<u>Question:</u> What colours can you see all aroun	d us?		Year 1 Autumr
National Curriculum Link			-
KS1 - to use a range of materials cre	atively to design and make products		
KS1 - to develop a wide range of art	, ,		
form and space	and design rechniques in using colou	r, partern, textare, nne, snape,	
(S1 - about the work of a range of a	ntists, craft makens and designers	describing the differences and	
similarities between different pract		-	
International Baccalaureate Learne		To men own work.	-
International Baccalaureate Learne Reflective	r protile link		
low can we be reflective in our lear	ning and think of ways to improve ou	r own work and the work of	
others? K <b>nowledgeable</b>			
low can we independently acquire in earning?	depth knowledge and develop an unc	derstanding of the work we are	
Enquirers			
How can we develop our thinking skill	s for enquiry?		
<u>Open minded</u> How can we work with others effect	ively and take on the ideas of others	s during discussions?	
<u>Risk Taker</u>		2	
-low can we work independently and o	cooperatively to explore new ideas?		
<u>Communicator</u>			
low can we convey information and e	express our thoughts and feelings?		
Prior Skills - Reception	<u>New Skills – Year 1</u>	<u>Future Skills - Year 2</u>	
afely use and explore a variety of	Drawing	Drawing	
aterials, tools and techniques,	Use a variety of tools, inc.	Draw for a sustained period of tir	ne from the
xperimenting with colour, design,	pencils, rubbers, crayons,	figure and real objects, including	single and
exture, form and function. Share	pastels, felt tips, charcoal,	grouped objects.	-
heir creations, explaining the	ballpoints, chalk and other dry	Experiment with the visual element	nts; line, shape,
rocess they have used.	media.	pattern and colour.	. , , , ,
,	Begin to explore the use of line,	Look at drawings and comment the	puahtfully, beain
	shape and colour	to discuss the use of shadows and	
	Draw an observational drawing	light/dark.	
	of a natural object.	Sketch to make quick records of s	something
	Draw a portrait.	Work out ideas through drawing.	somerning
	Sketch to make quick records of	Use perspective	
	something.		
	Painting	Painting Mix paint to apparts all the generatory colours	
	Begin to name and mix the	Mix paint to create all the secondary colours.	
	-	Mix and match colours, predict outcomes.	
	primary colours to create	Mix their own brown.	
	secondary colours. Create moods in their paintings	Make tints by adding white.	
		Make tones by adding black.	
	by using a lighter and darker	Create a print using pressing, rolling, rubbing and	
	shade.	stamping.	
	Decide if something is warm or	Create a print like a designer.	
	cool.	Create repeating patterns.	
	Choose to use thick and thin	Use different shapes and colours	•
	brushes as appropriate.	Use paint to create a layered back	kground
	Paint a picture of something	Textiles/3D/Sculpture	
	they can see.	Assemble a collage	<b>6 1 1 1 1</b>
	Use watercolour to create a	Use different materials to make a useful object	
	background	Add artistic features to masks me	akes them look
	Textiles/3D/Sculpture	more elaborate.	
	Cut and tear paper and card for	Use clay to produce a piece of art	
	their collages.		
	Gather and sort the materials		
	they will need.		
	Make a sculpture using natural		
	resources		

resources

Use clay to produce a piece of art.	

# Knowledge, Skills and Understanding

#### Research

Record and explore ideas from first hand observation, experience and imagination.

Describe what they can see and like in the work of another artist.

Ask sensible questions about a piece of art.

# Practise

<u>Drawing</u> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Begin to explore the use of line, shape and colour, draw an observational drawing of a natural object.

<u>**Painting**</u> Begin to name and mix the primary colours to create secondary colours.\_Create moods in their paintings by using a lighter and darker shade. Decide if something is warm or cool. Choose to use thick and thin brushes as appropriate.\_Paint a picture of something they can see.

### Make

Create art works with the colours they have mixed.

Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities. Use their knowledge of colour to create artwork in the style of Kandinsky. **Evaluate** 

Show interest in and describe what they think about the work of others.

Say what they like about their own work.

#### Challenge

Using different resources, can the children create a single piece of art that displays contrasting moods and emotions through use of colour, pattern, shape, etc.

Resources	Website/Apps
Paper in primary colours • Glue • Single coloured	Twinkl - Colour Chaos
objects in various colours • Paper plates •	Plan Bee - Colour creations
Palettes & brushes • Rags or sponges • Paint in	http://www.nga.gov/content/ngaweb/education/kids.html
white, black and a range of colours. Tools for	http://kids.tate.org.uk/
dripping paint	http://kids.britannica.com/comptons/browse/subject?id=1&subject=Art
	Microsoft Paint/Word, PicCollage (Ipad), Dazzle Plus, Inkist
	Extended Writing Opportunities
	Children can use hot and cold colours as inspiration to write a poem.
	Children can write to describe the mood created by different colours (link
	to Immersion Room experience).
Artists	Numeracy Skills
Piet Mondrian	Paper in primary colours $\cdot$ Glue $\cdot$ Single coloured objects in various colours
Mark Rothko	<ul> <li>Paper plates</li> <li>Palettes</li> <li>Brushes</li> <li>Rags or sponges</li> <li>Paint in white,</li> </ul>
	black and a range of colours. Tools for dripping paint
Paul Klee	WOW Experience
Jackson Pollock	Immersion Room - How does it feel to be surrounded by a mix of hot and
Robert Delaunay	cold colours? Being surrounded by Van Gough's Starry Night
Wassily Kandinsky	Art Gallery – Any work of colour focus artists
Claude Monet	

Geography – links to seasonal changes and weather patterns

Science - Make links to getting darker earlier in winter / temperature (hot and cold colours and day/night colours) ICT - How to use programmes (Dazzle Plus, etc) to create contrasting hot and cold coloured art.