



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 1

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Continuous Line Drawing- A line that does not lift from the paper until the image is complete.

Mark Making- The creating of different patterns, lines, textures and shapes.

Spiral- A spiral shape which winds round and round with each curve above or outside the previous one.

Observation- Is the action of carefully watching someone or something.

Pressure- The amount of force you put on a tool to make a deeper mark or colour.

Control- The ability to be able to manage movement of something.

Primary Colours- Red, yellow and blue.

Secondary Colours- Purple, orange and green.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

We can draw from our fingertips, shoulders and our whole body. When we draw, we move our whole body.

Sketchbooks are used to experiment and explore.

We can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move.

We can draw from observation or imagination.

We can use colour to help our drawings engage others.

What the primary and secondary colours are.

When you blend two primary colours together, it forms a secondary colour.

Molly Haslund is a Danish artist who makes drawings of circles outside using her body as a tool.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand that drawing is a physical and emotional activity. When we draw, we move our whole body.

Understand that a sketchbook is owned by the pupil for experimentation and exploration.

Understand how to control the lines we make by the way we hold a drawing tool, changing the pressure we apply and how fast or slow we move.

Understand what happens when you blend or smudge coloured pastels/ chalk.

Understand that we can make choices about the colours and marks that we would like to use in our drawings.

Understand how American artist Molly Haslund uses her body as a tool to create drawings.

Understand we may all have different responses to art work and all responses are valid.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.

Use sketchbooks to explore and experiment.

Explore and experiment with mark making by changing drawing tools, how much pressure is applied and how fast or slow we move.

Create continuous line drawings and draw from observation.

Develop experience of primary and secondary colours.

Experiment with blending and smudging coloured pastels/ chalk.

Use colour (pastels, chalks) intuitively to develop spiral drawings.

Reflect upon the artists' work and share responses verbally.

Present their own artwork (journey and any final outcome), reflect and share verbally.





Useful information

Pathway: Spirals (accessart.org.uk)

Week 1: Make drawings using your body.

Making Spiral Drawings



Molly Haslund: Outdoor Drawings



Week 6: Celebrate.

Share, reflect, discuss



Week 2: Develop your drawings.

Make Snail Drawings



Spirals

Week 5: Drawing exercise.

Experimental Mark-Making with Water Soluble Pens



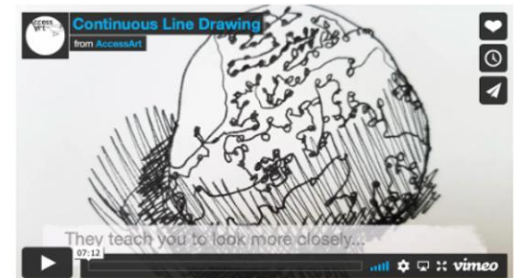
Week 3: Personalise your sketchbook to nurture ownership.

Making Spaces and Places in a Sketchbook



Week 4: Drawing exercise.

Observational Drawing: Continuous Line



Images taken from Access Art www.accessart.org.uk





Orton Wistow Primary School – Curriculum Plan



Subject : Art

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Term : Spring



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning

Remembering

Teaching

Telling

Assessment

Testing



Understanding

What children will understand

Learnin
g

Practising

Teaching

Coaching

Assessment

Observing



Skills

What children will be able to do

Learning

Reflecting

Teaching

Facilitating

Assessment

Evaluating

Print- A print is made when you transfer an image from one surface to another.

Relief prints- Relief prints are made when you print from a raised image (plate).

Plate- A raised design created on a surface

Rubbing- A process where you rub dry materials on paper, over textured objects.

Pressure- The amount of force you apply.

Texture- How something feels (smooth, rough etc)

Composition- The arrangement of your artwork.

Repeat print- Printing a pattern that follows a sequence.

Prints are made by transferring an image from one surface to another.

Relief prints are made when we print from raised images (plates).

That we can make a 'plate' from which to 'print'.

That there is a relationship between plate and print: e.g. negative/ positive.

That we can use print to create 'multiples'.

Rubbings are a type of print made by rubbing dry materials, such as crayon, over textured objects.

That we can use colour, shape and lines to make our prints more interesting.

A repeating print pattern is a print which follows the same sequence over and over again.

A symmetrical print pattern is a design that is the same on both halves (mirror image).

Sketchbooks are used to test ideas and collect prints.

That the primary colours are red, yellow and blue and secondary colours are green, orange and purple.

Orla Kiely is an Irish artist, famous for her patterned and printed designs. In her work, she uses bright colours, simple shapes and repeated patterns in her designs.

Understand what is a print and how prints are made.

Understand how we can use our hands and feet to create prints of patterns.

Build an understanding of how much paint and pressure you need to apply to create a print.

Understand how to use textured objects to make prints.

Understand how to create a rubbing.

Understand how to make a relief print using a 'plate'.

Understand that a sketchbook is owned by the pupil to explore, test and collect ideas.

Understand that we can make choices about the colour, shape and line to make our prints more interesting.

Understand how to create a repeating print patterns and symmetrical print patterns.

Understand who Orla Kiely is and key features of her printed designs.

Understand we may all have different responses to art work and all responses are valid.

Make simple prints using their hands and feet.

Explore their environment and take rubbings of textures they find.

Use their rubbings to make an image.

Explore Orla Kiely's printed designs and respond to the artists' work.

Cut shapes out of foam board and stick them on a block to make a plate. Print from the plant.

Draw into the surface of the foam board and print from the plate.

Develop experience of primary and secondary colours.

Use colour, shape and line to make their prints interesting.

Explore and create repeat, symmetrical and sequenced prints.

Use a sketchbook to collect prints and test ideas.

Present their own artwork (including the journey), reflect and share verbally.

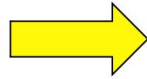


Useful information

Hands, Feet and Flowers (accessart.org.uk)

Week 1 Printing with your body

Hands, Feet and Flowers



Week 2: Making Rubbings

Taking Rubbings & Making Compositions



Week 3: Introduce Artist Orla Kiely and respond to her work.

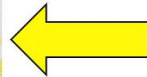


Simple Printmaking



Week 6: Celebrate

Share and Celebrate the Outcomes



Week 4 & 5: Additive & Incised Printing, supported with observational drawing.

Additive & Incised Printing



Images taken from Access Art www.accessart.org.uk





Orton Wistow Primary School – Curriculum Plan



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Term : Summer



Vocabulary

Knowledge
What children will know

Understanding
What children will understand

Skills
What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment
Remembering	Telling	Testing

Learning	Teaching	Assessment
Practising	Coaching	Observing

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Observational Drawing- Carefully looking at something and drawing what you see, focusing on the shapes and lines.

Mark Making- Creating lines, dots, marks, patterns.

Texture- Using marks to show how something feels.

Manipulate- Change the shape of a material (e.g. by folding, tearing or crumpling).

Collage- The art of using elements of paper to make images.

Sculpture- A sculpture is an art from made in three dimensions.

Sculptor- An artist that makes sculptures.

Form- An element of art that refers to 3D objects.

Installation- A type of visual art that uses three-dimensional objects.

Observational drawing is the process of looking slowly and carefully at photos, film or real-life objects and respond by drawing and making marks of what is seen.

Andrea Butler is an artist who created artwork inspired by birds, focusing on texture and colour.

Different marks can be used to show texture.

Observational drawing and experimental mark-making can be used together to make art.

We can work from similar stimulus or starting point but end up with very different individual results.

Paper can be torn, crumpled, folded and collaged to transform it from 2D to 3D.

There is a relationship between drawing and making- we can transform 2D to 3D.

Sculpture is the name given for artwork which exists in three dimensions. Sculptors use line, shape, form and space when creating their work.

Hoang Tien Quyet is an artist who uses wet paper to make origami creations.

Different materials and processes can be used together to make a sculpture.

Our individual results can be combined with the rest of the class to make a group installation.

What is observational drawing?

How can I be inspired by images of birds?

How does Andrea Butler use marks to create texture within her artwork of birds?

How can I use mark making to draw a feather?

What happens when I fold, tear and crumple paper?

What is a sculpture?

Who is Hoang Tien Quyet and how did he make sculptures?

How can I transform my 2D drawings into a 3D object?

How can I use materials to make a standing sculpture of a bird?

How can my individual outcome be part of a group installation?

How can I reflect on my artwork?

Understand that we may all have different responses to art work and all responses are valid.

Look carefully and slowly at images and films of birds, and respond by creating observational drawings.

Explore different kinds of marks that can be made, including using some colour.

Create observational drawings of feathers using a variety of medium (e.g. pencil, graphite, pastel, handwriting pen) and mark making.

Manipulate paper to create 3D forms. Explore how to fold, tear, crumple and collage paper to transform it from 2D to 3D.

Look at the work of other artists who have been inspired by birds and share their response to the artists' work.

Use a variety of materials, mediums and construction methods to create their own bird sculpture that stands and balances, taking inspiration from artists' work.

Display their work individually and as a whole class installation.

See how their sculpture can be part of a class artwork and how everyone's sculptures is individual.

Share their work with peers and reflect on what was successful.



Useful information

<https://www.accessart.org.uk/pathway-making-birds/>

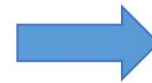
Week 1: Drawing as Research

Drawing from Photographic Sources



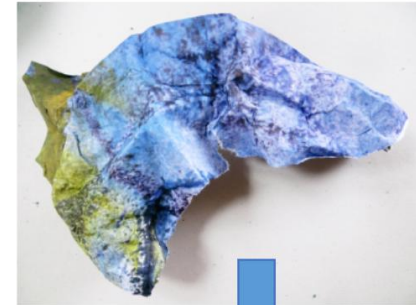
Week 2: Developing Skills

Drawing from Observation & Experimental Mark-Making



Week 3: Working Slowly Towards 3D.

Manipulating Paper from 2D to 3D



Making Birds

Week 4: What is a sculpture?
Artist Talking Points

Week 7: Celebrate.

Week 5 & 6: Create sculpture.

Dusciana Bravura



Images taken from Access Art www.accessart.org.uk

