



Art – Year 1 – Medium Term Plan
Autumn 1, Unit 1: Drawing: Exploring line and shape



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One: Exploring line	To explore control and pressure to create different types of lines.	I can talk about an artist and their work. I can draw different types of lines with a range of materials. I can press hard and light to create different types of lines. I can describe lines using the words I have learnt.	- 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, shape, form and space. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Control - Curved - Dashed - Dotted - Line - Pressure - Straight - Wavy - Zigzag	Watch Teacher video: Exploring line Teacher video: Drawing materials Pupil video: Exploring line Have ready Presentation: Bridget Riley. HB pencils (one each). Sketchbooks (one each). Squares of white card (approximately 10cm x 10cm – four per pupil). Whiteboards and pens (one each). A range of drawing materials (one between two), such as: colouring pencils, chalk, oil pastels and charcoal. A device for taking photographs (one for the teacher). Link: Google Arts and Culture- 'Arrest 2', 1965 - Bridget Riley. Link: WikiArt - 'Blaze'.

					1962, by Bridget Riley. Link: WikiArt - 'Breathe', 1966, by Bridget Riley Link: WikiArt - 'Fragment 3', 1965, by Bridget Riley. Print Activity: Types of line (support - see Adaptive teaching). Resource: Knowledge organiser: Art and design - Make your mark (one between two). Resource: Unit vocabulary (optional - one set for class display).
Two: Musical lines	To practise drawing different lines using music as a stimulus.	I can identify different types of lines in a drawing. I can draw lines reflecting what I hear in music, changing my pressure and control. I can select different materials to make lines.	- 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, shape, form and space. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Artist - Violin	Watch Teacher video: Musical lines Have ready Presentation: 3, 2, 1. Presentation: Paul Klee. Presentation: Musical lines. A4 paper (one each). Paper or sticky notes to record children's ideas (one for the teacher). Sketchbooks. A roll of white

					paper or lining paper. Masking tape to secure the paper to a row of tables. A range of drawing materials, such as: HB pencils and softer pencils (2B or 3B); colouring pencils; chalks; oil pastels; charcoal. Aprons or painting shirts. Link: Meet Paul Klee on VideoLink
Three: Exploring shapes	To connect lines to create shapes.	I can identify organic shapes. I can connect lines to create a shape. I can use different types of lines to create a shape.	- 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, shape, form and space. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Circle - Organic - Rectangle - Shape - Side - Square - Triangle	Watch Teacher video: Exploring shapes Have ready Presentation: Using the Knowledge organiser. Presentation: Hidden shapes. Presentation: Drawing shapes. A range of drawing materials, such as: HB pencils and softer pencils (2B or 3B), colouring pencils, chalks, oil pastels. Paper of different colours

					(extension – see Adaptive teaching). Tape (support – see Adaptive teaching). Pencil grips (support – see Adaptive teaching). The Knowledge organiser: Exploring line and shape (see Attention grabber and Adaptive teaching). Print Activity: Drawing shapes (one per pupil).
Four: Shape in art	To explore lines and shapes in pictures for portrait drawing.	I can identify basic shapes in works of art and everyday objects. I can talk about what I like and dislike in a piece of art. I can use shapes to draw a face.	- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Abstract - Feature - Portrait	Watch Teacher video: Developing lines and shapes into portraits Pupil video: Face shapes Have ready Presentation: Odd one out. Presentation: Shape hunt. Presentation: Castle garden. Presentation: Senecio. Pre-prepared printed photographs of pupils faces (one each – see Main event). Sketchbooks

					(optional – see Wrapping up). Sharp HB pencils (one per pupil). Rubbers. The Knowledge organiser: Drawing: Exploring line and shape (see Attention grabber and Adaptive teaching). Print Activity: Shape portraits (optional - one each). Activity: Shape portraits (optional - black and white).
Five: Klee portraits	To use control and pressure skills to add colour to a drawing.	- I can change how hard I press to make a colour lighter or darker. - I can colour within lines. - I can choose colours similar to Paul Klee's artwork.	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, shape, form and space.	- Sketch	Watch Teacher video: The foundations of shading Pupil video: Colouring practice Pupil video: Shape portraits Have ready Presentation: 3, 2, 1. Presentation: Senecio. Sketchbooks (optional – see Attention grabber). A selection of shape templates (optional – per table, see Attention

					grabber). Children's shape portraits from Lesson 4. A4 white or colourful sugar paper. Sharp HB pencils (one each). Rubbers (one between two). A selection of colouring pencils, ideally watercolour pencils (per table). A selection of drawing materials, such as felt tips, oil pastels and chalk (optional – see Main event). Writing slope (see Adaptive teaching). Link: Assessment – Art and design Y1: Exploring line and shape (optional – see Wrapping up). Print Activity: Colouring practice (one teacher copy). Activity: Paul Klee inspired background (optional - one each, see Main event). Activity:
--	--	--	--	--	--

					Shape portrait outline (support - see Adaptive teaching).
Six: Every picture tells a story	To create an artist-inspired artwork using lines and shapes.	I can use drawing materials to fill a shape with lines and shapes. I can notice and talk about how my art looks like Brianna McCarthy's and how it's different. I can describe lines, shapes and colours seen in Brianna McCarthy's work and my own.	- 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, shape, form and space. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Collage	Watch Teacher video: Every picture tells a story Have ready Sketchbooks. A range of drawing materials (one between two), such as colouring pencils, chalk, oil pastels, charcoal. Link: BBC - Brianna McCarthy And Collage Link: Brianna McCarthy.* Link: ANIMA/US BOTANICA (2013). Print Activity: Profile outline (one outline each). Resource: Knowledge organiser: Art and design - Make your mark (one between two)



Art – Year 1 – Medium Term Plan
Spring 1, Unit 2: Painting and mixed media: Colour splash



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Making colours	To investigate how to mix secondary colours.	- I can name the primary colours: red, yellow and blue. - I can mix primary colours to make secondary colours. - I can say which two primary colours are needed to mix each of the secondary colours. -	- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	- blend - mix - primary colours - secondary colours	Watch: Teacher video: Making colours Have ready: Plasticine or play dough in red, yellow and blue (two balls of each per child). Crayons and coloured pencils Coloured tissue or cellophane in primary colours Paper or sketchbooks A paint palette Red, yellow and blue ready-mixed paint A piece of A3 paper Link: Sesame Street Lego - Three primary colours on VideoLink
Two: Painting with colour	To apply knowledge of colour mixing when painting.	- I can use primary colours to paint. - I can mix primary colours to make secondary colours. - I can choose a suitable brush for the marks I want to make.	- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - evaluate and analyse creative works using the language of art, craft and design.	- blend - mix - primary colours - secondary colours	Watch: Teacher video: Painting with colour Pupil video: Painting with colour Have ready: Presentation: Colours. Presentation:

					<i>Numbers in Color, 1958-59 by Jasper Johns.</i> A selection of coloured bricks or other small classroom objects in red, yellow and blue. Ready-mixed primary paints in palettes/plates Water pots Brushes- a range of sizes Protective aprons/shirts Paper or plastic to cover the tables. A3 off-white sugar paper Pencils graphite sticks or broad markers for outlining numbers
Three: Printing with paint	To explore colour when printing.	- I can use a variety of colours in my printing. - I can create new colours by overlapping prints. - I can work carefully and accurately when making my patterns.	- use a range of materials creatively to design and make products. - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	- kaleidoscope - pattern - shape - space - texture	Watch: Teacher video: Lego printing Pupil video: Lego printing Have ready: Presentation: 3, 2, 1. Building blocks Flat building block bases

					Other objects suitable to print with, e.g. cotton reels, corks, building blocks etc. Scrap paper or sketchbooks for experimenting Loose paper for printmaking Ready mixed paint
Four: Exploring colour mixing	To experiment with paint mixing to make a range of secondary colours.	- I can mix two primary colours to make shades of a secondary colour. - I can mix at least five different shades of my chosen secondary colour. - I can use my five mixed colours to create patterns.	- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	- hue - shade	Watch: Teacher video: Colour mixing Have ready: Presentation: Agree or disagree? Presentation: Green fingers. A small collection of green objects, natural or artificial, e.g. leaves, fruit, vegetables, plastics, packaging, etc. Sketchbooks or A4 paper Pencils Paint brushes Ready-mixed paint in primary colours Pots for water Paper towels Print in advance: Activity:

					Hand outline template
Five: Clarice Cliff plates	To apply their painting skills when working in the style of an artist.	- I can mix secondary colours. - I can choose to paint with colours that look good next to each other. - I can describe my plate and compare it to others.	- to use a range of materials creatively to design and make products. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- concentric circles - design - paint - silhouette	Watch: Teacher video: Clarice Cliff Pupil video: Clarice Cliff Have ready: Presentation: Green fingers Presentation: Clarice Cliff's 'Circle Tree' ceramic plate design. Paper plates Ready-mixed paint in primary colours and black Paint brushes Palettes Pots for water Drinking straws Link: Assessment- Art and design Y1: Painting and mixed media



Art – Year 1– Medium Term Plan
Summer 1, Unit 3: Sculpture and 3D: Paper play



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Tube towers	To roll paper to make 3D structures.	- I can roll paper to make a cylinder. - I can combine paper cylinders to make a sculpture. - I can adapt my ideas as I work.	- 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, shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Sculpture - Three-dimensional - Cylinder	Watch: Teacher video: Tube towers Pupil video: Tube towers Have ready: Colourful thin card OR stiff paper (thicker card doesn't work well) A range of cylindrical objects for rolling paper around: e.g. pens, paintbrushes, glue sticks, wooden shapes Stiff card to use as a base (cereal packets or packaging boxes would be ideal) PVA glue Pots for glue Old paintbrushes for applying glue Space in the classroom to dry finished sculptures Presentation: Tube towers

					Link: 'other' by Samantha Stephenson 2014
Two: 3D Drawings	To shape paper to make a 3D drawing.	- I can fold and roll paper to create 3D shapes. - I can choose how to arrange the paper shapes to make a 3D drawing. - I can overlap paper strips on my 3D drawing.	- 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, shape, form and space.	- cylinder - concertina - overlap - spiral - three-dimensional - zig-zag	Watch: Teacher video: 3D drawings Pupil video: 3D drawings Have ready: Examples of different 3D paper shapes attached to a card base, as shown in the Teacher video Strips of coloured paper Glue sticks Card to make a base for each 3D drawing Strips of white paper Black felt-tip pens
Three: Tree of life	To apply paper-shaping skills to make an imaginative sculpture	- I can plan a sculpture by drawing my ideas first. - I can use at least three different techniques for shaping paper. - I can add detail to my tree.	- to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- Carving - Mosaic - Sculpture - three-dimensional	Watch: Teacher video: Tree of life Pupil video: Tree of life Have ready: Presentation: Tree of life Sketchbooks Coloured pencils A3 card or thick paper for the background of the tree sculptures A range of coloured paper and card Scissors

					Glue sticks / PVA Link: Tree of Life' by Marco Balich
Four: Giant spider model part 1	To work collaboratively to plan and create a sculpture.	- I can work cooperatively. - I can create different parts of a sculpture. - I can secure parts of the sculpture together. - I know that 3D sculpture can be created from a range of materials.	- to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using shape, form and space. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- 3D - Sculpture	Watch: Teacher video: Giant spider model Pupil video: Giant spider model Have ready: Presentation: Spiders Presentation: Louise Bourgeois 'Maman' sculpture (1999) Plenty of newspaper Rolls of masking tape A lot of space!
Five: Giant spider model part 2	To apply painting skills when working in 3D.	- I can use different tools to paint with. - I can work as part of a collaborative project. - I can paint onto 3D surfaces using appropriate methods.	- to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- 3D - Sculpture	Watch: Teacher video: Giant spider model part 2 Pupil video: Giant spider model part 2 Have ready: A lot of space Sheeting for covering the floor Black paint Metallic bronze paint Large brushes Sponges