



The **BIG** Picture

In this unit, children will sort images into groups explaining their choices. They will design and print using a polystyrene tile. Children will make felt and understand the process followed.

NC Objectives- Key Stage 1 Pupils should be taught:

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. To learn 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.

Suggested Prior Learning

Craft & Design:  
Woven wonders

Knowledge Of Artists

- Talk about art they have seen using some appropriate subject vocabulary.
- Create work from a brief, understanding that artists are sometimes commissioned to create art.
- Create and critique both figurative and abstract art, recognising some of the techniques used.

Unit Outcome

Pupils who are **secure** will be able to:

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.
- Follow a process to make and print from a polystyrene tile.
- Choose a favourite artwork, justifying their choice.
- Annotate their favourite artwork with relevant evaluation points.
- Take an active part in decisions around how to display their artworks in the class gallery.

Generating ideas:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Sketchbook- (objectives to cover all year)

Experiment in sketchbooks, using drawing to record ideas.

Making skills:

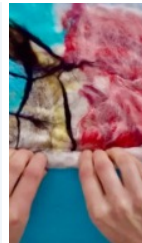
Further demonstrate increased control with a greater range of media.  
Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Evaluating & analysing:

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.  
Begin to talk about how they could improve their own work.  
Talk about how art is made.

Key vocabulary

- |               |             |
|---------------|-------------|
| abstract      | composition |
| curator       | design      |
| design brief  | evaluate    |
| felt          | fibre       |
| gallery       | imaginary   |
| inspired      | landmarks   |
| mosaic        | overlap     |
| pattern       | shape       |
| stained glass | texture     |
|               | viewfinder  |



Key Knowledge

**Formal elements:**

- Form:** That 'composition' means how things are arranged on the page.
- **Shape:** Shapes can be organic (natural) and irregular.

**Making skills:**

- How to draw a map to illustrate a journey.
- How to separate wool fibres ready to make felt.
- How to lay wool fibres in opposite directions to make felt.
- How to roll and squeeze the felt to make the fibres stick together.
- How to add details to felt by twisting small amounts of wool.
- How to choose which parts of their drawn map to represent in their 'stained glass'.
- How to overlap cellophane/tissue to create new colours.
- How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
- How to apply paint or ink using a printing roller.
- How to smooth a printing tile evenly to transfer an image.
- How to try out a variety of ideas for adapting prints into 2D or 3D artworks.

**Knowledge of artists:**

- Art can be figurative or abstract.
- Artists can use the same material (felt) to make 2D or 3D artworks.
- Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.

**Evaluating and analysing:**

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings.
- People make art to explore an idea in different ways.
- People make art for fun.
- People make art to decorate a space.
- People make art to help others understand something.



The **BIG** Picture

Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.

NC Objectives- Key Stage 1

Pupils should be taught:

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. To learn 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.

Suggested Prior Learning

Painting and mixed media: Colour Splash

Knowledge Of Artists

- Talk about art they have seen using some appropriate subject vocabulary.
- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Unit Outcome

Pupils who are **secure** will be able to:

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others’.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

Generating ideas:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Sketchbook- (objectives to cover all year)

Experiment in sketchbooks, using drawing to record ideas.

Making skills:

Further demonstrate increased control with a greater range of media.  
 Make choices about which materials and techniques to use to create an effect.  
 Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials  
 Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work

Evaluating & analysing:

Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.  
 Begin to talk about how they could improve their own work.  
 Talk about how art is made.

**Key Vocab**

collage  
 detail  
 mixing  
 overlap

primary colour  
 secondary colour  
 surface  
 texture

Key Knowledge

**Formal elements:**

- Colour:** Different amounts of paint and water can be used to mix hues of secondary colours.
- **Colour:** Colours can be mixed to ‘match’ real life objects or to create things from your imagination.
- **Form:** That ‘composition’ means how things are arranged on the page.
- **Shape:** Collage materials can be shaped to represent shapes in an image.
- **Pattern:** Patterns can be used to add detail to an artwork.
- **Texture:** Collage materials can be chosen to represent real-life textures.
- **Texture:** Collage materials can be overlapped and overlaid to add texture.
- **Texture:** Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.
- **Texture:** Painting tools can create varied textures in paint.
- **Tone:** Different amounts of paint and water can be used to mix hues of secondary colours.

**Making skills:**

- How to mix a variety of shades of a secondary colour.
- How to make choices about amounts of paint to use when mixing a particular colour.
- How to match colours seen around them.
- How to create texture using different painting tools.
- How to make textured paper to use in a collage.
- How to choose and shape collage materials eg cutting, tearing.
- How to compose a collage, arranging and overlapping pieces for contrast and effect.
- How to add painted detail to a collage to enhance/improve it.

**Knowledge of artists:**

- Some artists create art to make people aware of good and bad things happening in the world around them.
- Art can be figurative or abstract.
- Artists try out different combinations of collage materials to create the effect they want.

**Evaluating and analysing:**

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings.
- People make art to help others understand something.



The **BIG** Picture

Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.

Unit Outcome

Pupils who are **secure** will be able to:

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- Roll a smooth tile surface.
- Join clay shapes and make marks in the tile surface to create a pattern.
- Draw a house design and plan how to create the key features in clay.
- Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Key Knowledge

**Formal elements:**

- **Form:** Pieces of clay can be joined using the 'scratch and slip' technique.
- **Form:** A clay surface can be decorated by pressing into it or by joining pieces on.
- **Shape:** Patterns can be made using shapes.

**Making skills:**

- How to smooth and flatten clay.
- How to roll clay into a cylinder or ball.
- How to make different surface marks in clay.
- How to make a clay pinch pot.
- How to mix clay slip using clay and water.
- How to join two clay pieces using slip.
- How to make a relief clay sculpture.
- How to use hands in different ways as a tool to manipulate clay.
- How to use clay tools to score clay.

**Knowledge of artists:**

- Art can be figurative or abstract.
- Artists can use the same material (felt) to make 2D or 3D artworks.

**Evaluating and analysing:**

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings.
- People make art to explore an idea in different ways.

NC Objectives- Key Stage 1

Pupils should be taught:

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. To learn 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:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Sketchbook- (objectives to cover all year)

Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.

Making skills:

Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials

Evaluating & analysing:

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.

Knowledge Of Artists

- Talk about art they have seen using some appropriate subject vocabulary.
- Create and critique both figurative and abstract art, recognising some of the techniques used.

**Key Vocab**

casting	plaster
ceramic	roll
cut	score
detail	sculptor
flatten	sculpture
glaze	shape
impressing	slip
in relief	smooth
join	surface
negative space	three dimensional
pinch pot	thumb pot

Suggested Prior Learning

Sculpture and 3D: Paper Play