



Year 1

ART & DESIGN

Curriculum Intent

Through studying art at Walton Oak, pupils will gain the knowledge and skills to express themselves through creating their own art, crafts and designs. By encouraging children to experiment and invent, learning through art will help to build their resilience and belief in themselves as successful artists. They will develop their own tastes and an appreciation of different forms of art, different artists and recognize how techniques and materials have changed over time. They will know how art and design reflects the changes in our history and culture.

Themes:

1. Knowledge of artists

Studying artists work, techniques and styles, making comparisons and describing differences

2. Making

Exploring a range of techniques – drawing, creating colour, painting

3. Generating Ideas

Creating original artwork, use of sketchbooks, inspiration from others, observations

4. Formal Elements – Knowledge and Understanding

Colour, Form, Shape, Tone, Texture, Pattern

5. Evaluating own and others' work

Experimenting and refining work, evaluating others

ART & DESIGN: CORE STUDY FOR YEAR ONE

| 1. Knowledge of artists: Studying artists work, techniques and styles, making comparisons and describing differences | | | |
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| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Recognise a small range of named artists and their styles (e.g. Axel Scheffler, Arcimboldo, Kusaka). ● Recognise that artists use different materials and tools to create art. ● Understand that artists can use drawing, painting, sculpture, and collage. ● Understand that art is made in different styles and from different time periods. ● Know that art can represent people, nature, objects or imagination ● Understand that some artists focus on colour, others on shape or pattern. ● Recognise that artists can create both 2D and 3D artworks. ● Make links between an artists work and their own. | <ul style="list-style-type: none"> ● Describe what they see in a piece of artwork using simple words. (e.g. colours, shapes, lines). ● Identify and name the artist of a studied artwork. ● Compare two pieces of art and spot differences or similarities. ● Make simple comparisons between two artworks (e.g. “this one uses brighter colours”). ● Match materials to an artist’s style (e.g. paint with Matisse, collage with Megan Coyle). ● Express likes/dislikes and explain why. ● Talk about their favourite artist and explain why. ● Match colours or patterns in their work to those used by an artist. ● Copy a small section of an artwork to understand how it was made ● To explore stories behind the pictures/paintings. | <ul style="list-style-type: none"> ● artist ● style ● paint ● sculpture ● abstract ● portrait ● modern ● pattern ● colour ● compare ● artwork ● same ● different ● detailed | <p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Axel Scheffler – drawing characters, storytelling in art. ● Giuseppe Arcimboldo – fruit and object portraits, imaginative compositions. ● Shio Kusaka – exploring simple forms and pottery-like shapes. ● Henri Matisse – bright colours, cut-outs, and line drawings. ● Clementine Hunter – story painting, scenes of daily life. ● Megan Coyle – magazine collage portraits and animals. |
| <p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Express a preference for a style or artist and justify with reasoning. ● Suggest how an artist might have created their work step by step. ● Recognise how cultural background influences the artist’s work. ● Begin grouping artworks by style or material independently. ● Use terminology like “abstract”, “portrait”, “still life” with confidence. | | | |

ART & DESIGN: CORE STUDY FOR YEAR ONE

| 2. Making: Exploring a range of techniques – drawing, creating colour, painting, printing, 3D/textiles, collage | | | |
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| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Know how to safely use tools like pencils, brushes, scissors, and glue. ● Understand the primary colours: red, blue, yellow. ● Know how to mix primary colours to make secondary ones. ● Know that different drawing tools create different types of lines (e.g. thick and thin lines or strokes). ● Know that different tools make different marks (e.g. pencil vs crayon). ● Recognise that paint can be applied with brushes, sponges or fingers. ● Know that materials behave differently (e.g. chalk smudges, pen does not). ● Understand layering and sticking to create collages. | <ul style="list-style-type: none"> ● Draw from observation or imagination using pencil and crayon. ● Explore a variety of drawing materials (traditional and non-traditional) e.g. pencil, graphite, chalk, charcoal, twigs, sand, soil ● Use a brush to fill spaces with paint and control where colour goes. ● Mix red, yellow, and blue to make green, orange, and purple. ● Paint using different tools – brushes, sponges, fingers. ● Cut and stick with some control and intent. ● To cut and tear paper and card for their collages ● Choose materials to express their ideas (e.g. tissue for softness, foil for shine). ● Combine materials to make a collage or layered artwork. ● To cut, roll and coil materials such as clay, dough or plasticine ● Hold tools correctly and with control (e.g. paintbrush, scissors, glue stick). | <ul style="list-style-type: none"> ● primary colour ● secondary colour ● paint ● draw ● mark ● brush ● line ● shape ● colour ● mix ● cut ● glue ● stick ● collage ● smooth ● Drawing tools <ul style="list-style-type: none"> → pencil → graphite → chalk → charcoal → twigs → feathers | <p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Drawing (Axel Scheffler, Matisse) ● Painting (Arcimboldo, Hunter) ● Collage (Megan Coyle) ● Continuous provision (paint tables, mark-making stations, exploratory zones) |
| <p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use a variety of brush sizes for different effects. ● Control pressure and speed for line variation. ● Layer colours for blending or shading effects. ● Combine media in one piece (e.g. pencil + paint, collage + pen). ● Experiment with unconventional tools (sponges, sticks, toothbrushes). | | | |

ART & DESIGN: CORE STUDY FOR YEAR ONE

| 3. Generating Ideas: Creating original artwork, use of sketchbooks, inspiration from others, observations | | | |
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| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Know that ideas come from things we see, hear, or remember (imagination or real-life observations). ● Understand that sketchbooks are used to explore and plan. ● Know that artists often experiment before creating a final piece. ● Recognise that art can tell a story or show a feeling. ● Recognise that personal experiences and emotions can inspire artwork. ● Understand that experimentation helps develop ideas. ● Understand that colours and shapes can be chosen for a reason. ● Know that it's okay to make mistakes and try again. ● To know that colours are used for contrast. Red/green, purple/yellow, blue/orange. | <ul style="list-style-type: none"> ● Use sketchbooks to try drawing, colours, shapes and patterns. ● To experiment with colour. ● Choose materials based on what they want to create. ● Collect ideas from looking at real objects or photos. ● Make drawings or models from observation (e.g. a plant, toy). ● Respond to a story or music with a creative idea. ● Create original artwork from memory or imagination. ● Explore ideas in different ways – drawing, modelling, role-play. ● Develop an idea into a finished piece with support. ● Talk about their ideas before or during the making process. | <ul style="list-style-type: none"> ● imagine ● plan ● idea ● explore ● observe, ● change ● try ● create ● sketch, ● test ● story ● pattern ● natural | <p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Observational drawings of objects (e.g. fruits for Arcimboldo). ● Story-inspired art (Axel Scheffler). ● Starting with a simple prompt (“What would your dream animal look like?”). ● Using sketchbooks to try out colours and shapes. ● To generate ideas by looking at other artists work |
| <p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Record observations in sketchbooks with increasing accuracy. ● Refine an idea through two or more versions. ● Annotate Art books with words or labels. ● Ask questions to develop their ideas further. | | | |

ART & DESIGN: CORE STUDY FOR YEAR ONE

| 4. Formal Elements – Knowledge and Understanding: Colour, Form, Shape, Line, Tone, Texture, Pattern | | | |
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| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Colour: Recognise and name primary and secondary colours. ● Shape: Identify and draw simple geometric and organic shapes. ● Form: Understand the difference between flat (2D) and solid (3D) form in sculpture. ● Tone: Know that pressing harder/lighter changes the darkness of marks. ● Texture: Recognise textures (smooth, rough, bumpy) in materials. ● Pattern: Know what a repeating pattern is and how to make one. | <ul style="list-style-type: none"> ● Mix and apply colour accurately using paint. ● Create drawings using a range of shapes and lines. ● Create shapes and patterns through drawing, collage, or printing. ● Explore tone by pressing lightly or heavily with drawing tools. ● Use textures in rubbings, collages, or 3D form work. ● Use materials to create different textures in collages or rubbings. ● Construct simple patterns using stamps, cut-outs, or drawn marks. ● Make repeating patterns using stamps, printing, or drawing. ● Build simple 3D forms using clay or paper sculpture. | <ul style="list-style-type: none"> ● colour ● tone ● line ● shape ● form ● texture ● pattern ● repeat ● light ● dark ● rough ● smooth ● repeat ● 3D - three dimensional ● 2D - two dimensional | <ul style="list-style-type: none"> ● Colour mixing (painting activities). ● Shape work through Matisse cut-outs and collage. ● Form explored in Shio Kusaka-inspired sculpture. ● Texture in Coyle's collage and rubbings. ● Pattern printing (continuous provision). |
| <p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use contrasting colours and tones to create emphasis. ● Create complex or overlapping patterns. ● Begin to combine two or more elements in one piece (e.g. tone + texture). ● Use form purposefully in simple sculpture or folded paper work. ● Start to develop personal style preferences using elements. | | | |

ART & DESIGN: CORE STUDY FOR YEAR ONE

| 5. Evaluating own and others' work: Experimenting and refining work, evaluating others. | | | |
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| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Know that everyone's art is different and unique. ● Understand that we can make changes to improve our art. ● Recognise that artists often review and adjust their work. ● Know how to say kind and helpful things about others' work. ● Recognise feelings that art can express or inspire. ● Understand that it's okay to try again or experiment. | <ul style="list-style-type: none"> ● Talk about what they like about their own or a peer's work. ● Say one thing they could improve or change. ● Reflect on how they made their art (materials, steps taken). ● Try a new idea after feedback or reflection. ● Describe how their work makes them feel. ● Listen and respond positively to feedback. ● Choose to refine or add to their artwork after reflecting. | <ul style="list-style-type: none"> ● like ● change ● improve ● try again ● feedback ● feeling ● share ● happy ● proud ● fix ● reflect | <ul style="list-style-type: none"> ● Gallery walks and peer feedback. ● "2 stars and a wish" or "I like/I wonder" activities. ● Class displays with pupil commentary. ● Teacher and peer discussion after art sessions. ● Revisiting Art books or paintings to add or change details. ● Circle-time discussions after creating. |
| <p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Give specific suggestions for improvement using vocabulary. ● Evaluate their work and others using formal elements ("The lines are strong here.") ● Set a personal goal ("Next time I'll use a different background.") ● Use self-assessment checklists or smiley charts. ● Explain the creative decisions they made ("I used red here because...") | | | |