

## Overview of Art and Design study Medium term plan Year 1

### Overall aim of St Luke's CE First School Art and Design programme of study

For children to have greater proficiency in drawing by the end of Year 4, with a specific focus on proficiency in drawing people. Through the theme of 'Proud to be Me', children will be able to create portraits, realistic representations of people, expressive forms of people and abstract representations of people. Children will be taught different techniques using a wide range of media and develop greater proficiency in painting, sculpture, photography and graphic design.

		Autumn	Spring	Summer
<b>Substantive Knowledge</b>	<b>Proficiency</b>	Children will have secured pencil control and be able to create lines which form recognisable shapes. They will be able to map the features of a face onto their shape.	Children will know primary colours and will have a growing understanding of making secondary and tertiary colours. They will know how to create shapes in 2D and 3D.	Children will use pattern as a way of representing the features of a face. Children will begin to understand how to use space effectively.
	<b>Knowledge progression</b>	<p><b>Drawing:</b></p> <p><i>Shapes of facial features</i>  <i>Positioning of facial features</i>  <i>Observation from photographs</i>  <i>Patterns for hair</i>  <i>Printing patterns</i></p> <p>Know how to increase their control of line.</p> <p>Know how to use simple 2D geometric shapes when drawing.</p> <p>Know the concept of light &amp; dark, learning how to create both values and controlling them to make tones.</p> <p>Know techniques for shading tones neatly &amp; accurately.</p> <p>Know how to control the pressure of their drawing materials.</p> <p>Know how to use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils.</p> <p>Know how to find new ways of making lines/marks to describe a range of surfaces, textures, and forms.</p>	<p><b>Sculpture and 3D:</b></p> <p><i>Modelling facial features</i></p> <p>Know how to cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to make things they have designed, invented, or seen.</p> <p><b>Painting and mixed media:</b></p> <p><i>Mixing colours</i></p> <p>Know how to measure and mix paint.</p> <p>Know how to blend colours in palettes and on the paper and develop ability in applying paint skilfully.</p> <p>Know how to make colours lighter and darker.</p>	<p><b>Drawing:</b></p> <p><i>Shapes of facial features</i>  <i>Positioning of facial features</i>  <i>Observation from photographs</i>  <i>Patterns for hair</i>  <i>Printing patterns</i></p> <p>Know how to increase their control of line.</p> <p>Know how to use simple 2D geometric shapes when drawing.</p> <p>Know the concept of light &amp; dark, learning how to create both values and controlling them to make tones.</p> <p>Know techniques for shading tones neatly &amp; accurately.</p> <p>Know how to control the pressure of their drawing materials.</p> <p>Know how to use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils.</p> <p>Know how to find new ways of making lines/marks to describe a range of surfaces, textures, and forms.</p> <p><b>Painting and mixed media:</b></p> <p><i>Mixing colours</i></p>

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	<b>Artwork/ Design work</b>	<p><b>Drawing techniques</b> – teaching how to draw detailed observations from still life and self portrait – modelling how, by drawing short, sketched lines, gives a more accurate shape than a continuous line.</p> <p><b>Drawing from observation</b> – what you can see not what you imagine or think.</p> <p><b>Cutting</b> – modelling how to move the paper when cutting rather than the scissors. Modelling intricate cutting technique.</p>	<p><b>Patterns</b> – what is a pattern and how do we create patterns.</p> <p><b>Colour</b> – exploring how colours make us feel and how colours are used within pattern.</p> <p><b>Sculpture</b> – how to mould materials into shapes; techniques such as scrunching, rolling, bending, twisting etc.</p>	<p><a href="https://www.accessart.org.uk/back-painted-portraits/">https://www.accessart.org.uk/back-painted-portraits/</a></p> <p>Drawing a self-portrait.</p> <p>Using three colours only (primary) and creating texture using cotton buds and sticks.</p> <p><i>Follow teaching sequence as set out on Access Art website.</i></p>
	<b>Sketchbooks progression</b>	<p><b>Continuous provision</b> – Bits and Bobs drawing, doodling, still life drawings, feelings drawings</p> <p>Movement Maps – Access Art</p> <p>Autumn Floor Drawing – page 67 Drawing Projects</p> <p>Spells from still life – page 135 – Drawing Projects</p> <p>Emojis – exploring positioning of facial features to convey emotion</p> <p>Collage faces – cutting out from magazines eyes, mouths, noses, ears to make collage faces</p> <p>Collage faces – using regular shapes to create faces</p> <p>Design – design their own hat from I want my hat back book (Jon Klassen)</p>	<p><b>Continuous provision</b> – Bits and Bobs drawing, doodling, still life drawings, feelings drawings</p> <p>Movement Maps Access Art – movement to music (include music that conveys emotion)</p> <p>Exploring using paint to convey a subject matter – link to weather &amp; emotions (style of Howard Hodgkin)</p> <p>Printing – create shapes and patterns in polystyrene square – print into sketch books using primary and secondary colours (style of Andy Warhol)</p> <p>Cotton buds – dipped into coloured paints to explore dots as patterns.</p> <p>Plasticine modelling of facial features – eyes, mouths, noses, eyebrows.</p>	<p><b>Continuous provision</b> – Bits and Bobs drawing, doodling, still life drawings, feelings drawings</p> <p>Exploring making patterns in paint using; cotton buds, sticks, jagged corrugated cardboard, string and fingers.</p> <p>Create their own landscape – use various textiles to collage landscape</p> <p>Thoughtful mark making – page 50 - Drawing Projects for Children (use shells, rocks, stones, bark and leaves)</p> <p>Animal Cartoon Characters – p76 – Drawing Projects Books (exploring using pastels)</p>
	<b>Artists study</b>	<p>Leonardo de Vinci – The Mona Lisa &amp; Self-portrait</p> <p>Rembrandt – self portraits</p>	<p>Andy Warhol – Marilyn Monroe and self-portrait (1966) – exploring the use of colour to frame the shapes within the faces</p> <p>Howard Hodgkins – use of colour and line</p> <p>Michael Angelo – close up of face sculpture of David (focus on eyes, mouth and expression)</p> <p>Mexican masks – various</p>	<p>Vincent van Gough –</p> <p>Self –portrait x3– Grey Felt Hat, Pipe and Straw Hat, Light Blue Background</p> <p>Landscape – Wheatfield with crows, Starry Night</p> <p>David Hockney – self-portrait (2012), Mum portrait (1989)</p> <p>Landscape – Nichols Canyon (1980)</p> <p><i>Focus on using line and pattern within pictures to create texture and shape.</i></p>

	<b>Vocabulary</b>	Facial features, positioning, shape, emotion, express, abstract, sculpture, control, pencil hold, soft, hard, continuous, sketched, camera, mirror, photograph, image, pastel, canvas, texture, self-portrait, pose.	Facial features, positioning, shape, emotion, express, abstract, sculpture, express, emotion, still life, self-portrait, mask, control, pencil hold, soft, hard, continuous, sketched, camera, mirror, photograph, image, pastel, canvas, texture sculpt, papier mache, 3D, textile, self-portrait, pose, expression.	Facial features, positioning, shape, emotion, express, abstract, sculpture, express, emotion, still life, self-portrait, mask, control, pencil hold, soft, hard, continuous, sketched, camera, mirror, photograph, image, pastel, canvas, texture, sculpt, papier mache, 3D, textile, pastel, self-portrait, pose, expression, landscape.
<b>Pedagogy</b>	<b>Project</b>	<p><b>The eyes are the window to the soul</b></p> <p>Landscape drawing (10cm x 30cm) of their eyes – pencil drawing</p>	<p><b>A Rainbow of Colours</b></p> <p>Create their own Mexican mask.</p> <p><i>Use corrugated cardboard to create mask template. Use crunched newspaper/scrap paper to create 3D shapes for eyebrows, eyes, nose and mouth – tape down with masking tape. Use papier mache to cover (or modrock). Children then colour with own pattern designs (paint)</i></p>	<p><b>My Mum</b></p> <p>Create their own portrait of their Mum (A3 cartridge paper) using paint – in the style of Van Gough or David Hockney.</p>