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| **Unit 1: Tell a Story (Drawing)** | **Key Skills:** |
| 1 | I can develop a range of mark making techniques | **Unit 1*** Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.
* Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.
* Further developing mark-making within a greater range of media, demonstrating increased control.
* Developing observational skills to look closely and reflect surface texture through mark-making.
* Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes.
* Beginning to talk about how they could improve their own work.

**Unit 2*** Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.
* Beginning to explore colour mixing.
* Selecting colours, shapes and materials to suit ideas and purposes.
* Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.

**Unit 3*** Developing understanding of sculpture to construct and model simple forms.
* Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
* Developing basic skills for shaping and joining clay, including exploring surface texture.
* Following a plan for a making process, modifying and correcting things and knowing when to seek advice.
* Talking about art they have seen using some appropriate subject vocabulary.
* Explaining their ideas and opinions about their own and other’s art work, giving reasons

**Unit 4*** Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
* Responding to a simple design brief with a range of ideas.
* Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.
* Following a plan for a making process, modifying and correcting things and knowing when to seek advice.
* Talking about art they have seen using some appropriate subject vocabulary.
* Making links between pieces of art.
* Explaining their ideas and opinions about their own and other’s art work, giving reasons.
* Beginning to talk about how they could improve their own work
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| 2 | I can explore and experiment with mark-making to create textures |
| 3 | I can develop observational drawing |
| 4 | I can understand how to apply expressions to illustrate a character |
| 5 | I can develop illustrations to tell a story |
| Assessment |
| **Unit 2: Colour Splash (Painting and Mixed Media y1 unit)** |
| 1 | I can investigate how to mix secondary colours |
| 2 | I can apply knowledge of colour mixing when painting |
| 3 | I can explore colour when printing |
| 4 | I can experiment with paint mixing to make a range of secondary colours |
| 5 | I can apply my painting skills when working in the style of an artist |
| Assessment |
| **Unit 3: Clay Houses (Sculpture and 3D)** |
| 1 | I can use my hands as a tool to shape clay |
| 2 | I can shape a pinch pot and join clay shapes as decoration. |
| 3 | I can use impressing and joining techniques to decorate a clay tile |
| 4 | I can use drawing to plan the features of a 3D model. |
| 5 | I can make a 3D clay tile from a drawn design |
| Assessment |
| **Unit 4: Map it Out (Craft and Design)** |
| 1 | I can investigate maps as a stimulus for drawing. |
| 2 | I can learn and apply the steps of the felt-making process |
| 3 | I can experiment with a craft technique to develop an idea |
| 4 | I can develop ideas and apply craft skills when printmaking |
| 5 | I can present artwork and evaluate it against a design brief |
| Assessment |

