



**The BIG Picture**

In this unit, children will use language and literacy to describe drawings, lines and images. They will experiment with mark making and respond to music. Children will develop their colouring skills, using a range of media and colours. They will produce observational drawings.

**Unit Outcome**

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

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.
- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

**Key Knowledge**

- Formal elements:**
- **Shape:** Know a range of 2D shapes and confidently draw these.
  - **Line:** Know that drawing tools can be used in a variety of ways to create different lines.
  - **Line:** Know lines can represent movement in drawings.
  - **Texture:** Know that texture means 'what something feels like'.
  - **Texture:** Know different marks can be used to represent the textures of objects.
  - **Texture:** Know different drawing tools make different marks.

**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:**  
Explore their own ideas using a range of media.

**Sketchbook- (objectives to cover all year)**  
Use sketchbooks to explore ideas.

**Making skills:**  
Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  
Make choices about which materials to use to create an effect.  
Develop observational skills to look closely and reflect surface texture.

**Evaluating & analysing:**  
Describe and compare features of their own and others' artwork.  
Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

**Knowledge Of Artists**

Understand how artists choose materials based on their properties in order to achieve certain effects.

- 2D shape
- 3D shape
- abstract
- chalk
- charcoal
- circle
- continuous
- cross-hatch
- diagonal
- dots
- firmly
- form
- horizontal

- line
- mark making
- narrative
- observe
- optical art
- pastel
- printing
- shade
- shadow
- straight
- texture
- vertical
- wavy

**Suggested Prior Learning**

EYFS: Marvelous Marks

**Making skills:**

- That a continuous line drawing is a drawing with one unbroken line.
- Properties of drawing materials eg: which ones smudge, which ones can be erased, which ones blend.
- How to hold and use drawing tools in different ways to create different lines and marks.
- How to create marks by responding to different stimulus such as music.
- How to overlap shapes to create new ones.
- How to use mark making to replicate texture.
- How to look carefully to make an observational drawing.
- How to complete a continuous line drawing.

**Knowledge of artists:**

- Artists choose materials that suit what they want to make.

**Evaluating and analysing:**

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.



### The **BIG** Picture

Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.

### Unit Outcome

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate. Describe their finished plates

### Key Knowledge

- Formal elements:**
- **Colour:** Know that the primary colours are red, yellow and blue.
  - **Colour:** Know primary colours can be mixed to make secondary colours:
    - Red + yellow = orange
    - Yellow + blue = green
    - Blue + red = purple
  - **Pattern:** Know a pattern is a design in which shapes, colours or lines are repeated.
  - **Tone:** Know that there are many different shades (or 'hues') of the same colour.
  - **Tone:** Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

### 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:

Explore their own ideas using a range of media.

### Sketchbook- (objectives to cover all year)

Use sketchbooks to explore ideas.

### Making skills:

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  
Make choices about which materials to use to create an effect.

### Evaluating & analysing:

Describe and compare features of their own and others' artwork.  
Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

### Making skills:

- How to combine primary coloured materials to make secondary colours.
- How to mix secondary colours in paint.
- How to choose suitable sized paint brushes.
- How to clean a paintbrush to change colours.
- How to print with objects, applying a suitable layer of paint to the printing surface.
- How to overlap paint to mix new colours.
- How to use blowing to create a paint effect.
- How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

### Suggested Prior Learning

EYFS: Painting and mixed media: Paint my word

### Knowledge Of Artists

An artist is someone who creates.

Clarice Cliff

Jasper Johns

### Key Vocab

blend  
hue  
kaleidoscope  
pattern  
mix  
primary colour  
print

secondary colour  
shade  
shape  
space  
texture  
thick

### Evaluating and analysing:

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.



**The BIG Picture**

Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.

**Unit Outcome**

Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don't go right the first time. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuña's artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like about their finished work.

**Key Knowledge**

**Formal elements:**  
•Form: Know that three dimensional art is called sculpture.

**Making skills:**  
•What materials can be cut, knotted, threaded or plaited.  
• How to wrap objects/shapes with wool.  
• How to measure a length.  
• How to tie a knot, thread and plait.  
• How to make a box loom.  
• How to join using knots.  
• How to weave with paper on a paper loom.  
• How to weave using a combination of materials.

**Knowledge of artists:**  
•Some artists are influenced by things happening around them.  
• Sometimes artists concentrate on how they are making something rather than what they make.  
• Artists can use everyday materials that have been thrown away to make art.  
• Artists choose materials that suit what they want to make.

**Evaluating and analysing:**  
•Art is made in different ways.

• Art is made by all different kinds of people.  
• An artist is someone who creates.  
• Craft is making something creative and useful.

**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:**  
Explore their own ideas using a range of media.

**Sketchbook- (objectives to cover all year)**  
Use sketchbooks to explore ideas.

**Making skills:**  
Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.

**Evaluating & analysing:**  
Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

**Knowledge Of Artists**

Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work - Cecilia Vicuña.

**Key Vocab**

art  
artist  
craft  
knot  
loom  
plait

thread  
threading  
warp  
weaving  
weft

**Suggested Prior Learning**

Craft and design: Let's Get Crafty