








Art Unit of Work Year 1 Autumn - Printing			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Final piece: Create city scape using block print considering shape and colour 	<ul style="list-style-type: none"> Explore painting materials Some knowledge of primary colours 	<ul style="list-style-type: none"> Create a repeating pattern in paint using different media Create using different materials Identify primary colours Identify and mix secondary colours Experiment with a variety of objects to create a print. (press, roll, rub, stamp) Consider shape and space when making an artistic choice 	<ul style="list-style-type: none"> Adult to pre-cut potato stamps prior to lesson High pigment paint needed not too watery
National Curriculum Subject Content:	<ul style="list-style-type: none"> To create a sketch book to record their observations and use them to review and revisit ideas To become proficient in drawing, painting, sculpture and other art, craft and design techniques To learn about great artist, architects and designers in history 		
Artistic Knowledge:	<ul style="list-style-type: none"> Know how to create a repeating pattern in print Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art 		
Knowledge Sequence:			Key Vocabulary
Intended Knowledge Substantive	<p>Lesson 1 - Explore colour mixing LC: I can identify and explore primary & secondary colours using watercolours</p> <ul style="list-style-type: none"> Primary, secondary colour mixing Colour wheel <p>Lesson 2 – Artist - Mark Rothko LC: I can identify warm and cool colours</p> <ul style="list-style-type: none"> exploring primary and secondary colours identifying warm and cool colours <p>Lesson 3 – Developing Skills LC: I can create simple repeated patterns using a variety of materials</p> <ul style="list-style-type: none"> using printing sponges using an acrylic/water based paint progress to simple potato printing shapes considering colour choices <p>Lesson 4 – Design LC: I can design a final piece based on city scape</p> <ul style="list-style-type: none"> Liverpool skyline Identify simple shapes and effective colour choices <p>Lesson 5 – Create Final Piece & Evaluate LC: I can create a final piece based on a city scape.</p>		<p><u>Drawing</u> Observe, imagination, memory, control, investigate, marks, mark making, shapes, objects, observational, remembered, imagined, patterns, line, wavy, thick, thin, zigzag, shape, 2D, flat, pattern, spotted, striped, simple, texture, visual, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, tone, light, dark, surface, share, review, reflect, evaluate.</p> <p><u>Printing</u> Load, paint, apply, surface, make, repeated, pattern, environment, print, share, guided evaluation, shape, primary & secondary colour names, rubbings, textures, light, dark, hard, soft, materials, cork, domino, pen lid, sponge, flower, feather, fruit/veg, see, spot, recognise</p>
	Disciplinary <i>How art is judged, valued and evaluated</i>	Practical <i>Developing technical proficiency</i>	Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i>
Domains of Knowledge:	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? - What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments? <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print <p>Wider discussion point to consider: 'all art is equal in value'</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles. <p><u>Printing</u></p> <ul style="list-style-type: none"> -Create patterns and pictures by printing from objects using more than one colour -Develop impressed images with some added pencil or decorative 	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Anthony Gormley and Liverpool</p>

		<div>detail</div> <div>-Relief printing – string, card.</div> <div>-Use equipment and media correctly to produce clean images</div> <div>-Use appropriate language to describe tools and processes</div>	
Assessment Outcomes	<div><div></div><div>I can create repeating patterns in print</div></div>		
Significant people/places	<div>Artists to link to colour:</div> <div>Wassily Kandinsky</div> <div>Mark Rothko</div> <div>Helen Frankenthaler</div>		
Examples of work	<div></div> <div>Repeated pattern using potato stamp</div>	<div></div> <div></div> <div>Example of a possible final piece: city scape</div>	
Examples of sketchbooks including annotations	<div></div> <div></div>		




Art Unit of Work - Year B

Sculpture

Year 1 Spring

Unit – Sculpture – clay tile	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p> 	<ul style="list-style-type: none"> Manipulate clay Create texture and pattern using a range of materials Understand the difference between 2D and 3D 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<ul style="list-style-type: none"> Model how to record different size drawings in sketchbook Model how to annotate effectively, children do not need to write in straight lines Use a plinth for the children to build their model directly onto e.g. coaster size piece of cardboard Create a teacher example prior to lesson as models can crack and break if not joined correctly
National Curriculum Subject Content:	<ul style="list-style-type: none"> To create a sketch book to record their observations and use them to review and revisit ideas To become proficient in drawing, painting, sculpture and other art, craft and design techniques To learn about great artist, architects and designers in history 		
Artistic Knowledge:	<ul style="list-style-type: none"> I can make a 3D object Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods 		
Knowledge Sequence:			Key Vocabulary
Intended Knowledge Substantive	<p>Lesson 1- Still Life Drawing LC: I can draw from still life using a range of drawing materials</p> <ul style="list-style-type: none"> Children record different size drawings or rubbings on a double page of their sketch book Fine liners, sketching pencils, graphite pencils, graphite Children to annotate drawings using a range of vocabulary Discuss negative space, what shapes can they see? <p>Lesson 2 – Explore Clay LC: I can use my hands as a tool to shape clay Success Criteria: -I can flatten clay to make a smooth surface. -I can shape clay using my hands. -I can make different marks in clay by pressing into it. -I can shape clay to make a model</p> <ul style="list-style-type: none"> Set the children off to explore working with the clay, trying the three skills (smoothing, shaping and marking) Invite the children to have a go at making a model of their own <p>Points of discussion: -How can clay be smoothed? -How can the clay be rolled into an even sausage shape? -How do you roll a ball in clay? -What is important about how hard or softly you press tools and objects into the clay surface?</p> <p>Lesson 3 – Applying Skills to clay - Artist LC: I can use impressing and joining techniques to decorate a clay tile. Success Criteria: -I can describe my ideas about the work of artist Rachel Whiteread. -I can roll a smooth clay tile. -I can create a pattern by pressing into and joining pieces onto my tile.</p> <ul style="list-style-type: none"> practising techniques today rather than making a clay piece that they will keep create a pattern on square clay tile by pressing into the clay and by joining shapes to the surface joining clay pieces together by scoring both surfaces then use watery clay, ‘slip’, to stick them together <p>Points for discussion: - How do we join shapes to the clay surface? (By using the ‘score and slip’ method.) - If a piece won’t stick straight away, what could you try? (Making sure the scored lines are deep enough, using a bit more slip, smoothing the shape over once you have joined it.)</p>		<p>Drawing: observation, accurately, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, fine, effects, investigate, sketchbook,</p> <p>Sculpture: Explore, malleable, clay, experiment, changing, adapting, surface texture, impressing, carving, manipulate, model, represent, design, pinch pot, research, plan, range of tools, clay tools, shape, smooth, flatten, negative space</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>


	<ul style="list-style-type: none">- How are you making a pattern on your tile? (Encourage them to work in both ways – in relief and by pressing into the surface.)- How could you change something if you don't like the way it looks? (Smooth over the mark with your fingers, adding a tiny bit of slip if needed.) <p>Lesson 4 – Artist</p> <p>LC: I can identify facts and critic the work of Rachel Whiteread</p> <ul style="list-style-type: none">- Children create a double page in sketch book exploring artists life and work- Children to critique one or two pieces of work through annotation- Discuss cultural and historical significance <p>Lesson 5 - Design a tile</p> <p>LC: I can use drawing to plan the features of a 3D model.</p> <p>Success Criteria:</p> <ul style="list-style-type: none">-I can draw a house that will be made into a clay tile.-I can decide how to create features like a door, windows and the roof in clay.-I can label my drawing accurately.- Children to design a simple home that they will make into a clay tile in the next session- Children to label if they are 'sticking' or 'pressing' to attach the clay <p>Discussion Points:</p> <ul style="list-style-type: none">- How would you make the feature?- Could you cut a shape and stick it on?- Could you use a tool to draw lines in the clay?- Could you press an object into the clay to make a shape?- Are you going to need to make all the home features or will you choose to leave some out?- Will you add extra detail like a surface pattern to certain areas? <p>Lesson 6 – Final piece & Evaluation</p> <p>LC: I can make a 3D clay tile from a drawn design.</p> <ul style="list-style-type: none">- Reflect over sculpture process carried out over unit- Children to create a final piece using a variety of tools to create texture and joins- Opportunity for children to critique peers work <p>Success Criteria:</p> <ul style="list-style-type: none">-I can use my design to guide my clay work.-I can use both pressing in and joining clay techniques on my tile.-I can evaluate my finished tile and say how it reflects my design. <p>Points for Discussion:</p> <ul style="list-style-type: none">- What will you do first? Next? etc.- What equipment will you need to organise? (This is a good opportunity to assess the children's recall of what making techniques they might use, e.g. shaping clay with tools, using a sharp-ended tool to score clay, using a pot to mix slip.)- How will you use your design to help you make your clay tile? (Remind the children that their labelled features will help guide them.)		
	Disciplinary <i>How art is judged, valued and evaluated</i>	Practical <i>Developing technical proficiency</i>	Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i>
Domains of Knowledge	<p>Disciplinary questions:</p> <ul style="list-style-type: none">- How is art made?- What is art?- How is art judged?- What is the purpose of art?- How does design affect the lives of users?- How does design affect human environments? <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none">-What artists have done across cultures and throughout history-How commentators and critics judge and evaluate art-the stories humans tell through art including their perspectives on social, political and moral issue-How print can be used in technology such as in film, sound and photography-Different ways of working in print	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none">-Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading.-Draw accurately from observations, imagination and memory.-Draw using lines of different sizes and thicknesses.-Colour neatly following the lines.-Experiment with grip to assist drawing styles. <p><u>Sculpture</u></p> <ul style="list-style-type: none">-Manipulate clay in a variety of ways e.g. rolling, kneading and shaping.	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Anthony Gormley and Liverpool</p>




	<p>Wider discussion point to consider: 'Who decides what art is?'</p>	<p>-Explore sculpture with a range of malleable media, especially clay. -Experiment with, construct and join recycled, natural and man-made materials. -Explore, shape and form.</p>	
Assessment Outcomes	<ul style="list-style-type: none">I can combine materials to make a 3D project		
Significant people/places	Rachel Whiteread		
Resources	Joining technique – https://www.youtube.com/watch?v=oJ5U5jfbNzU		
Sketchbook/process examples			
Final piece examples			

Art Unit of Work - Year B

Textiles

Year 1 Summer

Unit – Weaving	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Weaving</p> 	<ul style="list-style-type: none"> Select and combine materials Explore colour Sort by colours and shapes Primary colours 	<ul style="list-style-type: none"> Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with. Add objects to the weaving – buttons, twigs, dried flowers. Explore colour in weaving. Build on skills of using various materials to make collages – using some smaller items. Use texture to provide information e.g. manmade/natural materials. Sorts according to specific qualities for example warm, cold, soft, shiny Discuss how textiles create things 	<ul style="list-style-type: none"> Depending on fine motor ability create a range of frames for children to choose from Begin with larger spaced out thick wool and progress to elastic bands with smaller spacing Final piece does not have to look a certain way children should choose materials and objects
National Curriculum Subject Content:	<ul style="list-style-type: none"> To create a sketch book to record their observations and use them to review and revisit ideas To become proficient in drawing, painting, sculpture and other art, craft and design techniques To learn about great artist, architects and designers in history 		
Artistic Knowledge:	<ul style="list-style-type: none"> I can make a 3D object Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods 		
Knowledge Sequence:			Key Vocabulary
Intended Knowledge Substantive	<p>Lesson 1- Observational Drawing LC: I can create observational drawings from nature using a range of drawing materials</p> <ul style="list-style-type: none"> Children record different size drawings on a double page of their sketch book Fine liners, sketching pencils, graphite pencils, graphite Children to annotate drawings using a range of vocabulary Subject: leaf or flower not from a photo <p>Lesson 2 – Colour LC: I can mix colours using watercolours</p> <ul style="list-style-type: none"> Revisit colour theory Warm and cool colours Children make choices on colour combinations to create paper strips to weave with Children can cut strips prior to painting depending on fine motor skills <p>Lesson 3 – Artist LC: I can identify facts and critic the work of Shelia Hicks</p> <ul style="list-style-type: none"> Children create a double page in sketch book exploring artists life and work Children to critique one or two pieces of work through annotation Discuss cultural and historical significance <p>Lesson 4 – Weaving LC: I can weave using a variety of materials</p> <ul style="list-style-type: none"> Teacher to model weaving process with clear success criteria <p>Lesson 5 – Design LC: I can design a textile piece</p> <ul style="list-style-type: none"> Children to create a design by being informed from colour exploration Teacher to model design process with clear success criteria Children to have decided what objects and colours they would like to use in their design e.g. blue and green ribbon, fluffy wool, green leaves <p>Lesson 6 – Final piece & Evaluation LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> Reflect over weaving process carried out over unit Children to create a final piece using a variety of colour combinations Opportunity for children to critique peers work 		<p>Drawing: Observe, imagination, memory, control, investigate, marks, mark making, shapes, objects, observational, remembered imagined, patterns, line, wavy, thick, thin, zigzag, shape, 2D, flat, pattern, spotted, striped, simple, texture, visual, rough, smooth, bumpy, soft, hard, prickly, furry, flat, shiny, hairy, tone, light, dark, surface, share, review, reflect, evaluate</p> <p>Textiles: Fabric, cotton, wool, nylon, silk, denim, thread, felt, cut, shape, thread, decorate, embellish, stick, join, button, bead, feathers, ribbon, weaving, loom, furry, soft, fluffy, hairy, shiny</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>
	Disciplinary <i>How art is judged, valued and evaluated</i>	Practical <i>Developing technical proficiency</i>	Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i>

<p>Domains of Knowledge</p>	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? - What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments? <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print <p>Wider discussion point to consider: 'How do textiles impact human environments?'</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles. <p><u>Textiles</u></p> <ul style="list-style-type: none"> -Use a wider variety of stitches to 'draw' with and develop pattern and texture – zig zag stitch, chain stitch, seeding. - Start to place more emphasis on observation and design of textural art. - Use initial sketches to aid work. - Continue experimenting with creating mood, feeling, movement and areas of interest. - Look at fabrics from other countries and discuss. - Compare with own and discuss different types of fabric. 	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Shelia Hicks known for innovative and experimental weaving techniques</p>
<p>Assessment Outcomes</p>	<ul style="list-style-type: none"> • I can cut, roll and coil materials – possibly amend wording on O'Track 		
<p>Significant people/places</p>	<p>Shelia Hicks</p>		
<p>Resources</p>	<p>Line Drawing - https://www.youtube.com/watch?v=A4Vqj8k1S0</p> <p>Nature weaving - https://www.learningandexploringthroughplay.com/2018/08/nature-weaving.html</p> <p>Primary and Secondary colour song - https://www.youtube.com/watch?v=v9glj0j7Ba0</p>		
<p>Sketchbook/process examples</p>	 <p>Weaving natural objects on wooden lollipop stick frame</p>	 <p>Weaving using fabric and ribbon</p>	 <p>Simple line drawing from found natural objects</p>
<p>Final piece examples</p>	