

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 1: The World Around Us – Artist Focus: David Najar

*NC Link: Drawing and painting*



### Objectives:

- Be able to express opinions about David Najar’s art work
- Be able to know the primary and secondary colours
- Be able to mix primary and secondary colours
- Be able to create own paintings inspired by David Najar
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Recognise that ideas can be expressed in artwork
- Create and explore with an open mind
- Use contextual knowledge as a stimulus for creativity
- Create original outcomes

### Procedural Knowledge:

#### Visual Literacy

- Reflect upon the artists’ work, and share your response verbally (“I liked...”)
- Know how to recognise and describe some simple characteristics of different kinds of art, craft and design

#### Generate Ideas

- Try out a range of materials and processes
- Show interest in the work of others
- Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use

#### Create

- Work in a playful, exploratory way, responding to a simple brief

### Disciplinary knowledge (Think like an artist):

#### Drawing

- Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk
- Experiment with line, shape, pattern and colour
- Observe and draw landscapes, patterns and anatomy
- Use a sketchbook to gather and develop ideas

#### Painting

- Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes
- Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints
- Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques
- Use a sketchbook to gather and develop ideas

### Key Vocabulary:

thick, thin, soft, broad, narrow, fine, pattern, line, bold, wavy, straight, shapes, detail, still life, smooth, rough, wrinkly, bumpy, colours, pattern, light, dark, pale, deep, bright, portrait, self-portrait, app  
 Primary colour, light, dark, thick, thin, tone, warm, cool, shade (e.g. different shades of red, green, blue, yellow), secondary colour, colour wash, brush size and types, mixing, blending, layering

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 1: Victorian Life – Artist Focus: William Morris

*NC Link: Printing and collage*



### Objectives:

- Be able to express opinions about William Morris's art work
- Be able to know the primary and secondary colours
- Be able to create own mono prints inspired by William Morris
- Be able to create simple repeated patterns
- Be able to experiment with over printing
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Recognise that ideas can be expressed in artwork
- Create and explore with an open mind
- Use contextual knowledge as a stimulus for creativity
- Create original outcomes

### Procedural Knowledge:

#### Visual Literacy

- Reflect upon the artists' work, and share your response verbally ("I liked...")
- Know how to recognise and describe some simple characteristics of different kinds of art, craft and design

#### Generate Ideas

- Try out a range of materials and processes
- Show interest in the work of others
- Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use

#### Create

- Work in a playful, exploratory way, responding to a simple brief

### Disciplinary knowledge (Think like an artist):

#### Printing

- Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing
- Design and build repeated patterns
- Use a sketchbook for practising skills and recording knowledge

#### Collage

- Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons
- Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot
- Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea
- Use a sketchbook for practising skills and recording knowledge

### Key Vocabulary:

Print, rubbing, smudge, image, reverse, surface, pressure, decoration, fabric, repeat, sponge, roller, stencil, printing block, repeating pattern, motif, rubbing fabric, colour, pattern, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, net, fur, weave mixed media, collage, appliqué, layers, combine, beads, buttons, feathers, crepe paper, tissue paper, news paper, magazines, textures, fold, crumple, tear, overlap

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 1: Houses and Homes – Artist Focus: Barbara Hepworth

NC Link: Sculpture



### Objectives:

- Be able to express opinions about Barbara Hepworth’s art work
- Be able to experiment and investigate with materials to create a sculpture
- Be able to make a sculpture from recycled materials
- Be able to create an abstract sculpture of a building
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Recognise that ideas can be expressed in artwork
- Create and explore with an open mind
- Use contextual knowledge as a stimulus for creativity
- Create original outcomes

### Procedural Knowledge:

#### Visual Literacy

- Reflect upon the artists’ work, and share your response verbally (“I liked...”)
- Know how to recognise and describe some simple characteristics of different kinds of art, craft and design

#### Generate Ideas

- Try out a range of materials and processes
- Show interest in the work of others
- Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use

#### Create

- Work in a playful, exploratory way, responding to a simple brief

### Disciplinary knowledge (Think like an artist):

#### Sculpture

- Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot
- Construct with recycled, natural and man-made materials
- Use a sketchbook for practising skills and planning a design

### Key Vocabulary:

clay, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, sculpture, structure, construct, curve, form, impress, texture, materials, manipulate, malleable, natural, rolling, kneading, joining, 3D, dimensional