

Moorside Primary School Year 1 Art

| | National Curriculum To use a rage of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shapes, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work. | | | | |
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| | Drawing | Painting | | Collage | |
| Exploring | Record and explore ideas from first hand observations | | | | |
| and | Ask and answer questions about the starting points for their work | | | | |
| | Develop their ideas- try things out, change their minds | | | | |
| Developing | Explore the work of artists, crafts people and designers from different times and cultures for differences and similarities | | | | |
| Ideas | | | | | |
| Key Artists | Bridget Riley – Experimenting with line | Jackson Pollock- applying paint in different ways. | | Matisse | |
| | drawing. | Mondrian- Using lines and primary colours. Vincent Van Gough | | Tonny Cragg | |
| | arawing. | | | | |
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| | Sketch books | -Know which size brush to use to create different sized | | -Create images from a variety of media. Eg photocopies, material, | |
| Skills | -Experiment with pencils, rubbers, crayons, felt tips, , | -Work on different scales. | | fabric, crepe paper, magazine etc | |
| | chalk | | | -Arrange and glue materials to different backgrounds. | |
| | -Control the types of marks made with the range of | | | -Sort and group materials for different purposes eg colour texture | |
| | media. | different effects | | -Fold, crumple tear and overlap papers. | |
| | Lines and Marks | Colour | | -Work on different scales | |
| | -Name and draw a variety of lines including straight, | -Identify primary colours and mix these to create | | -Collect, sort, name, match colour appropriate for an image. | |
| | curved and wavy. | secondry colours | | -Create and arrange shapes appropriately | |
| | Form and Shape | -Can mix primary shades and tones. | | a seed of a speediff of the | |
| | -Observe and draw shapes from observations | -Match colours to artefacts and objects they are paint. | | | |
| | Tone | Texture -Use a variety of different tools to apply paint; brushes, hands, dripping -Use techniques such as layering, mixing media or scrapping through. | | | |
| | -Know the difference between light and dark colours. | | | | |
| | Texture | | | | |
| | -Draw on a variety of surfaces with a range of textures | | | | |
| | using different media | | | | |
| | | -Create textured paint by adding things like sand. | | | |
| Evaluating& | Recognise and describe key features of their own and the work of others | | | | |
| _ | Describe what they think about the work of others | | | | |
| Developing | beschipe what they think about the work of others | | | | |
| Work | | | | | |
| Art Days | Printing | | | Sculpture | |
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