

Just Imagine – Skills Development and Mapping

Year 1 – Summer Term



Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Pre structural No real understanding of topic, fails to grasp concept	Uni structural Able to identify intended learning and follow simple instructions but limited knowledge	Multi structural Can perform and combine simple skills but not independent in using strategies for learning	Relational With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.	Extended abstract Fully independent in making connections between facts learned and able to reflect and draw conclusions
Key learning A skill is the capacity to perform, on what is known.	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.
Attainment – The knowledge					HISTORY 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.
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	ART 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	LITERACY To write an imaginative story.
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 be able to learn and recite some Nonsense Rhymes.

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	DESIGN & TECHNOLOGY Design and make a moving picture linked to the key text. Create bunting as a class for a celebration. GEOGRAPHY Locate on a map where the art/artists get their inspiration from. How has it influenced their work? ICT To recognise and replicate some works by contemporary artists and reproduce using a similar style.
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	

What is the hook?

Year Group Art Gallery – end of the block of work. Displayed in hall.

African Drumming workshop.

<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
acrylic	chalk	collage	photograph	

Knowledge and Skill being Developed LITERACY	Short plan- Main Activity	Resources Needed
<p><i>To learn about a famous artist, their techniques and artistic style.</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events □ writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation 	<p>Create a factfile about the life and artwork of a famous artist.</p> <p>Create a 'art' glossary of key words and new vocabulary (as above).</p> <p>Imaginative writing based in the style of Julia Donaldson's The Magic Paintbrush.</p> <p>Writing based on a well-known piece of artwork.</p> <p>Rhyming texts and nonsense rhymes.</p>	<p>Key texts:</p> <ul style="list-style-type: none"> -The Magic Paintbrush – Julia Donaldson -Laurence Anholt books -James Mayhew books (based on artists) -Nonsense rhymes / texts.
Knowledge and Skill being Developed ART	Short plan- Main Activity	Resources Needed
<p>Use range of art techniques – size, shape, pattern, tone, texture</p> <p>To learn the origin and the artists' inspiration. (link to Literacy for the term)</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 (links included from previous artists covered).</p> <ul style="list-style-type: none"> • Colour mixing - Mark Rothko, LS Lowry 	<p>A selection of art, craft and natural media.</p> <p>Visiting artist</p> <p>www.tatekids.com</p>

	<ul style="list-style-type: none"> • Line and shape – Kandinsky • Colour and shape – van Gogh • Texture – Andy Goldsworthy • Pattern and design- Jackson Pollock, Paul Klee • Graphics- Andy Warhol (ICT) 	
Knowledge and Skill being Developed GEOGRAPHY	Short plan- Main Activity	Resources Needed
<p>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>	Maps, atlases, globes, iPads.
Knowledge and Skill being Developed DESIGN & TECHNOLOGY	Short plan- Main Activity	Resources Needed
<p><i>To design, make and evaluate their own product/model.</i></p> <p>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>Design and make a moving picture.</p> <p>Design and make class bunting for a celebration.</p>	<p>Mixed media, scissors, glue, masking tape, coloured pens, a range of moving books.</p> <p>Fabric, needles, thread.</p>
Knowledge and Skill being Developed ICT	Short plan- Main Activity	Resources Needed
<p><i>To create a contemporary piece of art using software on a tablet/computer</i></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Using Purple Mash/word processing tool to complete tasks e.g. saving, retrieving etc.</p>	<p>Use the internet to research famous artists.</p> <p>Recognise and replicate some works by contemporary artists and reproduce using a similar style.</p>	iPads

Knowledge and skill being developed MUSIC	Short plan	Resources needed
Learning to listen and appraise music	Your Imagination!	Charanga music scheme
To embed the foundations of music using voices and instruments	Reflect, Rewind and Replay	