



South Gosforth First School
Art & Design – Year 1 Long Term Plan



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

In line with the National Curriculum, the South Gosforth Art and Design Curriculum 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.

Autumn 1	Drawing: Line and Shape			
Character Children will show an understanding that drawing can be a form of relaxation.	Prior Learning During EYFS, Children have explored a range of mark making and have used a variety of different drawing materials. They are beginning to draw from observation using real objects, models and images as a stimulus.			
	Key Learning Intentions			
	Practical Knowledge Making skills	Theoretical Knowledge Knowledge of artists	Disciplinary Knowledge Evaluating and analysing	Key Vocabulary
Culture Children will learn about different artists and how they use line within their artwork.	Connect lines to create shapes. Use and recognise different types of lines when drawing shapes. Use shapes to draw a face. Use different pressures to make a colour lighter or darker.	Identify that some shapes are organic. Identify basic shapes in everyday objects and artwork. Choose lines and shapes inspired by Brianna McCarthy's artwork. They know that Bridget Riley's style of painting is known as optical art.	Talk about what they like or dislike in a piece of artwork. Compare the similarities and differences in abstract artwork produced by Paul Klee. Know what an observational drawing is and can describe what they like about	2D shape abstract organic control pressure portrait straight wavy curve



Creativity

Children will create a self-portrait.

Challenge

Children will develop their drawing techniques.

	They know that Paul Klee used lines and colours to create abstract art.	their own observational drawings and those of others, including artists.	dashed dotted zig-zag
Milestones and Suggested tasks to elicit and assess learning			
To explore control and pressure to create different types of lines.	Exploring Line Children are introduced to the artist Bridget Riley and the concept of using different types of lines in art. Children observe Riley's work, discuss the visual effects of lines, and then experiment with creating straight, wavy, curved, dashed, dotted, and zigzag lines using pencils, chalk, oil pastels, and charcoal. They learn how control and pressure affect line thickness and tone. The lesson concludes with pupils selecting their favourite piece to contribute to a class line collage, encouraging reflection, collaboration, and use of art vocabulary.		
To practise drawing different lines using music as a stimulus.	Musical Lines Children explore how music can inspire line drawing, taking inspiration from artist Paul Klee. After learning about Klee's use of line, colour, and music, children listen to different pieces of music and use various drawing materials to create lines that reflect rhythm and mood. They experiment with pressure, control, and movement, pressing harder or lighter and using the tip, edge, or side of materials to express sound visually. The lesson encourages creativity, observation, and expressive mark-making through a collaborative, music-inspired artwork.		
To connect lines to create shapes.	Exploring Shapes Children learn how to connect different types of lines to create both regular and organic shapes. They begin by recalling line types from previous lessons, then identify hidden shapes and discover that organic shapes are irregular forms found in nature. Using pencils, chalks, and oil pastels, children experiment with joining lines, varying pressure, and colouring their shapes creatively. The lesson encourages observation, control, and vocabulary development as pupils describe and share the shapes they have made.		
To explore lines and shapes in pictures for portrait drawing.	Shape in Art Children are introduced to the concept of shape in art, focusing on portrait drawing. Children identify shapes in everyday objects and artworks, discussing Paul Klee's abstract paintings, and tracing facial features using basic and organic shapes. Children learn to observe, describe, and use shapes creatively. The lesson encourages discussion, personal expression, and careful drawing, helping pupils develop both artistic skills and visual literacy.		
To use control and pressure skills to add colour to a drawing.	Klee Portraits Children build on their previous portrait drawings by learning how to use pressure and control to add colour, inspired by Paul Klee's abstract style. They practise colouring techniques, explore how pressure affects tone, and choose colours thoughtfully to reflect Klee's work. Pupils re-draw their shape-based portraits and use various materials to enhance their artwork, developing both technical skills and creative expression.		



	To create an artist-inspired artwork using lines and shapes.	Every Picture Tells a Story Children explore the expressive style of artist Brianna McCarthy by creating their own profile-based artwork using lines and shapes. They observe and discuss McCarthy's use of colour, pattern, and collage, then apply similar techniques using varied drawing materials and pressure to fill a profile outline with imaginative marks. The lesson encourages creativity, personal expression, and reflection on how their work compares to the artist's.
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Spring 1	Colour Splash			
Character Children will think about how colour can represent their mood and feelings. Culture Children will learn about different artists and how they used colour within their artwork. Creativity Children will create their own artwork using secondary colours. Challenge Children will understand the meaning of new	Prior Learning Children have explored paint and different painting techniques such as using hands, fingers, brushes, sponges and rollers. They have worked creatively through child-led exploration of mixed-media.			
	Key Learning Intentions			
	Practical Knowledge Making skills	Theoretical Knowledge Knowledge of artists	Disciplinary Knowledge Evaluating and analysing	Key Vocabulary blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick
	Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate.	Name the primary colours. Know that Jasper Johns is known for painting. Know that Clarice Cliff produced hand-painted ceramics with bright colours.	Describe their finished plates. Describe how Jasper Johns might have created different colours within his work. Compare their own paper plate designs to the work of Clarice Cliff.	
	Milestones and Suggested tasks to elicit and assess learning			
	To investigate how to mix secondary colours.	Making colours Through play-dough, children are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours.		
	To apply knowledge of colour mixing when painting.	Painting with Colour Revise how secondary colours are made. Children put their understanding of colour mixing into practice to recreate their own versions of the artwork '0-9' by artists Jasper Johns.		
	To explore colour when printing.	Printing with paint		



vocabulary such as hue.		Using building blocks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make.
	To experiment with paint mixing to make a range of secondary colours.	Exploring colour mixing Introduce the meaning of the word hue; a pure colour without any white or black added to it. Explain that the word shade is used to describe variations of a colour. Experiment with mixing yellow and blue in their sketchbooks. They should vary the shade (or hue) of green they make, using different quantities of blue and yellow paint each time.
	To apply their painting skills when working in the style of an artist.	Clarice Cliff plates Explore how Clarice Cliff uses the bright rainbow colours of the concentric circles in the background, contrasted with the black silhouette of the tree. Ask children to consider why Clarice chose to use the colours that she did. Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.

Summer 1	Paper Play			
Character Children will think about how sculptures are used to evoke feelings such as excitement and pride. Culture Children will learn that art is often at the centre of worldwide ceremonies such as the Olympics.	Prior Learning Children have explored the sculptural qualities of malleable materials, natural objects and craft material. Through open-ended exploration in EYFS Continuous Provision and weekly Play Projects sessions, they have developed their use of tools and joining techniques.			
	Key Learning Intentions			
	Practical Knowledge Making skills Roll paper tubes and attach them to a base securely. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Paint with good technique, ensuring good coverage.	Theoretical Knowledge Knowledge of artists Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. They know that Samantha Stephenson creates sculptures. They know that Marco Balich produces large-scale sculptures.	Disciplinary Knowledge Evaluating and analysing Work successfully with others, sustaining effort over a time. Compare their work to that of artists.	Key Vocabulary artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D)



Creativity Children will create their own Tree of Life which contains things that are important in their own lives. Challenge Children will learn new techniques when folding and rolling paper.				tube zig-zag
	Milestones and Suggested tasks to elicit and assess learning			
	To roll paper to make 3D structures.	Tube Towers Explore the work of artist Samantha Stephenson, who uses metal to create sculptures that show movement by using curves. Investigate how to roll paper to create 3D structures. Children design a simple sculpture using paper cylinders. They think about how to make the shapes and attach them to card base.		
	To shape paper to make a 3D drawing.	3D drawings Practise making shapes by folding and rolling paper. Make 3D drawings from paper or card. Decorate white paper strips with patterns before shaping and glueing them.		
	To apply paper-shaping skills to make an imaginative sculpture.	Tree of life The children will make a tree of life sculpture in a similar way to the 3D drawings they made in Lesson 2: 3D drawings. They will practise the process of rolling, folding, scrunching and cutting paper to make a 3D tree. They can add detail by drawing on the paper before shaping it.		
	To plan and create a sculpture.	Rocket Sculptures (adapted Kapow lesson- Giant spider model part 1) Linked to English, the children will be introduced to rocket sculptures. Children explore the conceptual designs of rockets by artist Hubert Phipps, including the 3D computer model. Describe the shiny, smooth, sleek surface of his Rocket sculpture and talk about the materials that he used to achieve this. How could they achieve this with their own work? Children gather images of rockets and create their own sketchbook designs. They use play-doh to mould a sculpture of their design.		
	To create a 3D sculpture.	Rocket Sculptures- Parent Activity Afternoon Refer back to the work of Hubert Phipps and the children's rocket designs. Children work collaboratively with parents to create rocket sculptures using a range of junk modelling material. They evaluate their sculptures, referring to the designs and sketchbook work.		



Summer 2	Woven Wonders			
Character Children will think about how they can use art to heal and grow on the inside.	Prior Learning The children have worked on developing their craft and design skills through practising their cutting, threading, joining and folding skills.			
	Key Learning Intentions			
	Practical Knowledge Making skills	Theoretical Knowledge Knowledge of artists	Disciplinary Knowledge Evaluating and analysing	Key Vocabulary
	Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Show that they are choosing materials based on colour, thickness and flexibility. Weave with paper, achieving a mostly accurate pattern of alternating strips. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way.	Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Choose lines and shapes inspired by Brianna McCarthy's artwork. They know that Judith Scott is a fibre artist who works with wool. They know that Cecilia Vicuna is an artist and a poet.	Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Be open to trying out a new skill. Show resilience and keep going when things don't go right the first time. Describe their own weaving and compare it to Vicuña's artwork.	art artist craft knot loom plait thread threading warp weaving weft
	Milestones and Suggested tasks to elicit and assess learning			
Culture Children will learn about the hobbies and artistic talents that people in their community have.	To know that art can be made in different ways.	Is it art? Start by discussing pictures of people doing an activity. Sort the pictures into two groups – 'art' and 'not art'. Discuss their ideas. Introduce the word 'craft' to describe making something creative/ expressive, or that craft can have a purpose. Invite a visitor into class, to describe their creative or craft interest. Encourage pupils to ask questions and reflect on whether the hobby described is art or craft. Using sketchbooks, children draw themselves 'being an artist'.		
	To choose, measure, arrange and fix materials.	Wool wrapping Introduce and talk about images of wool wrapping artwork produced by fibre artist, Judith Scott. Talk about the colours and materials used. Talk about Judith's life and how art help her heal from the trauma of her lonely childhood.		



		Taking inspiration from fibre artist Judith Scott, children will practise combining wool of different colours to wrap objects. These small artworks will eventually be attached to their box looms.
	To explore plaiting, threading and knotting techniques.	Exploring thread Explore the work of Cecilia Vicuna and describe what they can see in images of 'Brain Forest Quipu'. Explain that she creates textile sculptures that combine useful things like knots, rope and weaving to make art. Her work is both art and craft. Demonstrate and start making an artwork that uses the same techniques as Cecilia Vicuna: knotting, plaiting, weaving and threading.
	To learn how to weave.	Warp and weft Show images of loosely woven fabric. Use this, and other examples to explain that weaving is when two sets of threads are overlapped at right angles to make fabric. Challenge the children to spot something woven in the classroom. Explain that the 'warp' means the paper strips that run up and down. These stay still while weaving. The 'weft' means the paper strips that go over and under the warp when weaving. Model the weaving process let the children create their own weaving using paper strips.
	To combine techniques in a woven artwork.	Fibre art In this lesson, pupils combine everything they have made in a final woven artwork by attaching elements to their box looms. Enable the children to have access to ribbons, pipe cleaners and fabric strips. Show them how they could attach things to their box loom by weaving and tying knots. Children will weave and knot their various items (plaits, knotted threads and fabric, wool threaded with beads) onto their box looms.