

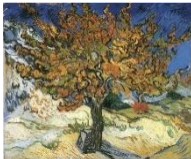
















South Gosforth First School – Art and Design

Long Term Planning – Year 1

<u>Term:</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>History/Geog / Science units</u>	<p>Science: How do our seasons change? (Part 1)</p> <p>Science: Why aren't umbrellas made of paper?</p> <p>Geography: What is our address?</p>	<p>Science: How do our seasons change? (Part 2)</p> <p>Science: Why aren't umbrellas made of paper?</p> <p>History: Are our toys better than our Grandparents' toys?</p>	<p>Science: How do our seasons change (Part 3)</p> <p>Science: Are all plants the same?</p> <p>Geography: Where is my geographical location?</p>	<p>Science: How do our seasons change (Part 4)</p> <p>Science: Are all plants the same?</p> <p>History: Why do we have different bridges in Newcastle?</p>	<p>Science: How do our Seasons change (Part 5)</p> <p>Science: How am I different to other animals?</p> <p>History: What had to happen to allow Neil Armstrong to walk on the moon?</p>	<p>Science: How do our seasons change (Part 6)</p> <p>Science: How am I different to other animals?</p> <p>Geography: Could a polar bear live in the desert?</p>
<u>Art Unit</u>	<p><i>'At the beginning...'</i></p> <p>Pupils are introduced to two of the formal elements of art; shape and line. They will learn to create shapes, patterns and textures using pencils and will look at how artists produce line and waves in their artwork. They will learn to draw and sketch shapes, looking closely at the shapes of facial features. They will produce self-portraits inspired by artists.</p> 	<p><i>'Seasons in Colour'</i></p> <p>Pupils will explore the third formal element; colour. They learn to mix and paint with secondary colours. They experiment with composition and create autumnal pieces of abstract art and Christmas themed artwork inspired artists.</p> 	<p><i>'Plants and Nature'</i></p> <p>Pupils will explore plants and the natural world. They will make observational drawings, collages, 3D sculptures and collagraph prints of tree and plants.</p> 	<p><i>'Building Bridges'</i></p> <p>Pupils will explore bridges in the local area. They will make observational drawing and design and make imaginary bridges. They will explore the work of local artists who produce cityscapes which include local bridges.</p> 	<p><i>'Outer Space'</i></p> <p>Pupils produce spaced themed artwork inspired by the artist Peter Thorpe. They use paint and oil pastels to create vivid, colourful images on a black background. Later in the unit, the pupils will use recycled materials to design and then create a junk model space rocket. The final making activity takes place during a Parent activity afternoon.</p> 	<p><i>'Polar Animals'</i></p> <p>Pupils create preliminary drawings of UK animals. They will also explore the polar regions, making sculptures of polar bears, concentrating and shape and proportion. They explore the work of Inuit artist Kenojuak Ashevak. They will make visual art inspired by her work.</p> 
<i>Artist Study Work</i>	Bridget Riley, David Hockney, Vija Celmins, Kandinsky and Pablo Picasso.	Beatriz Milhazes and Eloise Renouf	Vincent Van Gogh, William Morris and John Dearle	Local Artists and Artists within Gallery Exhibition	Peter Thorpe and Hubert Phipps	Pippa Hall, Nick Mackman and Kenojuak Ashevak.

<p><u>National Curriculum Objectives</u></p>	<p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -To use a range of materials creatively to design and make products. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn 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.</p>	<p>-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. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To be taught 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.</p>	<p>-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. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To be taught 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.</p>	<p>-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. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To be taught 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.</p>	<p>-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. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To be taught 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.</p>	<p>-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. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To be taught 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.</p>
<p><u>Broken Down Objectives & Suggested Content</u></p>	<p>Skills Lesson- Introduction to sketchbooks Introduce and explain how sketchbooks are used in school. Try out some ideas on how to change and decorate circles. Formal Elements of Art – Exploring Line Pupils arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley Formal Elements of Art – Making Waves Building on their learning of line, pupils listen to music and work expressively with a variety of media, to create a single large piece of art, inspired by water, David Hockney and Vija Celmins Drawing Repeating Patterns Explore how we can change how lines look by using different grades of pencil. Discuss how we can create patterns by repeating marks and lines. Use pencils to create different patterns. Skills – Drawing (Media) Inspired by famous abstract artists, including Kandinsky,</p>	<p>Formal Elements of Art – Making colours Through play-doh, pupils are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours. Formal Elements of Art – Shape: Abstract Compositions Pupils explore abstract composition and create a piece of abstract art inspired by Beatriz Milhazes. Formal Elements of Art – Painting with Colour Pupils explore colour mixing. They make red, orange and golden colours and print onto paper using brushes and leaves. They produce autumnal tree collages inspired by artist Eloise Renouf. Formal Elements of Art – Exploring Line and Shape Pupils explore line and composition to create autumn tree collages. They draw lines and patterns on oval cut outs, inspired by Eloise Renouf.</p>	<p>Trees- photography and observational drawings Pupils identify, photograph and make observational drawings of trees within the school grounds and local area. They look closely at the shape of the tree trunk, branches and leaves. Skills lesson– Painting (Colour) Pupils explore colour mixing by mixing different hues of blue and yellow. They fill an outline of a leaf template with varying shades of green. Leaves- observational drawings Pupils make observational drawings of real leaves and close up images/photographs of leaves. They use oil pastels to colour, blend colours to match the leaves. Sculptures and collage – Plant Collage Pupils will collect naturally found objects to create a 3D sculpture of interesting composition. Plants-Design and print Pupils are introduced to a form of printing called collagraph. They then make simple collagraph prints of plants.</p>	<p>Bridges- Sketchbook work and drawing Explore the 7 bridges that span the River Tyne. Research and explore the shapes and patterns about the different types of bridges: Beam Bridge, Arch Bridge, Truss Bridge, Suspension Bridge, Cantilever Bridge and Cable-Stayed bridge. Use sketchbooks to collect examples and make sketches of different bridges. Explore the work of local artists who produce landscapes of local bridges. Bridges- Baltic’s virtual session to include observational and imaginary drawings Pupils take part in a virtual art session from the Baltic Mill, Gateshead. They will play some fun experiential drawing games to explore what can be seen from Baltic’s river views. Then they will design and draw their own imaginary bridge to span the Tyne. Design and make a bridge-Sculpture</p>	<p>Drawing and printing using different media- abstract art Explore the work of artist Peter Thorpe. Use sketchbooks to experiment with paint and chalk pastels. Investigate which colours and materials work well on a dark background. Practise how to draw or paint accurate circles, how to blend chalk pastel and new ways of applying paint using items to print with. Drawing and printing using different media- abstract art Pupils practise drawing rockets in their sketchbooks and then add planets to their design. They make their final piece using chalk pastel on black paper. Drawing Aliens– Exploring Line Pupils create effective line drawings from their imagination. They begin by considering a variety of imaginary creatures from myths and fairy tales. Sculptures and collage- space rockets Pupils explore the conceptual designs of rockets by artist Hubert Phipps, including the 3D computer model. Pupils gather images of rockets and create their own sketchbook designs. They use play-doh to</p>	<p>Sculptures and collage – Snail Sculptures Pupils will sketch a pattern from observation before creating a sculpture from clay, using etching skills. Sculptures and collage – Animal Sculptures Pupils look at the work of artist Pippa Hill, animal clay sculptures. Pupils will sketch the shape of animal, focusing on its main body parts and features. They create a sculpture from clay by rolling out a snake and create separate arms and legs using lollypop sticks. They add a head the work on adding detail using etching skills taught in the previous sessions. Mod Roc Sculptures – Polar Bears Pupils look at closely at images of polar bears and sketch shapes of the animals. They explore the work of artist Nick Mackman and his polar bear sculptures. Pupils create sculptures using newspaper and joining sections together using masking</p>

	<p>pupils draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium.</p> <p>Self-portrait's- (drawing) Pupils will explore their facial features closely, looking at the shape of each feature, and the position on the face. They will also discuss why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects. Pupils sketch and paint their own portrait.</p> <p>Self-portrait's- (collage) Study the work of Pablo Picasso. Use colour and overlapping shapes to provide a background to artwork. Then draw a self-portrait by adding facial features.</p>	<p>Formal Elements of Art – Shape: Abstract Compositions Pupils use a range of different paper and shapes to create a Christmas themed abstract art piece. The background will be inspired by Milhazes' bold use of stripes, wiggly lines and blocks of colour. Pupils overlap by adding more pieces on top, using blocks of tissue paper and pieces with wavy edges. They use a ruler to draw black lines, triangles and circles across the background. Then they experiment with selecting a variety of circles and placing them around their work and choose shapes within their work to colour in.</p>	<p>Pupils etch drawings of plants onto polystyrene tiles or aluminum tiles.</p> <p>Sculpture- Clay tiles Pupils make a class set of clay tiles that features a pattern of leaves and stems. Pupils can draw into the clay directly from plants. They then look closely at the patterns and textures of the plants they are drawing and to experiment with ways of recreating these textures in the clay.</p>	<p>Use ideas from the previous session to sketch and design a bridge. Pupils make and evaluate their sculptures.</p>	<p>mould a sculpture of their design. Pupils work collaboratively with parents to create rocket sculptures using a range of junk modelling material. They evaluate their sculptures, referring to the designs and sketchbook work.</p>	<p>tape. They cover the sculpture with mod rock.</p>
<p><u>Prior Learning & Understanding – 'Why here, why now?'</u></p>	<p><u>'Why here, why now?'</u> This unit introduces the pupils to the term '<i>artist</i>'. They explore why and how we use sketchbooks and allows them to begin looking into the work of important artists. They learn the basics of drawing skills, shape and line.</p>	<p><u>'Why here, why now?'</u> This unit introduces pupils to primary and secondary colours and extends their understanding to warm and cool colours. An emphasis is on mixing colours and organizing groups of colours to create an effect. The put into practice the skills of shape and line. The unit links to science where the pupils are exploring seasons.</p>	<p><u>'Why here, why now?'</u> This unit extends pupils experience of colour mixing by making hues of blue and yellow. They are introduced to print, collage and work with clay. The unit links in with the science where the pupils are learning about plants.</p>	<p><u>'Why here, why now?'</u> This unit introduces the pupils to designing and making sculptures using recycled materials. They use the skills taught in their drawing lessons to make observational drawings of bridges. This unit link to history where pupils are learning about local bridges.</p>	<p><u>'Why here, why now?'</u> This unit allows pupils to extend their drawing and colour mixing skills when working with oil pastels and chalk. They also think more widely about the materials and joining techniques whilst creating rockets sculptures. This unit of work links with history where children are learning about Neil Armstrong.</p>	<p><u>'Why here, why now?'</u> This unit puts into practise all of the skills that have been taught throughout the year in drawing, painting and sculpture. It links to work in science and geography where children are learning about animals and polar regions.</p>
<p><u>Key Vocabulary</u></p>	<p>Sketch, sketchbook, colour, line, pattern, tone, shape, form, abstract art, composition, overlap, outlines, background, foreground, straight, wavy, vertical, horizontal, crosshatch, mark making, dots, emotion, prints, self-portrait, portrait, face, proportion.</p>	<p>Paint, tone, form, primary and secondary colours, tints, shades, light, dark, tempera, hue.</p>	<p>Photograph, image, digital, observation, observational drawing, oil pastel, blend, rub, smudge, collage, natural, material, collagraph, print, etch, tile, polystyrene, aluminum, roller.</p>	<p>Beam bridge, arch bridge, truss bridge, suspension bridge, cantilever bridge and cable-stayed bridge, junk, model, recycled materials, joining techniques, join, assemble.</p>	<p>Chalk, apply, accurate, detail, vivid, space, rocket, planets, alien, mythical creature, imagination, imaginary, collaborate, collaborative work.</p>	<p>Mod roc, clay, masking tape, form, sculpt, sculptor, etch, joining techniques, join.</p>

<p><u>Enhancements, Enrichment & 'Hooks'</u></p>	<p><u>Y1 'Self-portrait' Exhibition</u></p>  <p>Pupils from each class display their self-portraits and discuss work completed and possible improvements. Self-portraits will form an exhibition for parents to visit.</p>	<p><u>Y1 'Autumn Collage' Art Exhibition</u></p>  <p>Working examples (photographs, labels, artwork etc) of colour mixing, shape and composition techniques. Pupils Autumn collages will be displayed as a finished piece of artwork.</p>	<p><u>Y1 'Plants' Exhibition</u></p>  <p>Pupils from each class display their clay tiles and collagraph prints. They discuss work completed, how effective each technique was and possible improvements. Print and clay work will form an exhibition for parents to visit.</p>	<p><u>Y1 'Bridges' Exhibition</u></p>  <p>Pupils from each class display a selection of their photographs, sketches and bridge designs. They also present their Imaginary Bridge Sculptures. They evaluate their work alongside their peers.</p>	<p><u>Y1 Model Rocket craft afternoon for parents</u></p>  <p>Year 1 parents and carers to join pupils for a junk modeling afternoon making rockets.</p>	<p><u>Y1 Sculpture display for the front of school</u></p>  <p>Both Year 1 classes plan a 3D Mod-roc sculpture display for the front of school.</p>
<p><u>Whole School Enrichment & Enhancement</u></p>	<p>Whole School Christmas Card making and Christmas crafts.</p> 		<p>Whole school visit to Baltic Centre for Contemporary Art. Pupils will have a tour of the gallery, explore the artwork on exhibition and take part in some practical art activities. There will be a whole school art afternoon where pupils will create their own artwork inspired by the collections visited. Artwork will be displayed within the school for parents to visit.</p> 		<p>Whole school visit to the Laing Art Gallery. Pupils will have a tour of the gallery and will choose 1 piece of artwork per class to study. There will be a whole school art afternoon where pupils will create a piece of visual art, dance, music or other form of expressive art inspired by the chosen piece of artwork.</p> 	
<p><u>Pupil Outcomes</u></p>	<p>Pupils have been introduced to basic drawing skills that lay the foundation stones for future drawing activities. They understand how and why artists use sketchbooks.</p>	<p>Pupils have been introduced to primary and secondary paint colours. Pupils use their knowledge of colour mixing, line and composition to form a piece of artwork.</p>	<p>Pupils will know how to print using a technique called collagraph. They will develop skills using malleable material, clay.</p>	<p>Pupils will be introduced to different forms of modeling using recycled materials.</p>	<p>Pupils will revisit colour mixing and drawing skills and learn to draw and apply colour using oil pastels and chalk.</p>	<p>Pupils build on their experience of sculpture by using a new sculpting material. They apply their previous drawing and craft skills to help plan the project.</p>