

Year 1 Scheme of Learning: Art and design

Year 1 Autumn - Picasso

Lesson 1	
Learning Objective	To know who Picasso is and why he is famous. To compare work from different artists.
Declarative Knowledge	<ul style="list-style-type: none">• Know that Pablo Picasso was born 'Pablo Ruiz y Picasso' in Malaga in Andalucia, Spain, on October 25, 1881.• Know that he was born to Spanish parents, Don Jose Ruiz y Blasco, a painter and art teacher, and Maria Picasso y Lopez.• Know that young Pablo was raised as a Catholic, but later declared himself an atheist.• Know that at age seven, Pablo began attending school in drawing and oil painting in the School of Fine Arts in Barcelona.• Know that art historians categorize Pablo Picasso's career into a number of distinct periods.• Know that the first was the Blue Period lasted from 1901 to 1904.• Know that the Rose Period began in the fall of 1904 and ended later in 1906, which manifested paintings with bright colors, including pink and red tones. Picasso featured actors, acrobats, and athletes in his work.• Know that Picasso's sculptures in the late 1800s were mainly made from wood or clay. From the 1900s he began to use more diverse materials, such as steel and wire.• Know that he produced over 50,000 pieces of artwork in his lifetime, including paintings, sculptures, ceramics, drawings, and tapestries.
Procedural Knowledge	<ul style="list-style-type: none">• Research
Key Vocabulary	Artist, Comparison, Compare, Differences, Similarities

Lesson 2	
Learning Objective	To design a collage in the style of Picasso.
Declarative Knowledge	<ul style="list-style-type: none">• Know that from 1909, Picasso and fellow artist, Georges Braque, began to develop Cubism – a style of painting where the objects and subjects of the paintings and sculptures were broken down and re-assembled in abstract form.
Procedural Knowledge	<ul style="list-style-type: none">• Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.• Use a sketchbook to gather and collect artwork.• Begin to explore the use of line, shape and colour.
Key Vocabulary	Collage, Cubism, Abstract, Rough, Soft, Crunch, Smooth, Hard, Overlap, Bumpy.

Lesson 3	
Learning Objective	To create a collage in the style of Picasso.
Declarative Knowledge	<ul style="list-style-type: none"> To know what a collage is. To know how to secure materials to a base layer.
Procedural Knowledge	<ul style="list-style-type: none"> How to cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. Create textured collages from a variety of media. Make a simple mosaic.
Key Vocabulary	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy.

Lesson 4	
Learning Objective	To explore a range of drawing media and the marks they make.
Declarative Knowledge	<ul style="list-style-type: none"> How to hold tools effectively. How to use tools effectively. How much pressure to apply to create light and dark shading. To know how to choose the correct tool to create the marks intended.
Procedural Knowledge	<ul style="list-style-type: none"> Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour.
Key Vocabulary	Thick Thin Light, Dark Shading, Tone, Broad, Narrow, Fine, Pattern Line, Shape, Detail.

Lesson 5	
Learning Objective	To record self-portraits by observation.
Declarative Knowledge	<ul style="list-style-type: none"> To know what a portrait is. To observe own features by observation.
Procedural Knowledge	<ul style="list-style-type: none"> Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint. Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour. To copy an outline of head and features. To achieve likeness of features.
Key Vocabulary	Thick, Thin, Light, Dark Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Observe, Portrait.

Lesson 6	
Learning Objective	To finalise self-portraits by observation.
Declarative Knowledge	<ul style="list-style-type: none"> • Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour. • Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour.
Procedural Knowledge	<ul style="list-style-type: none"> • To observe closely. • To understand what a self-portrait is – the marks that are being made is what they are seeing – transfer skill. • How to draw a curved line.
Key Vocabulary	Thick, Thin, Light, Dark Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature.

Year 1 – Andy Goldsworthy

Lesson 1	
Learning Objective	To explore who Andy Goldsworthy is and his artwork.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that Andy Goldsworthy was born on 26th July 1956, in Cheshire, England. • Know that he studied fine art at Bradford College of Art and he also trained at Preston Polytechnic. • Know that he lives and works in Scotland in a village called Penpont. • Know that Andy Goldsworthy produces artwork using natural materials (such as flowers, mud, ice, leaves, twigs, pebbles, boulders, snow, thorns, bark, grass and pine cones). • Know that much of his work is made outside and is meant to be temporary. He photographs the artwork and then allows it to remain in the natural environment and decay at its own rate. Sometimes he photographs the same work in different conditions. • Know that Goldsworthy says he ‘works with nature as a whole’ and sometimes he often doesn’t use man-made tools to produce his sculptures. • Know that he has four children. • Know that Andy Goldsworthy was given an OBE in 2000. • Know that he has won many awards for his work, including: the Yorkshire Arts Award and the Scottish Arts Council Award. • Know that he has shown his work in many exhibitions and he’s published several books containing photographs of his environmental art, including: Arch, Wood, Passage, Enclosure and Stone.
Procedural Knowledge	Record and explore ideas from first hand observation, experience and imagination.
Key Vocabulary	Nature, Natural, man-made, sculptures, environmental

Lesson 2	
Learning Objective	To sort items by material and colour.
Declarative Knowledge	<ul style="list-style-type: none"> • To know the prime colours. • To know different materials by name. • To know how to sort items by a theme.
Procedural Knowledge	<p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p>
Key Vocabulary	Material, Colour, Observe, Organise / sort, Cutting Shapes, Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature.

Lesson 3	
Learning Objective	To use a variety of materials to create paths.
Declarative Knowledge	<ul style="list-style-type: none"> To know how to organise materials
Procedural Knowledge	<ul style="list-style-type: none"> Create images from imagination, experience or observation. Experiment with the visual elements; line, shape, pattern and colour. Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. Explore sculpture with a range of malleable media and natural materials. Design patterns of increasing complexity and repetition.
Key Vocabulary	Material, Colour, Observe, Organise / sort, Cutting Shapes, Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature.

Lesson 4	
Learning Objective	To select materials and make ephemeral spirals or circles.
Declarative Knowledge	<ul style="list-style-type: none"> To know what a spiral is. To know what ephemeral means.
Procedural Knowledge	<ul style="list-style-type: none"> Create images from imagination, experience or observation. Experiment with the visual elements; line, shape, pattern and colour. Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. Create textured collages from a variety of media (maybe 3-D). Explore sculpture with a range of malleable media and natural materials. Design patterns of increasing complexity and repetition.
Key Vocabulary	Ephemeral – lasting a short amount of time. Materials, Shapes – Circle, Patterns, Sculpture, Structure, Assemble, Construct.

Lesson 5	
Learning Objective	To manipulate materials when creating sculptures.
Declarative Knowledge	<ul style="list-style-type: none"> To know what tools are best suited to own work. To know what a sculpture is.
Procedural Knowledge	<ul style="list-style-type: none"> Create textured collages from a variety of media (maybe 3-D). Explore sculpture with a range of malleable media and natural materials. Create images from imagination, experience or observation. Build a repeating pattern and recognise pattern in the environment. Design patterns of increasing complexity and repetition.
Key Vocabulary	Natural materials, Land Art, Sculpture, Patterns.

Lesson 6	
Learning Objective	To create a piece of digital art.
Declarative Knowledge	<ul style="list-style-type: none"> • To know how to use a camera. • To know how to retrieve an image on a camera.
Procedural Knowledge	<ul style="list-style-type: none"> • Design patterns of increasing complexity and repetition. • Build a repeating pattern and recognise pattern in the environment. • Create images from imagination, experience or observation. • Create textured collages from a variety of media (through digital layering).
Key Vocabulary	Digital Art, Layers, Thick, Thin, Light, Dark, Shading, Tone, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature.