



YEAR: 1 TERM: Autumn: 1

TITLE: Living Things-Clay, 3D modelling, large sculpture

REVISION / REMIND / REVISIT – Previous work with junk modelling (Foundation)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Use a range of materials creatively to design and make products.Develop a wide range of art and design techniques in using shape, form and space.Learn about the work of a range of artists Key Vocabulary <ul style="list-style-type: none">PatternClayEtchingCollageJunk-modellingCamouflage	Skills Developed <ul style="list-style-type: none">Using a range of materials and printmaking techniquesdevelop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceDevelop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">To understand art can be done on different scales.To gain a better understanding of elements of living thingsInvestigate etching, collage and modelling techniques.	<ul style="list-style-type: none">Children all produce individual clay piece.Children produce group collaborative large art work.Cross-curricular links to Science - Living Things.	<ul style="list-style-type: none">Appreciation of a selection of artists: Louise Bourgeois Edouard Martinet Susan Beatrice Andrew GoldsworthyAppreciation of ways of working at different scales.	<ul style="list-style-type: none">Parents could be asked to come in and help with the construction of the Giant spider/spiders.Giant art/ Living things art work displayed in corridor/hall. Hold an art gallery evening?
	ASSESSMENT CRITERIA: Texture Carve into media using tools creating a variety of surfaces Shape Forms resemble observed and imagined shapes. Form and Shape Use appropriate language to describe tools and media. Makes precise joins which hold pieces together taking into account the size of pieces. Line I can sketch a pattern from observations, using lines, curls and circles Pattern Makes patterns with pencil that resemble those observed in the natural and man-made world.			SUGGESTED TIME FRAME: 5-6 sessions. Some may be blocked together into art days.	
SUGGESTED SEQUENCE OF LESSONS Session 1 and 2 Mark making shell patterns (sketchbook) then modelling with clay May be split into two sessions one for making patterns and one for making the shells themselves. <ul style="list-style-type: none">KAPOW Year 1 Living things unit lesson 1 Snail Sculptures (Also photograph snail shells produced for sketchbook evidence) Session 3 Creating plant collages with natural materials <ul style="list-style-type: none">KAPOW Year 1 Living things unit lesson 3 Plant Collage (Photographs for sketchbooks) Session 4 Giant Spider Modelling Part 1					

- KAPOW Year 1 Living things unit lesson 4 Giant modelling

Session 5 and 6 Giant Spider Modelling Part 2 (May need to be done over a day or several sessions due to drying time required. While groups work on the Giant sculpture other children could investigate smaller mini beast sculpture and drawing)

- KAPOW Year 1 Living things unit lesson 5 Giant modelling (display opportunity)

Take plenty of pictures of construction to add to the sketchbooks



YEAR: 1 TERM: Autumn: 2

TITLE: Nativity Stain glass windows investigation. Shallow Swim

REVISION / REMIND / REVISIT - Previous work with paper craft. Visit to church to look at christenings (Foundation)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Develop a wide range of art and design techniques in using colour, pattern, line and shape.Learn about the work of a range of artists Key Vocabulary <ul style="list-style-type: none">Stained GlassPaper craftNativity	Skills Developed <ul style="list-style-type: none">Using a range of materials-paper craft.Develop and share their ideas, experiences and imagination.Develop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">To gain a better understanding the Nativity story.To investigate collage and paper craft techniques.	<ul style="list-style-type: none">Children all produce individual stain glass windows.Cross-curricular links to RE-The Nativity.	<ul style="list-style-type: none">Appreciation of a selection of artists: Neil Shawcross Rennie Macintosh	<ul style="list-style-type: none">Walk to the church to look at the stained glass windows.
	ASSESSMENT CRITERIA: Colour Represents things observed, remembered or imagined using colour. Pattern Makes patterns that resemble those observed in the natural and man-made world. Line Basic facial features are included and are situated correctly. Eyes, ears, mouth, nose, hair. Main body parts are represented and situated correctly. -Landscapes show a developing understanding of foreground and background including the sky.				SUGGESTED TIME FRAME: 3-4 sessions or 2 days, to include the walk to the church.
SUGGESTED SEQUENCE OF LESSONS Session 1 Looking at the work of Neil Shawcross /Charles Rennie Macintosh. <ul style="list-style-type: none">Create a stained glass rose drawing to begin experimenting with the idea of sectioning. (Twinkl Rennie Macintosh ppt instructions- Children to do this in their sketch books) Session 2 Trip to the church to look at real stained glass windows. <ul style="list-style-type: none">Discuss the content and construction of the windows. (photos for sketch books) Session 3 Looking at the Nativity story (Story on Twinkl) <ul style="list-style-type: none">Children to make their own drawings of their ideas. What will go into their window to show elements of the Nativity.Create a full size design in pencil and then black pen as a template for next session.(use technique learnt in session 1) Session 4 Creating the windows					

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| | <ul style="list-style-type: none">• Children to use black sugar paper window outlines and tissue paper/cellophane to create their windows. (photos of finished piece for sketch book. Keep and trial and error in sketch books) |
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YEAR: 1 TERM: Spring: 1

TITLE: Materials: Weaving investigation (Cinderella weaving)

REVISION / REMIND / REVISIT – Previous work with paper (Foundation)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Use a range of materials creatively to design and make products.Develop a wide range of art and design techniques in using shape, form and space.Learn about the work of a range of artists Key Vocabulary <ul style="list-style-type: none">PatternWeavingLoomPaperRecycle	Skills Developed <ul style="list-style-type: none">Using a range of materialsdevelop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceDevelop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">To understand the technique of weaving.Artist appreciation	<ul style="list-style-type: none">Children all produce individual clay piece.Children produce group collaborative large art work.Cross-curricular links to Science -Living Things.	<ul style="list-style-type: none">Appreciation of a selection of artists: Annie Albers	
	ASSESSMENT CRITERIA: Texture Weaves through card with different materials. Artist Appreciation To know about the work of a range of artists, and making links to their own work.		SUGGESTED TIME FRAME: 4 sessions.		
SUGGESTED SEQUENCE OF LESSONS Session 1 What is weaving?-Paper Caterpillar <ul style="list-style-type: none">Look at answering the question, 'What is weaving?' Practise the skill by making a simple paper caterpillar.(See activity sheet) Session 2 Look at the artist Annie Albers <ul style="list-style-type: none">Who was Annie Albers? Artist appreciation. (https://www.youtube.com/watch?v=k4mK44rHpYo- Look at info on Annie Albers and write a short fact file in sketchbooks) Session 3 Paper weaving <ul style="list-style-type: none">Children to create a simple paper weaving craft (put into sketchbooks) Session 4 Cinderella - 'rags to riches' weaving <ul style="list-style-type: none">Children to look at using recycled materials to make outfits for Cinderella. (See planning sheet) (Photos for sketch books)					



YEAR: 1 TERM: Summer: 1/2

TITLE: Gaudi: Architecture-Shapes in nature

REVISION / REMIND / REVISIT – Previous work with clay (Foundation)	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	NC LINKS <ul style="list-style-type: none">Use a range of materials creatively to design and make products.Develop a wide range of art and design techniques in using shape, form and space.Learn about the work of a range of artists Key Vocabulary <ul style="list-style-type: none">TrencadisMosaicCollageBuildingArchitecture	Skills Developed <ul style="list-style-type: none">Using a range of materialsdevelop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceDevelop an understanding of the work of different artists. Knowledge Acquired <ul style="list-style-type: none">Understand the technique of trencadis mosaic.Understand about great artists, architects and designers in historyUsing clay to sculpt.Using giant junk modelling.	<ul style="list-style-type: none">Children will produce individual pieces of trencadis work.Children produce group collaborative large art work.Cross-curricular links to Science -Living Things.	<ul style="list-style-type: none">Appreciation of a selection of artists: Antoni Gaudi	Gaudi inspired work on show at open evening.
	ASSESSMENT CRITERIA: Shape Forms resemble observed and imagined shapes. Use appropriate language to describe tools and media. Pattern Create patterns to resemble natural forms. Artist Appreciation I can tell you about the artist Gaudi			SUGGESTED TIME FRAME: 3 days as a block. Day 1-sessions 1, 2 and 3 Day 2 sessions 4 and 5 Day 3 sessions 6 and 7	
SUGGESTED SEQUENCE OF LESSONS Session 1 Who was Gaudi? <ul style="list-style-type: none">Look at answering the question, 'Who was Gaudi?'(ppt look at his work and discuss how it was made)Look at answering the question, "What is trencadis? Children to investigate this technique by sticking small pieces of paper to a template evidenced in sketch books. Session 2 What is trencadis? Creating our own mosaic/trencadis part 1 (ppt introduction)					

- Children to look at the animals and shapes in nature that inspired Gaudi and draw shapes from nature. Consider a nature walk to sketch and collect natural materials. (Sketches in sketchbooks)

Session 3 What is trencadis? Creating our own mosaic/trencadis part 2

- Begin to design a trencadis mosaic piece that will later be made. Using the patterns and shapes they have observed think about designing a 3D animal or chimney which would be covered in the trencadis style. Designs should be in sketchbooks.

Session 4 What is trencadis? Creating our own mosaic/trencadis part 3 (photographs for sketchbooks)

- Children to begin to make there trencadis having designed it in the previous lesson. (Clay work)

Session 5 What is trencadis? Creating our own mosaic/trencadis part 4 (photographs for sketchbooks)

- Children will use small pieces of tile as Gaudi did to decorate their clay piece with the patterns and natural forms they have designed.

Session 6 Gaudi's buildings

- Look at the different buildings that Gaudi made. Look at his use of dragons in his buildings. (PPTs available. Research evidenced in sketchbooks)

Session 7 Large Gaudi inspired art

- Create a large group piece to represent the buildings Gaudi made using oversized junk modelling. (Photos for sketch book)