

Year 1	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><u>Spirals</u></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>	<p>Understand drawing is a physical activity.</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Make a simple elastic band sketchbook. Personalise it.</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas</p> <p>Develop experience of primary and secondary colours</p> <p>Practise observational drawing</p> <p>Explore mark making</p>					<p>LEARNING FROM ARTISTS</p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>LEARNING FROM OUR WORK</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>
Working towards							
Exceeding							

VOCABULARY Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think

, ASSESSMENT FOR YEAR1 CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_ YEAR \_\_\_\_\_

Year 1	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><a href="#">Playful Making</a></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>						<p>Understand the meaning of “Design through Making” <a href="#">Playful Making</a></p>	<p>LEARNING FROM ARTISTS Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>LEARNING FROM OUR WORK Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p>
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VOCABULARY Sculpture, Sculptor, Three Dimensions, Respond Response, Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance, Reflect, Share, Discuss

, ASSESSMENT FOR YEAR1 CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_ YEAR \_\_\_\_\_

Year 1	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><u>Making Birds</u></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>	<p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p>	<p>Use sketchbooks to:</p> <p>Practise observational drawing</p> <p>Explore mark making</p>			<p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p>LEARNING FROM ARTISTS</p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>LEARNING FROM OUR WORK</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>
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VOCABULARY Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss

, ASSESSMENT FOR YEAR1 CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_ YEAR \_\_\_\_\_

Year 1	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><a href="#">Simple Printmaking</a></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>	<p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>	<p>Use sketchbooks to:</p> <p>Test out printmaking ideas</p> <p>Develop experience of primary and secondary colours</p> <p>Practise observational drawing</p> <p>Explore mark making</p>	<p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. <a href="#">Simple Printmaking</a></p> <p>Explore concepts like “repeat” “pattern” “sequencing”. <a href="#">Simple Printmaking</a></p>		<p>Collage with painted papers exploring colour, shape and composition.</p>		<p>LEARNING FROM ARTISTS Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>LEARNING FROM OUR WORK Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p>
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VOCABULARY Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect, Artwork, Artist: Printmaker, Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image, Reflect, Discuss, Share, Crit

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Year 1	Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p><a href="#">Exploring Watercolour</a></p> <p>Purple = Substantive Knowledge</p> <p>Green = Implicit Knowledge / Skills</p>		<p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours</p> <p>Practise observational drawing</p> <p>Explore mark making</p>		<p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>			<p>LEARNING FROM ARTISTS Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>LEARNING FROM OUR WORK Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p>
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VOCABULARY Watercolour, Brush, Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Reflect, Share, Discuss

