


<p>Year Group: 1</p>	<p>Title: Where the Wild Things Are</p>
<p>National Curriculum coverage: Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Context: Fits in with Music and Science and uses children's interests and awe and wonder in animals and nature.</p>
<p>Concepts: Line / Pattern / Tone/ Texture/ Shape</p>	<p>Pre & Post Learning: Portrait Task</p>
<p>Visits and Visitors: Yorkshire Sculpture Park</p>	<p>St. Mary's Experience: N/A</p>
<p>Careers/preparation for adulthood: Art Historian / Curator Museum or Gallery Educator Art Critic / Writer Illustrator Printmaker Painter / Artist Textile Designer Children's Book Illustrator</p>	<p>Key People: Kandinsky Franz Marc Maurice Sendank Walt Disney Colin Self Jean-Jacques Rousseau Jacques-Laurent Agasse</p>
<p>Catholic Social Teaching:</p>  <p>Stewardship - Recognising that artists are inspired by animals, plants, landscapes, and natural patterns can foster respect for the environment and encourage children to observe and value it.</p>	<p>British Values:</p> <ul style="list-style-type: none"> 👉 Mutual Respect & 🌍 Tolerance - Exploring stories of artists from different countries and backgrounds helps children appreciate cultural diversity. Also, studying how artists are inspired by nature from all over the world can show children that art connects humans across time and cultures, fostering respect for diversity. ☀️ Individual Liberty - Children explore what they like about a piece of art and make personal choices in their artwork.
<p>End points (by the time pupils leave St. Mary's):</p> <ol style="list-style-type: none"> 1. Theoretical Knowledge: Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them. 2. Theoretical Knowledge: Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them inspire their own work. 3. Practical knowledge: Be able to draw carefully from observation, understanding how to use different marks, scale and perspective 4. Practical knowledge: Master artistic techniques (colour, pattern, texture, line, shape, form), including painting, drawing, sculpture, photography, textiles and clay 5. Disciplinary knowledge: Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this. 6. Disciplinary knowledge: Be able to show a development of ideas and think critically about their own art (sketch book) 	

<p>Prior knowledge: EYFS</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Be able to say that art is made by artists and they have to take care making it. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Enjoy the act making/creating. Have fun with art. - Use different colours, shapes, materials etc. - Make simple representations of people and other things - Show some control when exploring tools and materials - Begin to use a variety of drawing and painting tools. Use drawings and paintings to tell a story. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Art can be 2-D or 3-D and is a way of expressing ourselves. 	<p>Future knowledge: Y2</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Understand artists take their inspiration from the world around them. - Understand that in art we can experiment and discover things for ourselves. - Understand how the artists experiences shapes and feeds into their work. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Use and explore different techniques e.g. embroidery, applique, fabric crayons - Experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot. - Be able to talk about features of different types of painting. - Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes - Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Art can be for a specific purpose, such as designing a building or illustrating a story. - The purpose of art differs in different cultures. (link to puppets) 				
<p>Crucial Knowledge: Y1</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Look at the work of artists (Kandinsky, Franz Marc, Maurice Sendank, Walt Disney Colin Self) and find out about their story. - Say what I like about a piece of artwork and notice and describe some simple features of different kinds of art, craft and design <p>Practical /Procedural knowledge:</p> <ul style="list-style-type: none"> - Explore lines made by different tools and on different scales. - Understand prints are made by transferring an image from one surface to another. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Make repeats in patterns and sequences. - Understand collage is the art of using different things like papers to make images. - Explore properties of the paint and how you can use it to affect your mark making. - Mix primary colours together to make secondary colours. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - Artists can be inspired by the natural world and have been making art based on the natural world for almost as long as humans have existed e.g. cave paintings 	<p>Vocabulary:</p> <table border="1"> <thead> <tr> <th data-bbox="1207 858 1666 986">Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</th> <th data-bbox="1666 858 2112 986">Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1207 986 1666 1437"> <p>pattern sequence similarity difference tools techniques shape spiral sketch</p> </td> <td data-bbox="1666 986 2112 1437"> <p>texture print tone paint self-portrait primary colour secondary colour collage</p> </td> </tr> </tbody> </table>	Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)	Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)	<p>pattern sequence similarity difference tools techniques shape spiral sketch</p>	<p>texture print tone paint self-portrait primary colour secondary colour collage</p>
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