

Year 1 Art Learning Sequence

Term 1 and 2 – Spirals (Drawing & Sketchbooks)

By the end of this unit I will know...

Understand drawing is a physical activity. Spirals

Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals

By the end of this unit I will be able to....

Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals

Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals

Make a simple elastic band sketchbook. Personalise it. Spirals

Use sketchbooks to:

Develop experience of primary and secondary colours Spirals

Practice observational drawing Spirals

Explore mark making Spirals

Understand that the way each persons' sketchbook looks is unique to them. All Pathways

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Can use art to represent feelings	How can we use our bodies to make drawings?	What kind of marks can we make with chalk and oil pastels?	What is a sketchbook and what is it used for?	How can I apply mark making to observational drawing?	How can I apply mark making to observational drawing?	How can I reflect on my drawing?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

Makes intentional representations, deciding beforehand what they want to depict							
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Term 3 and 4 – Exploring Watercolour (Printing & Colour)

By the end of this unit I will know...

Understand watercolour is a media which uses water and pigment. [Exploring Watercolour](#)

Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. [Exploring Watercolour](#)

By the end of this unit I will be able to....

Explore watercolour in an intuitive way to build understanding of the properties of the medium. [Exploring Watercolour](#)

Paint without a fixed image of what you are painting in mind. [Exploring Watercolour](#)

Respond to your painting, and try to “imagine” an image within. [Exploring Watercolour](#)

Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. [Exploring Watercolour](#)

<u>Prior knowledge to recap...</u> Is starting to think about composition and colour	<u>Lesson 1</u> What can watercolour do?	<u>Lesson 2</u> How do artists use watercolour?	<u>Lesson 3</u> How can I build imagery using watercolour?	<u>Lesson 4</u> How can I build imagery using watercolour?	<u>Lesson 5</u> How can I build imagery using watercolour?	<u>Lesson 6</u> How can I reflect on my painting?	<u>Assessment</u> Assess outcome of Lessons 4 and 5 against ‘I will know’ and ‘I can’ statements.
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Term 5 and 6 – Playful Making (Working in Three Dimensions)

By the end of this unit I will know....

Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. [Playful Making](#)

Understand the meaning of “Design through Making” [Playful Making](#)

By the end of this unit I will be able to....

Use a combination of two or more materials to make sculpture. Playful Making

Use construction methods to build. Playful Making

Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Experiments with a wide variety of materials Uses a wide variety of tools with developing expertise	What is sculpture?	How can I manipulate materials?	How can I use materials, tools and ideas to invent?	How can I use materials, tools and ideas to invent?	How can I use materials, tools and ideas to invent?	How can I reflect on my sculpture?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.