

### Just Imagine – Skills Development and Mapping

Year 1

Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	<b>Pre structural</b> No real understanding of topic, fails to grasp concept	<b>Uni structural</b> Able to identify intended learning and follow simple instructions but limited knowledge	<b>Multi structural</b> Can perform and combine simple skills but not independent in using strategies for learning	<b>Relational</b> With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.	<b>Extended abstract</b> Fully independent in making connections between facts learned and able to reflect and draw conclusions
Key learning  <b>A skill is the capacity to perform, on what is known.</b>	With help, I can find out about some basic facts about a range of writers, artists and designers. I can start to copy different techniques.	I can use books (or materials) provided for me to compare the work of two different creative people	I know how to use different artistic methods to make something creative, with some help.	I know how to analyse a piece of creative work and can show my findings to others. I can draw conclusions about an artistic style.	I can use all of the information I have learned about creative people and can create a visual presentation about my conclusions.  <b>History</b> To learn about the life of a famous artist and produce a non- fiction poster/ booklet about the artist. To create a time line to compare different works of art across the centuries.
<b>Attainment – The knowledge</b>					
To learn about a famous artist, their techniques and artistic style. (History and Art)	I need to know about the artist	I know the period of time it was created	I know how to explain what the style was using the correct language	I can find similarities and differences between two artworks	<b>Art</b> To create a piece of work in a similar style to artists studied within the Year Group.
To create a wide range of art using different art techniques (Art)	I need to know what the creative work was about	I know what the artist is trying to portray	I know what tools or techniques a creative person used	I can use the same medium to make my own piece of work	<b>English</b> To write an imaginative story based upon Alan Peat’s ‘Boxing Clever’ To be able to learn and recite some Nonsense Rhymes – Spike Milligan, Edward Lear ‘The Owl and the Pussycat’
To learn the origin and the artists’ inspiration. (Geography)	I need to know about the artist	I know some facts about the creator	I can describe some of the key features that make the art special	I can describe where the art comes from, why it is special and who did it	

To design, make and evaluate their own product/model. (DT)	I can begin to identify parts of a picture that could move	I can investigate sliders in moving picture books	I can follow simple instructions to make a sliding mechanism for a picture.	I can design and make my own moving picture using a sliding mechanism	<b>Design and Technology</b> Design and make a boat To design and make a moving pictures or winding mechanisms – to illustrate ‘The Owl and the Pussycat’
To create a contemporary piece of art using software on a tablet/computer (ICT)	I can recognise that some programs can be used to make a picture.	I can access the appropriate program and begin to use a limited range of tools.	I can access the appropriate program and begin to use a greater range of tools with increasing accuracy	I can use my skills to recreate work by a contemporary artist	
					<b>Geography</b> Locate on a map where the art/ artists get their inspiration from. How has it influenced their work? e.g. H. Rousseau.
					<b>ICT</b> To recognise and replicate some works by contemporary artists (e.g. Warhol) and reproduce using a similar style.

### What is the hook?

Whole school Gallery – end of the block of work. Displayed in hall.

<https://www.tate.org.uk/kids>

<https://www.bbc.com/teach/ten-pieces>

Visit from a local artist.

### **Vocabulary your child will need to know and understand before next term.**

movement	gallery	contemporary	watercolour	Illustrations
painting	easel	medium	printing	evaluate
sketch	brushes	oil	texture	classical
artist	sculpture	pastel	colour	modern
photograph	acrylic	chalk	collage	

Knowledge and Skill being Developed	Short plan- Main Activity	Resources Needed
<p><i>To learn about a famous artist, their techniques and artistic style.</i></p> <p><b>Literacy:</b> Non-fiction writing Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>develop positive attitudes towards and stamina for writing by:</b></li> <li>♣ writing narratives about personal experiences and those of others (real and fictional)</li> <li>♣ writing about real events ♣ writing for different purposes</li> <li>• <b>consider what they are going to write before beginning by:</b></li> <li>♣ planning or saying out loud what they are going to write about</li> <li>♣ writing down ideas and/or key words, including new vocabulary</li> <li>♣ encapsulating what they want to say, sentence by sentence</li> <li>• <b>make simple additions, revisions and corrections to their own writing by:</b></li> <li>♣ evaluating their writing with the teacher and other pupils</li> <li>♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>♣ proof-reading to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Art:</b> Use range of art techniques – size, shape, pattern, tone, texture</p>	<p>To learn about the life of a famous artist and produce a non-fiction poster/ booklet about the artist.</p> <p>To create a time line to compare different works of art across the centuries e.g. now and then /long ago.</p> <p>To create a piece of work in a similar style to artists studied within the Year Group.</p> <p>To develop skills using colour, texture, line, shape and space.</p> <ul style="list-style-type: none"> <li>• Colour mixing - Mark Rothko, LS Lowry</li> <li>• Line and shape – Kandinsky</li> <li>• Colour and shape – van Gogh</li> <li>• Texture – Andy Goldsworthy</li> <li>• Pattern and design- Jackson Pollock, Paul Klee</li> <li>• Graphics- Andy Warhol (ICT)</li> </ul>	<p>A selection of art, craft and natural media.</p> <p>Visiting artist</p> <p><a href="http://www.tatekids.com">www.tatekids.com</a></p> <p>All Saints computer suite</p>

<p><i>To learn the origin and the artists' inspiration.</i></p> <p><b>Geography:</b> To use maps, globes, atlases and ICT to identify different countries with connections to the artist.</p> <p>Basic geographical vocabulary</p>	<p>Locate on a map where the art/ artists get their inspiration from.</p> <p>Discuss the physical and human features within the area studied.</p> <p>Discuss weather and climate and how these may affect the artists' work</p>	<p>Maps, atlases, globes, iPads and All Saints' computer suite.</p>
<p><i>To design, make and evaluate their own product/model.</i></p> <p><b>D/T:</b> To design a purposeful, functional, appealing product based upon design criteria.</p> <p>Communicate their ideas through talking, drawing, templates and/or mock ups.</p> <p>Select from and use a range of tools and equipment to perform the task.</p> <p>Explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.</p>	<p>(Link to science work)- Design and make a boat that can carry a specified weight and float.</p> <p>Design and make a moving picture or a winding mechanism to illustrate 'The Owl and the Pussycat'.</p> <p>Use their picture to describe the scene and develop a short narrative.</p>	<p>Recyclable materials, scissors, glue, masking tape, coloured pens, copy of 'The Owl and the Pussycat', a range of moving books and model boats to explore and investigate.</p>
<p><i>To create a contemporary piece of art using software on a tablet/computer</i></p> <p><b>ICT:</b> Using Purple Mash/word processing tool to complete tasks e.g. saving, retrieving etc.</p>	<p>Recognise and replicate some works by contemporary artists (e.g. Warhol) and reproduce using a similar style.</p> <p>Use pic collage or similar programs to recreate a piece of art based on Andy Warhol's pop art portraits.</p>	<p>iPad/ computer suite, a selection of appropriate art media and tools.</p>

Use pic collage tools to present topic work in a digital format.

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<p><b>Additional links</b>  Citizenship  Find out about local writers, poets and artists</p> <p><b>Computing</b>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Homework</b>  See Below</p> <p><b>Music</b>  Using BBC Ten Pieces</p>	<p><b>Maths</b>  Practice and develop measuring skills in DT  Use of shape in art and DT</p>		
	<p><b>Science</b>  Stand-alone but could include work on colour and light.</p>	<p><b>Essential Knowledge for children</b>  Explain what an art is.  To identify differences between several artist.  Use a sources – observe and handle sources to answer questions about an artist.</p>	

### **Year 1 and 2 Easter Activity**

During the summer term, the children will be learning about art and artists. To prepare them for the topic next term we would like you to help your child to understand some new words that will be used during the topic. We would also like you to help them to experience some real art!

### **Vocabulary your child will need to know and understand before next term**

movement	gallery	contemporary	watercolour	illustrations
painting	easel	medium	printing	evaluate
sketch	brushes	oil	texture	
artist	sculpture	pastel	colour	
photograph	acrylic	chalk	collage	

### **Visit a gallery**

We would like you to go to a gallery or museum and enjoy some art – we would like you to talk with your child about what they like, and do not like about it. Maybe find out about the artist. We would also love you to send a photo to school of your child next to a piece of artwork. Email to - [admin2332@welearn365.com](mailto:admin2332@welearn365.com)

We suggest a visit the Herbert museum in Coventry, Market Hall Museum in Warwick or Pump Rooms in Leamington Spa. Entrance is free.

## Planning

### Week 1

- Review what children have completed as homework. Use vocab and see what children's understanding is – support as necessary
- Year 1 give more support and recue the vocab. Ensure children with processing difficulties have more time.
- Work more on feelings and demotions – opinions. Where possible talk about the stories behind the painting, or what the story might be.

### Week 2

- Narrow down chosen artist or movement – use children's ideas. Investigate further
- Start to imitate experiment with different mediums and techniques
- Splitting up a master piece in to a grid and sharing out the grids

### Week 3

- Develop and refine techniques, ensuring a broad use of vocabulary is used in class.
- Assess and review