**Year 1 Art Curriculum – Spring Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Sculpture** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| 1. •I can sculpt with different materials- dough.  2. I can sculpt a monster from my imagination using recycled materials  3I can create an abstract sculpture of a person.  4. •I can use plastic spoons and rubber bands to make sculptures.  5. I can use sugar cubes to make a sculpture of a building from my imagination.  6. I can make a sculpture using line, shape, form and space (marshmellows and cocktail sticks) | | | **Keyword** | Definition |  |  | | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –** |
|  |  | **shape** | the external form, contours, or outline of someone or something. | | |
|  |  | **sculpture** | Sculpture is the three-dimensional art work which is physically presented in the dimensions of height, width and depth. | | |
|  |  | **abstract** | **abstract** definition: 1. existing as an idea, feeling, or quality, not as a material object | | |
|  |  | **line** | Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. | | |
|  |  |  |  | | |
|  | | |  |  |  |  | | |  |
|  | | |  |  |  |  | | |  |
| **Prior Learning:** | | | | | **Future Learning:** | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. •I can sculpt with different materials. | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to create sketch books to record their observations and use them to review and revisit ideas | | | | | * I can use bread dough to make a sculpture. * I can make my sculpture the same size and shape as my hand. * I can explain that Marc Quinn uses unusual materials in his sculptures. | | |
| •2. I can sculpt a monster from my imagination using recycled materials | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * To learn about great artists, architects and designers in history | | | | | * I can use my imagination to think of my own monster. * I can make a sculpture of my monster. * I can choose recycled materials to create my sculpture. * I can join different materials together. * I can give my monster some body parts and features. | | |
| 3I can create an abstract sculpture of a person.  •I can describe the work of Barbara Hepworth. | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * To learn about great artists, architects and designers in history. | | | | | * I can arrange boxes to create the shape of a person. * I can choose the right size and shape boxes for different body parts. * I can say something about the work of Barbara Hepworth. * I can give an example of a material she used. | | |
| 4. •I can use plastic spoons and rubber bands to make sculptures.  •I can describe the work of the artist Jill Townsley. | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | | * I can join plastic spoons together with rubber bands. * I can use plastic spoons and rubber bands to build a structure. * I can say something about the work of Jill Townsley. * I can give an example of one of the materials she uses. | | |
| 5. I can use sugar cubes to make a sculpture of a building from my imagination.  - | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | | * I can use my imagination to think of a building to make. * I can arrange sugar cubes into the shape of a building. * I can say something about the artist Brendan Jamison. * I can give an example of one of the materials he uses in his work. | | |
| 6. I can make a sculpture using lone, shape, form and space (marshmellows and cocktail sticks) | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | | * I can create geometric shapes with marshmallows and cocktail sticks. * I can join shapes together to create a sculpture. * I can talk about the size and shape of my sculpture. * I can say something about the sculptor Eva Rothschild. * I can describe some shapes that Eva Rothschild uses in her work | | |
| **Themes and linksfrom clay** | | | | | | | | | |
| **------ themes** | **Where these are covered:** | | | | | | | **Links across the Art curriculum** | |
| **Drawing** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Painting** |  | | | | | | |
| **Sculpture** | * Year 1 Spring term | | | | | | |
| **Collage** |  | | | | | | |
| **Textiles** |  | | | | | | |  | |
| **Printing** |  | | | | | | |  | |
| **Work of other artists** | * Sculptors- Marc Quinn,Michelle Rhodes,Barbara Hepworth, Jill Townsey, Brendan Jamison. Eva Rothschild | | | | | | |  | |