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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 |
| 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 | |

