

The background of the entire page is a repeating pattern of cartoon illustrations. It includes children of various ages and genders, some wearing aprons and berets, holding paintbrushes and paint palettes. There are also various handprints in different colors (green, blue, yellow, red) and paintbrushes scattered throughout.

Art

Year 1

Term by Term Coverage

**Fairisle Infant and Nursery School**



**Expect Success**

# Autumn 1: World of Colour

Can you say what we will be learning about in our topic 'All About Me!'?

By the end of this term, children should know how to:

- identify a primary colour
- mix 2 primary colours together creates a secondary colour
- mix paints to add greater depth and detail to artwork

## Vocabulary

ing paint

**Primary colours:** basic colours mixed together to produce other colours

**Secondary colours:** a colour resulting from mixing 2 primary colours

**Mixing:** to combine and put together to paint colours

**Primary colours:** red, yellow, blue

**Paintbrush:** a brush for apply-



# Autumn 1: Mark Making

Can you say what we will be learning about in our topic 'All About Me!'?

By the end of this term, children should know how to:

- make straight, curved and zigzag marks using a range of media e.g. pens, pastels and pencils
- sketch and will practice this by sketching lines and simple shapes using different media and different marks created
- hold a paintbrush correctly to make marks using paint

## Vocabulary

**Media:** main mass of communication

**Oval:** a rounded shape like an egg

**Circle:** a curved shape that is round

**Dotted:** marked with the form of dots

**Freehand:** drawing without anything to guide the hand

**Horizontal:** parallel to the plane of the horizon

**Gallery:** room or building for display of art

**Wavy:** an edge that curves smoothly in and out

**Zigzag:** line that has abrupt turns  
Vertical

**Straight:** extending without a curve

**Perspective:** representing 3D ob-

jects on a 2D surface to give height and depth

**Geometric:** characterised with regular lines and shapes



## Autumn 2: Collage

Can you say what we will be learning in our topic 'Once Upon a Time...'?

By the end of this term, children should know how to:

- manipulate different types of paper e.g. tissue paper, newspaper
- understand what type of paper is best to create a collage
- tear and crumple paper
- to look and reflect on their work
- collage on a smaller scale and edit and improve
- use a range of collage techniques to create an effect

### Vocabulary:

**Background:** the setting for an image

**Collage:** sticking different materials to backing

**Compose:** create work of art

**Crumple:** crush something so it becomes bent or crinkled

**Tear:** pull something apart

**Fold:** bend something flexibly

so it covers another part

**Overlap:** extend an object so it covers partially

**Secure:** fix or fasten so not to become loose



## Spring 1: Sketching

Can you say what we will be learning in our topic 'Superheroes to the Rescue!'?

By the end of this term, children should know how to:

- sketch a line and build on previous skills
- sketch shapes, including circles and other 2D shapes
- draw curved and straight lines
- hold a sketching pencil, and understand how to make small lines for sketching
- improve observational drawing skills by applying knowledge of line and media

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## Spring 2: Sketching

Can you say what we will be learning in our topic 'Amazing Animals!'?

By the end of this term, children should know how to:

- use observational skills to sketch a self-portrait
- examine the work of Seurat and create a self-portrait using cotton buds
- examine the work of Picasso and create a self-portrait in the style of Picasso
- examine and discuss the work of Paul Klee and use a self-portrait in the style of watercolours
- reflect on learning and discuss the different artists studied

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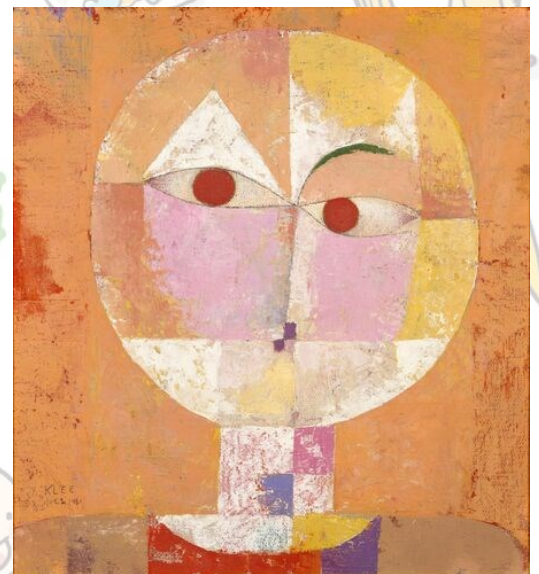
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**Geometric:** characterised with regular lines and shapes





# Summer 1: Weaving

Can you say what we will be learning in our topic 'What Will We Grow?'

By the end of this term, children should know how to:

- weave using paper and card
- build on weaving skills and knowledge to weave using a delicate material
- weave on larger scales using 2 different weaving frames and using a range of materials e.g. fabric, ribbon and wool
- weave using string, wool, leaves, twigs, grass and flowers to create class art
- understand the creative process of weaving

## Vocabulary:

Under: directly below

Over: directly above

Weaving: the craft of interlacing threads

Woven: to form fabric by interlacing long threads passing at a right angle to each other

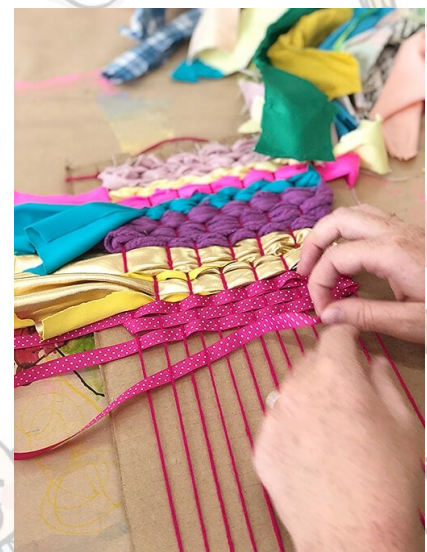
Loom: apparatus for making yarn

Fabric: cloth produced by knitting fibres

Paper: material produced by thin sheets of wood

Fold: bend something so one part covers another

Materials: the matter with which things can be made



## Summer 2: Sculpture

Can you say what we will be learning in our topic 'Healthy Fun!'?

By the end of this term, children should know how to:

- create a sculpture using Lego and clay
- manipulate clay through rolling and squashing before using tools to create patterns and lines
- make slip to join clay
- create a fantasy dragon sculpture idea that children will plan, draw and then create
- create different marks in clay to show texture



### Vocabulary:

**Sculpt:** create something by carving or shaping

**Sculpture:** art of making 3D forms by carving

**Clay:** sticky fine grained earth moulded when wet

**Smooth:** having an even surface

**Pulling:** exert force to cause movement

**Pinching:** grip tightly with the finger and thumb

**Carving:** action of carving to create an object

**Holes:** a hollow place in a surface

**Slip:** a slurry of clay and water to combine objects in clay

**Joining:** to link or connect

**Squeezing:** firmly press with fingers to combine something

**Smoothing:** to give something a regular appearance