the pupil controls the print action.

SMSC

Cultural: notice patterns in buildings, textiles and design from different places. Social: collaborate on a class repeat. Moral: respect cultural designs and avoid copying sacred motifs without context.

Climate / sustainability

Use reusable printing blocks, washable inks and recycled paper for test prints; discuss designing attractive reusable wrapping/paper products.

Year 1 — Pattern in Print: Lessons 1–3

Skill building • explicit teaching • sketchbook practice

1

What is a print?

To explore printing with everyday objects and compare the marks they make.

Resources: Lego/objects; paint; test paper

2

Finding the repeat

To identify and create simple repeating patterns.

Resources: pattern cards; stamps; paper strips

3

Colourways

To test colour combinations and explain which work well together.

Resources: paint; coloured paper; sketchbooks

Year 1 — Pattern in Print: Lessons 4–6

Apply • create • refine • showcase

4

Meet a designer

To explore how Yinka Ilori uses bold shape, colour and pattern in design.

Resources: images; discussion prompts; sketchbooks

5

Design a repeat

To design a motif and plan how it will repeat across a surface.

Resources: grids; motif templates; pencils

6

Final print panel

To print a consistent repeated pattern and evaluate the finished surface.

Resources: final paper; printing tools; drying racks