






# Art and Design Year 1 – Term 1

Learning Theme: Sculptures and Collage

Art & Design discipline: Sculptures, Textiles and Collage

Term 1	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Sketchbook evidence & Assessment opportunity	Equipment & resources	Lesson ideas
Enrichment Opportunities	Create clay Hedgehogs and Kingfishers during the first week as part of class identity (please see the termly progression grid for the knowledge and skills). Take pictures for the children's sketchbooks.						
Session 1  Drawing	<i>What can drawing be used for?</i>  NC - become proficient in drawing	To know that drawing can be used as a way of observing and recording	Record in sketch book. Begins sketching natural and man-made objects To represent the human face using drawing.	Pencil Lines	Children record their drawings in their sketchbooks.	Pencils Mirrors Pictures	Children draw their new class animal through observation and through the sharing of pictures.  Children draw themselves at the start of their sketchbooks.
Session 2  Learn about art	<i>What is collage?</i>  NC – to develop a wide range of art and design techniques		Use textural materials, including paper and fabric, to create a simple collage.  Cut, tear, stick and fold paper to create different shapes.	Glue, sticking, paper, fabric, fold crumple	Children explore different textures and materials. These should be cut into smaller pieces and stuck in their sketchbooks for the children to label and record their exploration and thoughts.	A range of coloured card and paper Newspaper Tissue paper Cuttings of fabric Cardboard  (Limit all to flat resources – i.e not bent or curved like toilet roll tube)	  Children explore joining paper with glue and tape. Folding, crumpling and bending to create different textures 
Session 3  Learn about artists, designers and crafts people	<i>Who is Henri Matisse and what is he famous for?</i>  <i>Who is Benode Behari Mukherjee and what is he famous for?</i>  NC - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. NC - evaluate and analyse creative works using the language of art, craft and design	To know that Benode Behari Mukherjee was a famous Indian artist who created paper collages.  To know that Henri Matisse is a famous French artist who created paintings and collages.  -To know that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.  (Make links to Geography and where in the world these Artists lived)	Describes and explores the work of a significant artist.  Describes what they like about others work using simple artistic vocabulary.	Artist Artwork Colour Shape	Children look closely at images of both artists work. They add pictures to their sketchbooks and annotate their thoughts (like or dislike). Scribe where possible for children who need it.	Examples of both artists work to be displayed on the board and for sketchbooks Information on both artists Globe (to share where they lived)  Some work is shapes and others depict people.	As outlined in 'sketchbook evidence'
Session 4  Explore the Artists Style	<i>How can we talk about Artists work and what words can we use?</i>  NC - evaluate and analyse creative works using the language of art, craft and design NC- To develop a wide range of art and design techniques in	To know that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Look closely at the work of Henri Matisse and Benode Behari Mukherjee.  Use artistic vocabulary to describe works of art	Artist Artwork Colour Shape	Stick work the children create in their sketchbooks.	Examples of work. A range of coloured paper Scissors Glue	  Pick a few or a single piece of work to look at. Give children the opportunity to explore cutting out the different shapes (by

	using colour, pattern, texture, line, shape, form and space						drawing first, by drawing around plastic shapes)
Session 5-6  <b>Compose, create and evaluate</b>	<i>Why do we use of sketchbooks to sketch and explore?</i>  NC - to use a range of materials creatively to design and make products	-To know that discussion, initial sketches and exploration of materials can be used to communicate ideas and are part of the artistic process.  -To know that they can review their own and others work by discussing aspects including subject matter, colour and shape, the techniques used and feeling.	Designs and makes art to express ideas.  Communicates their ideas simply before creating artwork.  Can say what they like about their own or others' work using simple artistic vocabulary.	Idea Sketch Imagination	Children plan and sketch their ideas in their books. They label the colours, shapes and materials they would like to use.  Children evaluate their own work.	Sketchbooks Paper Card Glue Scissors	<i>Choose a focus for the collages to support the children in planning their own. I.e a focus on colour, shapes or creating an image. Link back to the ideas and observations the children made when looking at the artists work.</i>
Notes							