ST PHILOMENA'S PRIMARY SCHOOL **ART AND DESIGN MEDIUM TERM PLANNING – YEAR 1**

2026-2027

Y1 Art and Design MTP
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.
Subject cultural capital: In every lesson pupils to evaluate the quality of art work against criteria.
Formative assessment opportunities (minimum expectations for each lesson) are targeted questioning, peer and self-assessment, modelling by teachers and pupils as appropriate
Pupils should demonstrate progress across drawing, painting, printing, 3D form, collage and textiles.

NC links: 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.

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AUTUMN TERM 1	**TOPIC:** **Toys**	**SKILL FOCUS:** **Textiles**	**SUGGESTED OUTCOME:** **Traction Man t-shirt**
Inspirational Figure: Hugo Pineda			
Cross curricular link: Traction Man is here			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with tie dye tying techniques of spiral, crumple, stripes.	Learn how Hugo Pineda has contributed to tie dye culture	Sketch tie dye patterns, make decisions about which to invent	Create a tie dye Superhero costume using spiral, crumple, stripes.	Design and create own tie dye costume, describing methods used	Self-evaluate skills and knowledge progression
SKILL PROGRESSION	To understand how the colour of fabric can be altered. To tie a simple knot independently. Produce a spiral, crumple and striped pattern on fabric using a simple tie dye technique.					
VOCABULARY	Fabric, tying, fraying, twisting, platting, dipping, dying					
STICKY KNOWLEDGE QUESTION	What different techniques can you use to create tie dye patterns?					

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AUTUMN TERM 2	**TOPIC: Frozen Planet**	**SKILL FOCUS: Painting**	**SUGGESTED OUTCOME: Painting Northern Lights**
Inspirational Figure: Bob Ross			
Cross curricular link: The Emperors' egg			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with a range of tools, mixing colour and predicting results	Reflect on the life of Bob Ross	Learn how to create light and dark shades without the use of black or white	Mixing secondary colours to paint Northern Lights	Apply techniques of paint mixing to create unique work, selecting tools surface for purpose.	Self-evaluate skills and knowledge progression
SKILL PROGRESSION	Experiment with paint media using a range of tools, e.g different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.					
VOCABULARY	Brush, size and type, scalem colour, primary, secondary, shades, tones, techniques, layering, mixing					
STICKY KNOWLEDGE QUESTION	How can you create light and dark colours?					

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SPRING TERM 1	**TOPIC:** **Amazing animals**	**SKILL FOCUS:** **Collage**	**SUGGESTED OUTCOME:** **Owl collage**

Inspirational Figure: Karla Schuster						
Cross curricular link: Owl babies						
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Experiment with overlap, fold, crumple, tear	Comment on the work of Karla Schuster	Learn to sort mixed media by colour	Use taught techniques to create a whole class owl collage	Use taught techniques to create a collage independently	Self-evaluate skills and knowledge progression
SKILL PROGRESSION	Fold, crumple, tear and overlap papers. Collect and sort colours appropriate for an image. Create and arrange shapes appropriately Create images from a variety of media e.g tissue paper, crepe paper, magazines Arrange and glue materials to different backgrounds.					
VOCABULARY	Media, materials, magazines, sort, group, colour, texture, fold, crumple, tear, overlap					
STICKY KNOWLEDGE QUESTION	How do you create a collage?					

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SPRING TERM 2	**TOPIC:** **Terrific trees**	**SKILL FOCUS:** **Printing**	**SUGGESTED OUTCOME:** **Leaf prints**

Inspirational Figure: Keiko Miyamori						
Cross curricular link: Jack and the beanstalk						
DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4: INVENT Replica of inspirational art	LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Use a variety of materials to print a clean image	Begin to identify forms of printing: Books, posters pictures, fabrics. Work of Keiko Miyamori.	Experiment with leaf printing and tree rubbing	Use rubbing technique effectively	Use print techniques to create own art.	Self-evaluate skills and knowledge progression
SKILL PROGRESSION	To be able to produce rubbings from textures To experiment with amount of paint needed to print and develop control to produce a clean printed image Experience impressed printing with a range of hard and soft materials e.g. cork, pen barrels, sponge, leaves.					
VOCABULARY	Rolling, pressing, printing, carving, rubbing					
STICKY KNOWLEDGE QUESTION	What do you need to do to make a rubbing of a leaf?					

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SUMMER TERM 1	**TOPIC:** **Weather- Natural world**	**SKILL FOCUS:** **Drawing**	**SUGGESTED OUTCOME:** **Recreate a drawing in the style of Lowry**

Inspirational Figure: LS Lowry						
Cross curricular link:						
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LEARNING EXPERIENCE	Experiment with hatching, scribbling, stippling, and blending to create light/ dark lines.	Identify key features of LS Lowry's art.	Use viewfinder and photographs to practice sketching.	Draw cityscape using cross hatch, scribbling, stippling and blending	Create own pencil drawing using cross hatch, scribbling, stippling and blending	Self-evaluate skills and knowledge progression
SKILL PROGRESSION	To experiment with a variety of media i.e. charcoal, oil pastels, chalk pastels Use viewfinder to record simple shapes from observation Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.					
VOCABULARY	Cross hatch, line, thin, soft, hard, broad, narrow, oval, long, curved					
STICKY KNOWLEDGE QUESTION	What is crosshatch drawing?					

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SUMMER TERM 2	**TOPIC:** **Sea adventures**	**SKILL FOCUS:** **3D**	**SUGGESTED OUTCOME:** **Ship**
Inspirational Figure: Yinka Shonibare			
Cross curricular link: Night pirates			

DEVELOPMENT CYCLE	LESSON 1: EXPERIMENT Experiment with key skills	LESSON 2: ARTIST Life and work of artist, contribution to history, culture, creativity.	LESSON 3: SKETCH Research and record ideas	LESSON 4 and LESSON 5: CREATE Create unique piece incorporating skills and knowledge learnt	LESSON 6: EVALUATE Reflect on composition using vocab from sketchbooks
LEARNING EXPERIENCE	Learn to roll, pinch and knead.	Explore Yinka Shonibare's ship in a bottle.	Sketch ideas to create a ship sculpture	Use clay techniques to create a ship sculpture	Self evaluate skills and knowledge progression

SKILL PROGRESSION	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.
VOCABULARY	Malleable, clay, technique, tools, rolling, kneading, tools, experiment, properties, paint, create
STICKY KNOWLEDGE QUESTION	Tell me three ways you can manipulate clay.