

Art – Year 1 – Summer 1
Painting and mixed media: Colour Splash (5 lessons)
Craft and design: woven wonders (lesson 4)

	Previous Learning / sticky knowledge	<u>EYFS – painting and mixed media – paint my world</u> Physical development Develop small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG:</u> Begin to show accuracy and care when drawing. Expressive arts and design Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used. This unit: Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.	EYFS – This unit: Give an opinion about whether an activity counts as ‘art’. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn’t work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don’t go right the first time. Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuna’s artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like about their finished work.	
	Curiosity questions	Substantive knowledge	Disciplinary Knowledge	Key Vocabulary
Wk 1	What is a primary colour?	Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Evaluating and analysing:	Primary colours Secondary colours Mix Blend

		Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	
	<u>Retrieval Practice Questions</u> Last week: Last term: demo how to roll paper. Last year: show the primary colours and name them.			
Wk 2	How do I make secondary colours?	Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Mix Primary colours Secondary colours
	<u>Retrieval Practice Questions</u> Last week: what happens when we mix primary colours? Last term: demo a concertina fold. Last year: what happens if you add more water to paint?			
Wk 3	How can I make a clear print?	Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Evaluating and analysing: Describe and compare features of their own and others' artwork.	Pattern Shape Kaleidoscope Texture Space

		Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	
	<u>Retrieval Practice Questions</u> Last week: Numbers in Color, 1958-59 by Jasper Johns – discuss Last term: when something is not flat it is called ... Last year: how do you make green?			
Wk 4	What is a hue?	Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Shade Hue Primary colour Secondary colour Pattern
	<u>Retrieval Practice Questions</u> Last week: What is printing? Last term: an example of 3D art is – sculpture, painting or drawing. Last year: Orange plains by Megan Coyle - what can you see?			
Wk 5	Who is Clarence Cliff?	Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Design Paint Concentric circles Silhouette

	<u>Retrieval Practice Questions</u> Last week: What does hue mean? Last term: Who is the artist that created giant spiders? Last year: What is a landscape?			
Wk 6	What is the warp and weft?	Formal elements: Form: Know that three dimensional art is called sculpture. Making skills: What materials can be cut, knotted, threaded or plaited. How to wrap objects/shapes with wool. How to measure a length. How to tie a knot, thread and plait. How to make a box loom. How to join using knots. How to weave with paper on a paper loom. How to weave using a combination of materials. Knowledge of artists: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Knowledge of artists: Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	weaving warp weft
	<u>Retrieval Practice Questions</u> Last week: Clarence Cliff circle trees – discuss. Last term: what is knotting used for? Last year: What makes a better paint brush? Feather, grass or twig.			
	WOW Experience Days	Seaside experience day (children experience paddling, building sandcastles, ice cream, Punch and Judy etc.). Visit to the seaside. Parents / grandparents into school to talk to children about what the seaside was like in the past – question and answer session, children to write questions. Photos/video footage of seascides in the past.		