



Art Subject Map - Y1

Autumn 1					
Project title: Childhood Funny Faces and Fabulous Features					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To understand what portraits and self-portraits are	Identify features of portraits, including facial features and their position on the face	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks	Drawing pictures of themselves	Growth Change
2	To represent the human face, using drawing from observation.	To draw a portrait using simple lines and shapes	A portrait is a drawing of somebody else's human face including features, such as eyes, nose, mouth, forehead, eyebrows and cheeks	Drawing pictures of themselves	Growth Change
3	To represent the human face, using drawing from observation.	To draw a self-portrait using simple lines and shapes	A self- portrait is a drawing of your own face including features, such as eyes, nose, mouth, forehead, eyebrows and cheeks	Drawing pictures of themselves	Growth Change
4	To identify similarities and differences between artists' work. (Picasso and Kahlo)	Describe and explore the work of significant artists.	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	To explore artwork made by significant artists	Significance
5	To be able to use chalk pastels for a purpose	To use pastels to blend within a given shape	To be able to choose the correct colour for a desired purpose	Simple use of pastels	Change Investigation
6	To create a portrait in the style of a significant artist	To use line drawings and pastels to create a portrait in the style of Picasso or Kahlo	To know how to recreate art in the style of Picasso or Kahlo, using pencil and chalk pastels.	Simple use of pastels and line drawings	Significance



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Autumn 2					
Project title: Mix it up					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To identify the three primary colours	Identify the primary colours	To know that the primary colours are red, yellow and blue	Naming colours	Change Investigation
2	To identify primary and secondary colours	To mix two primary colours together	To know what secondary colour is made when two primary colours are mixed together	Naming colours	Change Investigation
3	To identify similarities and differences between artists' work. (Kandinsky)	To identify similarities and differences between two or more pieces of work	To know that different artists use shape and colour in different ways.	Talk about similarities and differences between artists' work	Significance
4	To mix primary colours together to create a desired outcome	To identify and use paints in the primary and secondary colours within a defined shape.	To know that primary colours can be mixed in different ways to create secondary colours.	Naming colours	Change Investigation
5	To mix primary colours together to create a desired outcome	To identify and use paints in the primary and secondary colours within a defined shape.	To know that primary colours can be mixed in different ways to create secondary colours.	Naming colours	Change Investigation
6	To create a piece of artwork inspired by a significant artist (Kandinsky)	To use a printing technique to mix colours	To know that primary colours can be mixed in different ways to create secondary colours.	Dot printing	Significance



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Spring 1					
Project title: Bright Lights, Big City, Rain and Sunrays					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To use a range of materials creatively to design and make a motif	To make transient art and pattern work using a range or combination of man-made and natural materials A motif is a decorative image or design, often repeated, to form a pattern.	To know that transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	Use natural materials and loose parts to make 2d and 3d models	Investigation
2	To explore line and shape using hard and soft pencils and pens	To use soft and hard pencils to create different types of line and shape	To know that soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	Select appropriate tools and media to draw with.	Investigation Change
3	To explore the texture of different materials	To communicate their ideas simply before creating artwork.	To know that discussion and initial sketches can be used to communicate ideas and are part of the artistic process To know that textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled.	Communicate their ideas as they are creating artwork.	Investigation Change
4	To design and make a collagraph block using a	To design and make art to express ideas.	To know that collagraphy is a way of printing in which a	Create art in different ways on a	Change Investigation



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	range of textural materials		picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print. To know that different textures hold varying amounts of ink. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, card and bubble wrap are some examples.	theme, to express their ideas and feelings	
5	To create a print using the collagraphy method	To make simple prints and patterns using ink.	To know that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	Make simple prints and patterns using a range of liquids including ink and paint.	Change Investigation
6	To select a motif to design and make into a collagraph block	To experiment with the composition of the motif before creating a final design.	To know that collagraphy is a way of printing in which a picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print.	Create art in different ways on a theme, to express their ideas and feelings	Investigation



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Spring 2					
Project title: Rain and Sunrays					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To create a repeating pattern print using the collagraphy method	To make a simple repeating pattern print using a collagraph block, rollers and ink.	To know that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	Make simple prints and patterns using a range of liquids including ink and paint.	Change Investigation
2					
3	To evaluate and analyse	To be able to say what they like about their own or others' work using simple artistic vocabulary.	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Share their creations explaining the processes they have used.	Change Investigation

Summer term					
Project title: Street View					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To explore buildings and their features in our local area	Draw or paint a place from memory, imagination or observation.	To know that drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past)	Draw or paint a place from observation or imagination	Investigation
2	To explore the work of a range of artists	Identify similarities and differences between two or more pieces of art.	To know that similarities and differences between two pieces of art include the materials used, the subject matter and	Discuss similarities and differences in their own and others' work, linked	Significance



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			the use of colour, shape and line.	to visual elements, such as colour, scale, subject matter, composition and type.	
3	To learn about the work of a significant artist	Describe and explore the work of a significant artist.	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work	Explore artwork by famous artists and talk about their likes and dislikes.	Significance
4	To mix primary colours together to create a desired outcome	Identify and use paints in the primary colours.	The primary colours are red, yellow and blue Secondary colours are made by mixing primary colours. The secondary colours are purple green and orange.	Use primary and other coloured paint and a range of methods of application.	Change
5	To use a range of materials creatively to create form	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough Form can be created by layering materials, such as cardboard, or	Manipulate malleable materials into a variety of shapes and forms using their hands	Change Investigation



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			by adding wire to make parts of paintings stand out from the surface.	and other simple tools.	
6/7	To work collaboratively to produce a creative piece of work	Communicate their ideas simply before creating artwork.	A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.	Communicate their ideas as they are creating artwork.	
8	To evaluate and analyse your own and others' work	To be able to say what they like about their own or others' work using simple artistic vocabulary.	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Share their creations explaining the processes they have used.	Change Investigation