

Year 1 Art Scheme of Work

Autumn: Basic skills and Paul Horton			
<p>Four main learning objectives: I can explore sketch pencils and experiment with their thickness and effect. I can identify primary and secondary colours. I can experiment with watercolour. I can create tints and shades by adding white and black.</p>		<p>By the end of the key stage: ♣ 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 ♣ 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>	
Generating ideas	Making	Evaluating	Knowledge
<p>Discussing Paul Horton's work and making 3 comments</p> <p>Drawing and painting in the style of Horton using water colour, paint and pencil.</p> <p>Trialling designs based on Paul Horton</p> <p>Choosing which material to use for a design</p> <p>Discuss mood and how it's presented in artwork</p>	<p>Creating tints and shades by adding black and white</p> <p>Creating secondary colours</p> <p>Using sketching pencils to create different marks</p> <p>Using sketching pencils and graphite to draw in the style of Paul Horton</p> <p>Experiment with watercolours and see what effects it can make</p> <p>To paint in the style of Paul Horton</p>	<p>Complete an artist research page on Paul Horton sharing 3 opinions about his work</p> <p>'Art gallery' style plenary where the children can share their opinions on other's work</p> <p>Share opinions on their own trial designs expressing their likes and dislikes</p> <p>Completing an evaluation on their final design discussing the skills and processes they've used to complete it.</p>	<p>Understanding who Paul Horton is and how he makes his artwork</p> <p>Tints and shades</p> <p>Primary and secondary colours</p> <p>Watercolours and sketching pencils</p> <p>Lighter/ darker Bright/dull Blend</p> <p>Landscape Paint brush Pencil</p> <p>Elements</p> <p>Colour wheel</p>

Spring: Henri Rousseau			
<p>Four main learning objectives:</p> <p>I can develop my watercolour skills, applying paint carefully and with increasing control.</p> <p>I can develop my sketching skills with more accuracy</p> <p>I can develop my skills of sorting and arranging materials</p> <p>To identify colours; developing their awareness of tones and shades.</p>		<p>By the end of the key stage:</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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. 	
Generating ideas	Making	Evaluating	Knowledge
<p>Completing an artist research page on Henri Rousseau</p> <p>Examine Rousseau's work to understand its place in the art world (Naïve painter).</p> <p>Beginning to look at how mood is displayed through colour</p> <p>Look closely at Rousseau's colour palette and text colours together</p> <p>Experiment with an array of materials and mediums (fabric, oil pastel).</p>	<p>Artist research page in the style of Rousseau</p> <p>Using sketching pencils to draw plants</p> <p>Using oil pastels and pens to draw animals</p> <p>Using different technique when painting with water colours</p> <p>Using fabric as a layering technique to create texture</p> <p>Choosing colours and creating a colour pallet to base our final pieces on</p> <p>Making a final design in the style of Rousseau using the acquired skills</p>	<p>Art gallery style plenary where the children can share their opinions on other's work</p> <p>Share opinions on their own trial designs expressing their likes and dislikes</p> <p>Completing an evaluation on their final design discussing the skills and processes they've used to complete it.</p> <p>Changing ideas and on-going evaluating to improve own and others' work</p>	<p>Knowledge of the colour wheel, primary, secondary and harmonious colours</p> <p>Naïve art and what that means</p> <p>Knowledge of Henri Rousseau</p> <p>More knowledge of the different mediums that can be used to create art</p> <p>Greater skill of using the different mediums in the different ways</p> <p>More knowledge of the effect that layering has (collage)</p> <p>Background and foreground</p> <p>Knowledge on how colours and composition can impact the 'mood' of the piece</p> <p>Formal elements</p>

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Summer: Van Gogh			
<p>Four main learning objectives:</p> <p>I can experiment with printing techniques</p> <p>I can choose my own materials to complete my artwork</p> <p>I can use paint in different ways</p> <p>I can recreate work inspired by Van Gogh</p>		<p>By the end of the key stage:</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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. 	
Generating ideas	Making	Evaluating	Knowledge
<p>Completing an artist research page on Van Gogh</p> <p>Examine Gogh's work to understand its place in the art world (post-impressionist)</p> <p>Creating a choice of 3 designs to follow to create a final piece</p> <p>Experimenting with printing to see how to add detail.</p> <p>Using printing with different objects to see what makes the most interesting print</p>	<p>Artist research page in the style of Van Gogh</p> <p>Experiment with materials by adding and taking away material to create detail</p> <p>Experimenting with materials to create prints based on their designs</p> <p>Painting, spreading, printing</p> <p>Designing their final design based on Van Gogh</p> <p>Sketch still life images of flowers in the style of Van Gogh</p> <p>Printing with paint and objects to create a pattern</p>	<p>Art gallery' style plenary where the children can share their opinions on other's work</p> <p>Share opinions on their own trial designs expressing their likes and dislikes</p> <p>Completing an evaluation on their final design discussing the skills and processes they've used to complete it.</p> <p>Changing ideas and on-going evaluating to improve own and others' work</p>	<p>Post-impressionism</p> <p>Sculpture</p> <p>Printing</p> <p>Techniques (gouging, rolling etc)</p> <p>Formal elements</p> <p>Building knowledge of printing</p> <p>Vincent Van Gogh and his place in history</p> <p>Primary, secondary, contrasting colours</p>