Year 1 Creative MTP

Statutory Requirements - National Curriculum

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Content

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Expectations

At least 2 lessons (per term), focusing on teaching the skills of either sketching, painting or collage.
The Big draw once a term: created by SCop and adapted by teachers
RE day: one art outcome per day
Evidence: keep a range of pieces (at least 6 per lesson) floor books or scrap books
Spring 1: DT (see topic sheets)
Summer 2: textiles, sculpture, art in rotation (see topic sheets)

Autumn: sketching	Spring: painting	Summer: collage
I know how to hold a pencil correctly and I can hold other similar tools in a similar way.	I know how to hold different sized paintbrushes correctly.	I can use scissors to cut shapes and start to make informed choices into the design of their image.
I can use thick, thin, slow and fast lines.	I know the primary and secondary colours.	I can select materials by colour and texture.
I can practise curve, straight, light and dark lines.	I know that different brushes and strokes make different marks/shapes on a page and this informs my choices.	I can develop collages based on a simple drawing using paper and material.
I can use sketching to represent objects seen, remembered or imagined.	I can start to experiment with mixing colours.	I can develop my cutting skills with paper and material – wide, narrow, horizontal, vertical
I can experiment with control using a variety of media.	I can select the space I want paint on the page (background, foreground).	I can develop tearing, cutting and layering paper to create different effects.
I can explore shape, space and pattern with my mark making.	I can paint images to represent objects seen, remembered or imagined.	I can apply glue accurately.
I can say what I like and don't like in my own, my peers and other artists' work.	I can begin to use dabbing.	I can collect natural materials to create temporary collage.
I can suggest improvements to my peers' work and mine.	I know when to wash my brush (between changing colours).	I can say what I like and don't like in my own, my peers and other artists' work.
I know the names of and can describe the style of specific artists.	I can start to make independent choices on which colours to use.	I can suggest improvements to my peers' work and mine.
I can express my opinions and record my ideas in different ways.	I can add sand, plaster or other materials to make the paint textured.	I know the names of and can describe the style of specific artists.
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