

Yearly Skills & Knowledge Progression

Subject: ART
Year group: 1

	Half Term 1	Half Term 2
Autumn	<p>Knowledge: Study a range of artists, craft makers and designers (SMSC 3, 5) Know the names of tools, techniques and elements that he/she uses.</p> <p>Skills: Make marks in print using found objects and basic tools and use these to create repeating patterns (Arabesque patterns (Islam)) Explore mark making using a variety of tools- drawing pencils and colouring pencils Uses a variety of tools to represent objects in lines- drawing pencils and colouring pencils (SMSC 1, 4) (BV 2) Cut sort and shape fabrics and experiment with ways of joining (Black history months- Faith Ringgold 'story quilts') Use artwork to record ideas, observations and experiences</p>	<p>Knowledge: Study a range of artists, craft makers and designers (SMSC 3, 5) Know the names of tools, techniques and elements that he/she uses.</p> <p>Skills: Make marks in print using found objects and basic tools and use these to create repeating patterns (Rangoli) Explore mark making using a variety of tools- chalk, pastels, charcoal and crayons Uses a variety of tools to represent objects in lines- chalk, pastels and crayons (SMSC 1, 4) (BV 2) Explain what he/she likes about the work of others. (SMSC 2) (BV 1)</p>
	<p>What can make this personal to Dovers Green? Self portraits in sketch books (termly assessment) Studying artist and illustrator -Faith Ringgold (SMSC 3, 5) Studying Axel Scheffler- artist and illustrator Drawing of class tree</p>	
Spring	<p>Knowledge: Know the names of tools, techniques and elements that he/she uses.</p> <p>Skills: Explore mark making using a variety of tools- ballpoints and felt tips Uses a variety of tools to represent objects in lines- ballpoints and felt-tips (SMSC 1, 4) (BV 2) Explain what he/she likes about the work of others. (SMSC 2) (BV 1)</p>	<p>Knowledge: Study a range of artists, craft makers and designers Know the names of tools, techniques and elements that he/she uses.</p> <p>Skills: Experiment with different materials to design and make products in 2 and 3 dimensions (Forest School- Andy Goldsworthy) (SMSC 3, 5) (BV 4) Make structures by joining simple objects together</p>

<p><u>What can make this personal to Dovers Green?</u> Self Portraits in sketch books (termly assessment) Creative Arts Week/Dovers Green Gallery (SMSC 2) Link to Forest School: Study Andy Goldsworthy sculptures with links to natural and man-made materials (SMSC 3, 5) Drawing of class tree</p>	
<p>Knowledge: Know the names of tools, techniques and elements that he/she uses. Skills: Cut sort and shape fabrics and experiment with ways of joining- (dying fabrics for medieval costume using flowers/plants from Forest School) (SMSC 4, 5) (BV 2)</p>	<p>Knowledge: Know the names of tools, techniques and elements that he/she uses. Skills: Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines (SMSC 4) Explore mark making using a variety of tools (revisiting tools used throughout the year) (BV 4)</p>
<p><u>What can make this personal to Dovers Green?</u> Self Portraits in sketch books (termly assessment) Link to science: Observational drawing of a flower, tree or leaf Dying fabrics using natural materials found in Forest School (SMSC 4, 5) Green week- using recycled materials to create image Drawing of class tree</p>	

The development of SMSC and the promotion of British Values within Art	
SMSC	<ol style="list-style-type: none"> 1. Children will have the opportunity to choose the media and materials they wish to use to create their art work. 2. Children will have the opportunity to share their art work and be taught to begin to critique the work of others 3. Children will be introduced to a range of artists and art work 4. Children will be given the opportunity to use different media and mediums to create art work 5. Children will have the opportunity to explore art from different eras and cultures 6. Children will have the opportunity to visit other places in the community displaying art work.

British Values

1. Democracy; encourage respect for democracy by making decisions together or voting for art work that we like the best from a selection created by specific artists.
2. Rule of Law; enable students to share resources.
3. Respect and Tolerance; encourage students to be positive about the work of others and begin to understand that we all have our own opinions.
4. Individual Liberty; Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning.