



Year group: Year 1
Term: Autumn Term
Subject: Art – Drawing: Self portraits
(Artist) Pablo Picasso – Cubism/Abstract art

Prior learning

EYFS Children would have experimented with a range of different drawing tools, including chalk, crayons and pencils and know that drawing tools create marks.

What comes next?!

KSI How to use a variety of media to invent new lines, marks and shapes and how these are used to create landscapes.

UKS2 Know different grades of pencils and select the grades for different purposes. Use hatching and cross hatching to show tones and textures. How do designers and architects use drawings.

Notes and guidance

Self-portraits in the style of Picasso. Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

Look at Picasso's abstract portraits such as The Weeping Woman.

Useful websites

<https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso><https://primaryschoolart.com/2021/05/17/colour-and-emotion-picasso-portraits-year-1-2-art-lesson/>

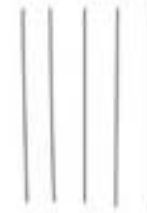
LOIC

Use the library to find out about Picasso.

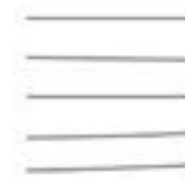
Key vocabulary

portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

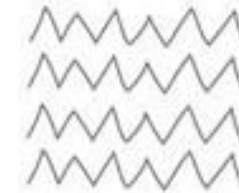
TYPES OF LINES



VERTICAL



HORIZONTAL



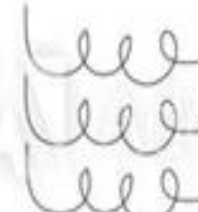
ZIG ZAG



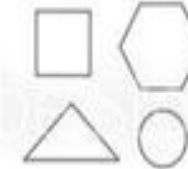
CURVE



SPIRAL



CURLY



SHAPE



DOT



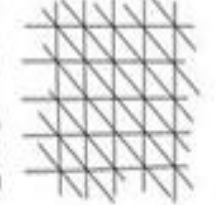
BROKEN



DIAGONAL



WAVY



CROSS HATCHING

Substantive Knowledge

To identify and know some of the works of Picasso.

To know how to comment on my feelings and reactions to Picasso's work.

To know what a self-portrait is.

To know how to use different materials to draw.

To know how to use different techniques to draw including; shading, thick and thin lines, patterns and shapes.

To know how to create a self-portrait in my own style.

To know how to create a self-portrait in the style of Picasso.

To know how to compare the two styles and comment on my likes and dislikes.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Picasso used a range of styles and techniques to express his emotions through art in the abstract style.

Procedural Knowledge

To study the works of Picasso and identify some of the different periods in his art-work.

To be able to use a variety of lines and mediums to produce a self-portrait in my own style and one in the style of Picasso. To be able to compare the two portraits and express my opinions about my likes and dislikes.

Links to other curriculum areas

Year 1 – All about me

Year 1 PSHE Belonging

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 1

Term: Spring Term

Subject: Art – Printing: William Morris – Arts and Crafts

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

What comes next?

Year 2 Children use a variety of printing blocks, e.g., coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

UKS2 Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

Notes and guidance

In this topic children will study printed works inspired by the designer William Morris and the Arts and Crafts Movement.

Children will experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g., sponges and printing using everyday objects.

Introduce children to the idea that we can make single or multiple copies of an image through print.

Using simple methods to obtain relief prints, pupils explore the materials around them to understand how we can use repetition, pattern, colour, line, shape, and texture to make images.

Useful websites

<https://williammorrissociety.org/educational-resources/>

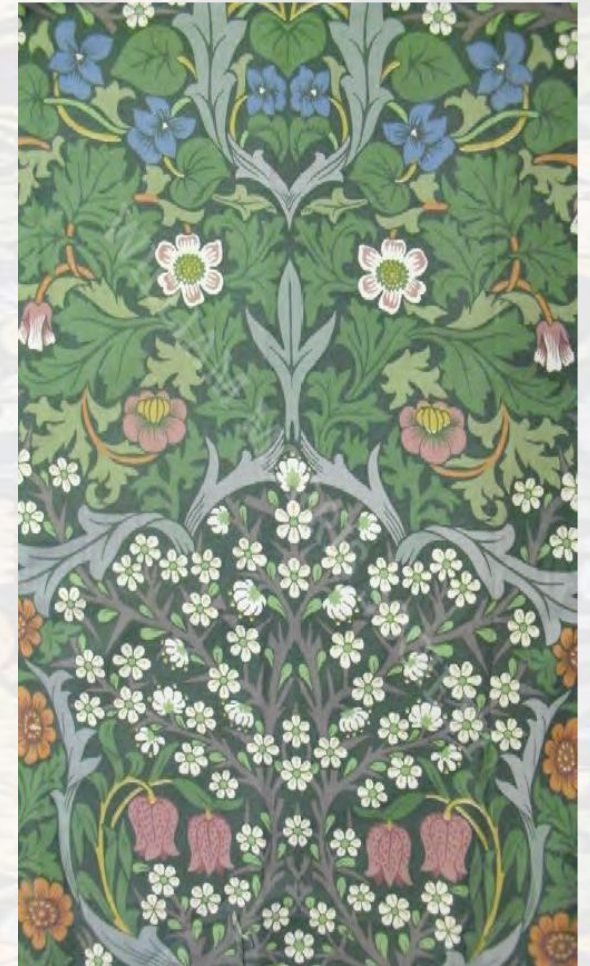
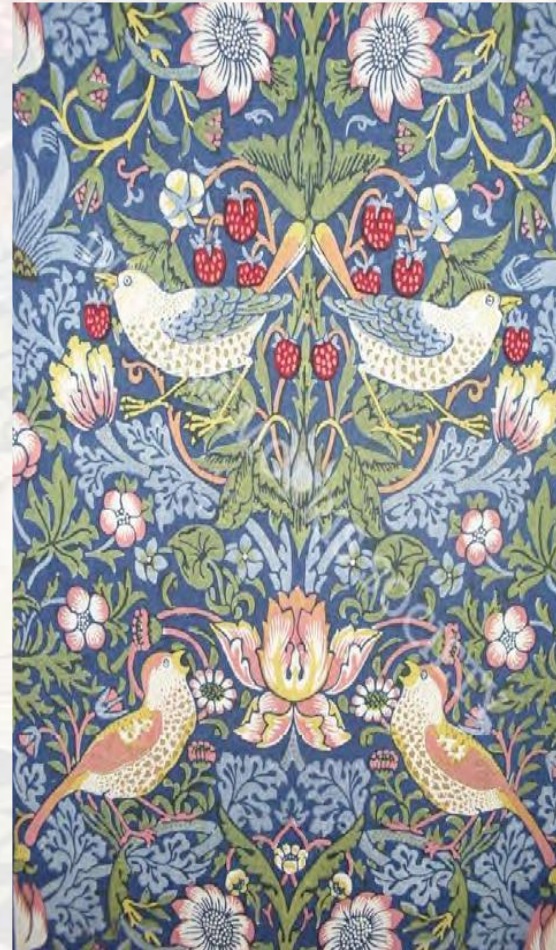
<https://www.accessart.org.uk/simple-printmaking/>

Key vocabulary

colour, shape, printing, printmaking, woodcut, relief printing, objects.

LOIC

Nature walk to investigate repeated patterns in nature..



Substantive Knowledge

To identify and know some of the works of William Morris.

To know how to comment on my feelings and reactions to William Morris' work.

To know that William Morris was an English designer and artist

To know that William Morris was part of the arts and craft movement.

To know that William Morris used printing as a technique to create his wallpapers and textiles.

To know that printing is a repeated pattern.

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use a variety of materials, e.g., sponges, fruit, blocks etc to create a print.

To know how to demonstrate a range of techniques, e.g., rolling, pressing, stamping and rubbing.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like William Morris were associated with the Arts and Crafts movement and were major contributors to the revival of traditional British textile arts.

Procedural Knowledge

To study the works of William Morris and identify his style and technique of design. To experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g., sponges and printing using everyday objects. To introduce children to the idea that we can make single or multiple copies of an image through print. To use simple methods to obtain relief prints. To explore the materials around them to understand how we can use repetition, pattern, colour, line, shape, and texture to make images.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 1
Term: Summer Term
Subject: Art – Sculpting: Andy Goldsworthy (Artist) –
Environmental art

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

What comes next?

LKS2 Children experiment with joining and construction. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

UKS2 Children use a variety of materials for sculpting and begin to understand more about clay modelling and using different tools with clay.

Notes and guidance

In this topic children will study work inspired by the artist Andy Goldsworthy and other environmental artists..

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

Useful websites

<https://artuk.org/learn/learning-resources/andy-goldsworthy-and-land-art>

<https://www.youtube.com/watch?v=f6i5cxbm6ac>

LOIC

Big Build – school field trip with focus on art in nature and making of land art opportunities.

Key vocabulary

sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.



Substantive Knowledge

To identify and know some of the works of Andy Goldsworthy.

To know how to comment on my feelings and reactions to Andy Goldsworthy's work.

To know that Andy Goldsworthy is an English artist, sculptor and photographer.

To know that Andy Goldsworthy is an Environmental Artist that uses different types of materials – recycled, man-made and natural objects that he finds to make his art.

To know how to use inspiration from Andy Goldsworthy to create my own work and compare.

To know how to use tools in my work e.g. scissors, glue guns etc.

To know how to use a variety of natural, recycled and manufactured materials for sculpting, e.g., clay, straw, leaves, flowers and card.

To know how to use a variety of techniques, e.g., rolling, cutting, pinching;

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that Environmentalist artists like Andy Goldsworthy are associated with Environmental art and produce site-specific sculptures in natural or urban settings. To know that Andy Goldsworthy is known for his use of natural materials and exploring themes like the passing of time.

Procedural Knowledge

To study the works of Andy Goldsworthy and identify his style and technique of art. To be able to produce a sculpture using 'found' natural materials to create a piece of environmental art.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.