



'We enjoy. We achieve.'

Care Growth Teamwork

## Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

### Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
Can you draw a self-portrait which includes correct position of features and colour within the lines?	Can you draw the church artefacts you have observed adding detail?	Can I weave paper?
<b>Outcomes</b>		
<p><b>Myself - Portraits</b></p> <p>Children to produce a self-portrait on paper using pencil and colouring pencils. The portrait should include correct placement of features and formation of shape showing control.</p> <p>Children should use appropriate colours to enhance their portrait and attempt to keep the colours within the specific shapes and lines.</p> <p>Children should hold their pencil in a tripod grasp.</p>	<p><b>Church Artefacts - observational drawings</b></p> <p>Children to produce observational drawings of the church artifacts they have observed from their visit to the church. Use drawing pencils and paper.</p> <p>The drawing should show representation of the shape of the object and have added detail which reflects what has been observed.</p> <p>Children should hold their pencil in a tripod grasp.</p>	<p><b>Materials</b></p> <p>Children will learn the process of weaving and practise with paper and a loom. They will looking at how weaving is used around the world and have a go themselves. They will practise with a pre made paper weaving pack then plan their own design for valentines day card (for their parents/grandparents) including a paper woven heart.</p>
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	Visit the local Church St. James' and explore the artefacts they see there.	N/A
<b>Overview</b>		
<ol style="list-style-type: none"> <li>1. Discuss with the children what a self-portrait is.</li> <li>2. Encourage the children to look at the features of a face. Use a portrait on the IWB to encourage this discussion and share ideas.</li> <li>3. Allow the children opportunities to look in mirrors at their own face.</li> </ol>	<ol style="list-style-type: none"> <li>1. As a class discuss what artifacts we saw on our visit to the church.</li> <li>2. Look at each artifact on the IWB. Talk about its name, shape, and any detail.</li> <li>3. Give each child a piece of A4 paper and pencil to begin their drawing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at paper weaving and weaving around the world (Twinkl PP) Children discuss (asking questions, appreciating, comparing)</li> <li>2. Children try paper weaving with string and looms in small groups, then try with pre made paper weaving pack.</li> </ol>



'We enjoy. We achieve.'

Care Growth Teamwork

## Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

### Year 1

<p>4. Discuss with their group/shoulder partner similarities and differences they may have ie skin colour, hair length, position of features etc.</p> <p>5. Give each child a piece of A4 paper and a drawing pencil to begin their portrait.</p> <p>6. Add colour to their portrait which reflects their skin tone and colour of their features.</p>	<p>4. Encourage the children to draw each object adding detail to represent what they have observed.</p>	<p>3. Children plan their own weaved heart and what two colours they will use. Annotate in book with what colours their heart will be and why i.e 'Red because my mum likes it'.</p> <p>4. Children weave their own heart and stick on a valentines card for their family. <a href="https://www.youtube.com/watch?v=bhsqotseGaU">https://www.youtube.com/watch?v=bhsqotseGaU</a></p> <p>5. Evaluate their own card and weaving. What went well? What was difficult? What would they change next time?</p>
Knowledge and/or Skills Covered		
<p><u>Realism</u> Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating') Control &amp; precision Colouring-in is mostly within the lines Correct tripod grasp</p> <p><u>Reproduce</u> Simple shapes (e.g. square or a triangle but possibly with curved out corners)</p> <p><u>Create</u> Work creatively with materials that are supplied for them.</p> <p><u>Appreciate</u> Politely express opinions about works of art</p> <p><u>Ask questions</u> Ask and answer simple questions about what they</p>	<p><u>Realism</u> Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating') Control &amp; precision Correct tripod grasp</p> <p><u>Reproduce</u> Simple shapes (e.g. square or a triangle but possibly with curved out corners)</p> <p><u>Create</u> Work creatively with materials that are supplied for them.</p> <p><u>Appreciate</u> Politely express opinions about works of art</p> <p><u>Ask questions</u> Ask and answer simple questions about what they have seen</p>	<p><u>Realism</u> Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating') Control &amp; precision Colouring-in is mostly within the lines Correct tripod grasp</p> <p><u>Reproduce</u> Simple shapes (e.g. square or a triangle but possibly with curved out corners)</p> <p><u>Create</u> Work creatively with materials that are supplied for them.</p> <p><u>Appreciate</u> Politely express opinions about works of art</p> <p><u>Ask questions</u> Ask and answer simple questions about what they</p>



'We enjoy. We achieve.'

Care

Growth

Teamwork

## Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

### Year 1

<p>have seen</p> <p><u>Compare</u></p> <p>Make some simple artistic comparisons (e.g. spot the difference between pictures)</p> <p><u>Evaluate</u></p> <p>With some support, discuss the effect (how it makes them feel)</p>		<p>have seen</p> <p><u>Compare</u></p> <p>Make some simple artistic comparisons (e.g. spot the difference between pictures)</p> <p><u>Evaluate</u></p> <p>With some support, discuss the effect (how it makes them feel)</p>
<b>National Curriculum Attainment Targets</b>		
<p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, 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.</li> </ul>	<p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, 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.</li> </ul>	<p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, 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</li> </ul>
<b>Important Vocabulary</b>		
<p>First/second etc, drawing, colour, shape, form, space, share, improve, underneath, centre, above, below, features.</p>	<p>Older, drawing, pattern, shape, form, cross, chalice, font, bible, pew, pulpit.</p>	<p>Long ago, then, when, craft, border, colour, pattern, shape, share, effect, improve, paper, weaving, loom.</p>



'We enjoy. We achieve.'

Care Growth Teamwork

## Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

### Year 1

<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Enquiry Questions</b>		
Can I draw from observation?	Can I paint the plant?	Can I create a sculpture inspired by Nature like Andy Goldsworthy?
<b>Outcomes</b>		
Children to decide best drawing material to use to get most accurate drawing. Children will draw and old toy. It should include the correct shape of the formation of the toy and use straight or curved lines accurately.	Children will draw and paint their plant over time, at the beginning and end of the half term.	Children will learn about what sculpture is and look at different types of sculpture. They will focus on Andy Goldsworthy and have a go at recreating some of his sculptures using materials in class. Then when they go to Filey, they will recreate their final piece which they have planned in small groups.
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	Educational visit to Filey.
<b>Overview</b>		
<p>1. Pass around old teddy and record children's observations of texture i.e fluffy, hard, soft. Model using 3 different drawing materials to draw texture - drawing pencil, pastel, felt tip pens. Rehearse each technique in sketchbooks.</p> <p>2. Draw shapes to make up the teddy - discuss circle for body, oval for head. Children have a go drawing with finger on floor.</p> <p>3. Children draw teddy in their books - begin with basic shapes, add texture using technique taught in week 1. Children use material they think gives the best effect (no right answer). Stick in image of toy</p>	<p>1. Learn about Van Gogh - discuss his painting. What can they see? Like? Explore with paint brushes, what colours can they make, what lines can they make?</p> <p>2. Children sketch beginning of germination of their plant - use paint to add accurate colours</p> <p>3. Look at Van Gogh's Sunflowers. Children sketch his work and try to add similar colours. Discuss how it makes them feel and what they like about it.</p> <p>4. Evaluate Van Gogh inspired Flowers.</p> <p>5. Sketch and paint final Plant - look at differences and similarities in colour used when they first painted their plant compared with their final painting. Look at shape and discuss their improvement.</p>	<p>1. Learn about Andy Goldsworthy - discuss his art. Likes/dislikes. Compare to Van Gogh's sunflowers - what's the same and what's different.</p> <p>2. Decide on their favourite piece by Goldsworthy - can they explain in their book why they like it using 'because'</p> <p>3. In small groups, collect a range of objects from outside - dead or dying - not alive. Bring inside and discuss texture, shape. Look with magnifying glass.</p> <p>4. In small groups - use Andy Goldsworthy as inspiration to plan their own land art. What will they use - link to last week? What shape will it be? How</p>



'We enjoy. We achieve.'

Care

Growth

Teamwork

## Pudsey Bolton Royd Primary School Art & Design Long-Term Plan

### Year 1

<p>next to their own drawing to show if achieved any realism.</p> <p>4. Use evaluation sheet as whole class.</p>		<p>will it be similar to Andy Goldsworthy's? Create a plan in each group.</p> <p>5. Complete land art in small groups.</p> <p>6. In filey, create a beach inspired Andy Goldsworthy piece of land art using everything they have learnt. Photo in sketchbooks - can children describe and evaluate what they have done.</p>
Knowledge and/or Skills Covered		
<p><u>Realism</u></p> <p>Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating')</p> <p>Control &amp; precision</p> <p>Correct tripod grasp</p> <p><u>Reproduce</u></p> <p>Simple shapes (e.g. square or a triangle but possibly with curved out corners)</p> <p><u>Create</u></p> <p>Work creatively with materials that are supplied for them.</p> <p><u>Appreciate</u></p> <p>Politely express opinions about works of art</p> <p><u>Ask questions</u></p> <p>Ask and answer simple questions about what they have seen</p>	<p><u>Realism</u></p> <p>Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating')</p> <p>Correct tripod grasp</p> <p><u>Reproduce</u></p> <p>Simple shapes (e.g. square or a triangle but possibly with curved out corners)</p> <p><u>Create</u></p> <p>Work creatively with materials that are supplied for them</p> <p><u>Appreciate</u></p> <p>Politely express opinions about works of art</p> <p><u>Ask questions</u></p> <p>Ask and answer simple questions about what they have seen)</p> <p><u>Evaluate</u></p> <p>With some support, discuss the effect (how it makes them feel)</p>	<p><u>Create</u></p> <p>Work creatively with materials that are supplied for them</p> <p><u>Appreciate</u></p> <p>Politely express opinions about works of art</p> <p><u>Ask questions</u></p> <p>Ask and answer simple questions about what they have seen</p> <p><u>Compare</u></p> <p>Make some simple artistic comparisons (e.g. spot the difference between pictures)</p> <p><u>Evaluate</u></p> <p>With some support, discuss the effect (how it makes them feel)</p>



**'We enjoy. We achieve.'**

Care

Growth

Teamwork

## **Pudsey Bolton Royd Primary School Art & Design Long-Term Plan**

### **Year 1**

#### **National Curriculum Attainment Targets**

Pupils should be taught to: -

- 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 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.

Pupils should be taught to: -

- 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 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.

Pupils should be taught to: -

- 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 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.

#### **Important Vocabulary**

Older, drawing, pattern, shape, form, observation, real, texture, smooth, fluffy, soft, hard.

Long ago, then, when, older, newer, drawing, painting, brushwork, colour, shape, space, share, effect, improve, above, below, centre.

Dead, alive, nature, land art, sculpture, near, far, up, down, closer, further, share, effect, improve.