



Y1 art overview 2021-22

Art Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Talking Evaluating
Responding	<ul style="list-style-type: none"> To begin to discuss observed art pieces To learn to follow guidance from tutor (techniques, top-tips) To begin experiment with own compositions 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding the history and origins of artists, designers, craft-makers, architects To know about different techniques that a variety of artists used to create their art pieces and understand why they chose or explored these techniques Understanding the history of art forms and purpose for creations Understanding how art reflects a community or culture Understanding as to how art keeps traditions alive Understand how art in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing) 	<ul style="list-style-type: none"> Through class teacher led presentations with children note-taking Group research on history and /or origins and of masterpieces from masters in their fields 	TERM1: Portraiture- inspiration from the classical masters: looking at others; looking at me	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> To begin to research great artists, craft makers, designers To begin explore the sketch books of professional artists. To begin to make comparisons between genres To begin to understand the historical and cultural development of art 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 						
Designing	<ul style="list-style-type: none"> To begin to keep and use their own sketch book (creative journal, visual diary) To begin to record observations (annotations) To begin to plan/ explore/ experiment with designs To begin to note-take in their own sketch book 	<ul style="list-style-type: none"> Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally 						
Creating	<ul style="list-style-type: none"> To begin to compose own composition following planned design To begin to compose after an artist's style To begin to compose in more than medium (paint, textile, design, sculpture, collage, print) 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from still-life/ stimuli 						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> To begin to observe a variety of artworks, identifying particular elements To begin to observe someone else's chosen art piece To begin to observe and critique other compositions To begin to critically evaluate own compositions 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> To begin to develop the ability to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 art curriculum To begin to develop the ability to resolve conflicts and differing opinions should these arise To develop an enjoyment of art To begin to develop the ability to use their imagination and creativity To begin to develop the ability to reflect on tasks To begin to develop the ability to Investigate and offer views on ethical issues in art studied To begin to develop the ability and willingness to explore and understand art from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Setting of research opportunities using given websites and researching finding own information Setting of opportunities and briefs that require engagement with others of differing backgrounds 						