

# Year 1 Long-term planning

## Aim 1: Exploring and creating

The National Curriculum states that children should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to... share their ideas, experiences and imagination.

Making and recording observations first hand and from memory.

Developing their ideas, trying things out and asking questions.

Exploring thoughts and ideas using their experience, imagination and originality through a range of creative opportunities.

Children experience and learn about:

- drawing to express different weather conditions
- the art found in gardens
- a range of printing techniques
- exploring 2D and 3D sculptures
- a range of firework collages
- creating a collaborative collage.

## Aim 2: Skills and techniques

The National Curriculum states that children should be taught:

- to develop... techniques in using colour, pattern, texture, line, shape, form and space.

To experience and develop techniques in drawing, painting, sculpture and collage with a variety of materials and tools including ICT. Children develop their artistic techniques in:

- drawing from observation, memory and imagination
- painting using a range of media and combining different media
- a range of printing methods
- creating sculpted animals
- cutting and arranging paper to make compositions
- creating collage by combining a range of different materials and media
- using a range of arts and craft materials to apply finishes to their work.

Work safely with a range of tools and techniques, including appropriate new technology tools, taking care of themselves and others.

## Aim 3: Evaluate and analyse

The National Curriculum states that children should be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Reflect on what they and others have done and say what they think and feel about it.

Suggest ways in which they might change or develop their work.

Throughout the units of work children should be encouraged to record, annotate and modify their work as often as possible creating a personal source of information and ideas, including:

- talking about their work and how they achieved it
- developing an appropriate vocabulary
- trying out different ideas and designs
- identifying ways in which their work can be improved upon
- talk about and give opinions on the work of others.

## Aim 4: Art and artists

The National Curriculum states that children should 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.

Learn about, understand and value the work of artists, craft makers and designers; the differences and similarities between them and making links to their own work.

Children learn about the works of a range of artists, including:

- John Constable
- Andy Goldsworthy
- Pablo Picasso
- Richard Long
- Rebecca Coles.

# Overview of progression in Year 1

Throughout the units in Year 1, children are:

- Making and recording observations, both first-hand observations and from memory.
- Exploring and developing their ideas and experiences, using their imagination and originality through a range of creative opportunities.
- Learning about, understanding and valuing the work of artists, craft makers and designers; the differences and similarities between them and making links to their own works.
- Reflecting on what they and others have done and say what they think and feel about it and suggest ways in which they might change or develop their work.

## Drawing

Through drawing to reflect different weather conditions, children are:

- Drawing on different surfaces and with a range of media.
- Experimenting to create different lines and marks made with a range of media.
- Drawing lines and shapes from observations of nature and objects.
- Investigating textures by copying patterns.

Through studying about gardens, children are:

- Experimenting to create different lines and marks made with a range of media.
- Drawing lines and shapes from observations of nature and objects.

Through exploration of art around firework and under the sea themes, children are:

- Drawing on different surfaces and with a range of media.
- Experimenting to create different lines and marks made with a range of media.
- Drawing lines and shapes from observations of nature and objects.

## Painting

Through studying about gardens, children are:

- Using a variety of paint media and experimenting to produce a range of effects.
- Using a variety of tools and techniques including different brushes and investigating the kinds of marks which can be made.
- Identifying primary colours and undertaking simple colour-mixing to include shades and tones.
- Matching colours to artefacts and objects.
- Naming different types of paint and their properties.

Through studying different weather conditions, children are:

- Identifying primary colours and undertaking simple colour-mixing to include shades and tones.

Through exploration of art around a firework theme, children are:

- Using a variety of paint media and experiments to produce a range of effects.
- Using a variety of tools and techniques including different brushes and investigating the kinds of marks which can be made.

**Year 1 Complete 'Overview of progression' is provided on the CD-ROM, including 'Printing', 'Collage and textiles' and 'Sculpture' objectives.**

# Medium-term planning: 1. Weather

This unit of work is a series of drawing activities that encourage children to develop their skills and techniques around a common theme of weather.

W	Outcomes	Objectives	Skills and understanding
1	<b>Exploring weather</b> <ul style="list-style-type: none"> <li>• Can create a response drawing using a range of media and papers to express feelings about weather.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to what is observed</li> <li>• To draw on different surfaces with a range of media including: pencils, crayons, pastels and chalk</li> <li>• To experiment to create different lines and marks made with a range of media</li> </ul>	<p>Explore, through discussion, how weather impacts our moods and behaviour.</p> <p>Use different paper, e.g. colours, to depict seasons; and a choice of media to depict weather effects – including dots, dashes, sweeping and wavy lines. Experiment with weight of line and a range of colour combinations.</p>
2	<b>Wind and movement</b> <ul style="list-style-type: none"> <li>• Can draw wind-blown objects to reflect sound and movement with lines and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• To observe and identify key qualities of natural and seen objects, represent lines and shapes</li> </ul>	<p>Outside, observe how wind changes natural and man-made objects.</p> <p>Record sound and movement with pencils and charcoal on sketchpads.</p> <p>Encourage working at larger scale if possible.</p>
3	<b>It's raining!</b> <ul style="list-style-type: none"> <li>• Can complete a sequence of rain drawings using line and wash to show increasing intensity.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment to create different lines and marks made with a range of media, showing evidence of increasing control</li> <li>• To identify primary colours</li> </ul>	<p>Discuss how to depict rain of different intensity, using varying weight and type of line.</p> <p>Begin with paper folded in three sections. Create three different drawings showing rain increasing in intensity; when paper is unfolded it shows a rain sequence. Add wash in primary colour.</p>
4	<b>Sun and shadows</b> <ul style="list-style-type: none"> <li>• Can create a group drawing showing an overlapping composition.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop confidence in recording their first-hand observations</li> <li>• To work together in a small group to create a joint composition</li> </ul>	<p>Outside, or with a strong light source, observe shadows created by children or man-made objects. Draw around shadows on large sheets of paper in small groups. Move objects to create overlap or use different objects to create overlap.</p>
5	<b>Clouds</b> <ul style="list-style-type: none"> <li>• Can identify and talk about types of clouds.</li> </ul>	<ul style="list-style-type: none"> <li>• To draw clouds using a range of media</li> <li>• To develop confidence in their ability to draw things they observe and develop technique to represent them</li> <li>• To use different surfaces with a range of media to increase recognition</li> <li>• To explore the work of great artists in history</li> </ul>	<p>Reflect on clouds in artists' work (see 'Background knowledge') and record clouds over time. Return to artists' work at end of session, to make links to children's work.</p> <p>Draw a range of clouds using different media to depict: charcoal for rain; pastels for sunny day. Texture can be added for class display.</p>
6	<b>Autumn leaves</b> <ul style="list-style-type: none"> <li>• Can copy leaf patterns and create own patterned and textured leaf drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• To create prints from found leaves</li> <li>• To develop and refine their control over a variety of drawing tools and media</li> <li>• To reflect on what they have done and suggest ways to change or develop their work</li> <li>• To use a range of found objects to make prints</li> </ul>	<p>Observe and collect a range of autumn leaves. Cut some of the leaves in half and paste to paper; add pattern and texture to create the other half.</p> <p>Record patterns and textures of found leaves, choosing some to use for printing. Use drawings and prints to create a class collage, inspired by Andy Goldsworthy.</p>

**Notes:**

**Digital:** Use a digital camera to record explorations and investigations by children, for reference and to incorporate into classroom displays.

This unit provides opportunities for cross-curricular work in Year 1 science on seasonal changes.

# Year 1 Background knowledge

## Weather

Where possible introduce sessions with stimuli, including music, artists' work (see below), story, drama and dance so that children have the opportunity to discuss and experience different weather conditions prior to using materials for their interpretations.

Artists work can be found on many websites, including: [www.bbc.co.uk/arts/yourpaintings/](http://www.bbc.co.uk/arts/yourpaintings/) and [collections.vam.ac.uk/](http://collections.vam.ac.uk/). Some examples to share with children: **Sun and shadows:** *Tall Shadows on the Park Wall* by John Atkinson Grimshaw and *Autumnal Woodland Scene* by John Noble Barlow. **Clouds:** Constable, *Study of Clouds*, *Study of Cirrus*, *Study of Sky and trees*.

**Autumn leaves:** Find work by Andy Goldsworthy – search online for 'Andy Goldsworthy + leaves'. (**NB** You should check the terms of use of websites before sharing with children.)

## Gardens

*2Paint a Picture* (published by 2Simple) is a very easy-to-use painting program for primary school children, which allows them to experiment with a variety of brush styles, make simple patterns and experiment with colour mixing.

The Paint and Colour programmes and video on the 'I am an artist' website ([www.iamanartist.ie](http://www.iamanartist.ie)) offer opportunities to see and hear the children discussing colours and their reactions to mixing them. You can also hear the children discussing their paintings.

## Bugs and beetles

### Getting started in clay

- Provide each child with a clay mat. Let the group pass round a container of hand cream and rub a small dot into their hands. Cut each child two lumps of clay, about the size of a small orange, which they should wedge (knock into balls firmly with the heel of the hand, turning the clay after each knock, to burst any air bubbles which could cause the work to explode in the kiln).
- The children place one ball of clay on the mat between the two wooden guides (see Figure 1). Place the guides to allow room for the clay to expand when rolled.
- The children use the rollers to gradually roll the ball of clay flat until the roller rests on the guides. Teach them to roll away from the body – not to and fro – to encourage any remaining air bubbles to be forced out in one direction. (The principle is exactly the opposite of making pastry, where the cook tries to incorporate air into the dough.) The rolled ball of clay should end up in a natural oval shape. Discourage fingering the smooth surface! (From 'Turtle textures', *Child Education*, 27th May, 2008 by Jane Bower. Complete article available on [www.scholastic.co.uk/childdeduction](http://www.scholastic.co.uk/childdeduction))

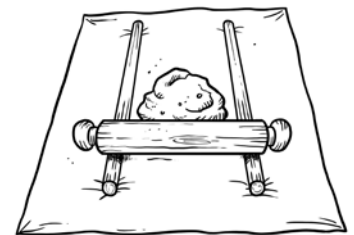


FIGURE 1

**Session 4:** Look at butterfly images, made in paper. Rebecca Coles' website has many fine examples: [www.rebeccajcoles.co.uk](http://www.rebeccajcoles.co.uk).

**Sessions 4 & 5:** Display the butterflies and snails alongside digital photographs taken by children. If time permits, make and paint a clay giant sunflower, display together: consider the scale.

## Fireworks

Children's experiences of fireworks can be enhanced by showing photographs and short video clips.

Relevant paintings containing fireworks or with firework compositions can be found on gallery websites and on the BBC 'Your Paintings' website – where you will find *Fireworks* by Ben Nicholson and *Fireworks at Queen's Festival* by Joseph McWilliams (NB check for terms of use).

## Under the sea

Source images of fish and animals found under the sea, including seahorses and giant squid.

After completing the unit, two paintings on the BBC 'Your Paintings' website would make a good discussion point:

*Still Life under the Sea* (Mary Kessell, 1960)

*Under the Sea* (Polyptych; Members of the Rural Youth Project, 2008).