

Year Group	1 and 2 (Cycle 1)	Term	1
Subject	Art	Number of lessons per term	6

Progression in skills (Skills taught in this unit, year group to year group)	Coverage of topic (Whole school coverage documents)	Vocabulary across the whole term (Whole school coverage and skills documents)	Assessment (Insight objectives to assess against)	Cultural Capital & Real-World Connections
<p>Current year group These are taught in this unit of work</p> <ul style="list-style-type: none"> Use a range of drawing tools (pencil, crayon, pastel) to make marks and experiment with lines, shapes, and patterns. Use different grades of pencil to explore tone, line, and texture. Begin to draw from observation, including faces and basic self-portraits. Use colour confidently, identifying and mixing primary and secondary colours. Apply paint using different tools (brushes, fingers, sponges) to add texture and depth. Explore and replicate the style of known artists to inspire their own portrait work (e.g. Van Gogh, Picasso). Begin to use language of art to talk about their work and that of others (e.g. "This line is soft." "I mixed red and blue.") 	<ul style="list-style-type: none"> Week 1: WALT – Explore different lines and marks using a pencil. Week 2: WALT – Use pencil skills to create a self-portrait. Week 3: WALT – Learn what a portrait is and explore portraits by famous artists. Week 4: WALT – Identify primary and secondary colours and mix colours. Week 5: WALT – Use colour to express emotions in a portrait. Week 6: WALT – Create a self-portrait in the style of Pablo Picasso using paint. 	<p>Current Year Vocabulary</p> <ul style="list-style-type: none"> Line Shape Texture Tone Light / Dark Portrait Self-portrait Primary colours Secondary colours Mixing Brushstroke Artist Style Expression Colour wheel 	<p>Key objectives from Insight current year and term</p> <ul style="list-style-type: none"> Experiment and begin to control different types of mark-making (thick, thin, wiggly, straight) Know some colours that associate with a mood (blue= sad, red = angry etc) Know the names of primary and secondary colours Hold a pencil correctly for accurate drawing 	<p>1. How does this unit connect students to the wider world and deepen their understanding of its people, places, and ideas?</p> <ul style="list-style-type: none"> Introduces children to globally recognised artists (e.g. Pablo Picasso, Van Gogh), connecting them with historical and cultural contexts. Encourages exploration of how people represent themselves and others through art across time and cultures. Promotes appreciation of artistic diversity by comparing different portrait styles and the emotions they express. Supports personal identity and self-awareness through creating self-portraits. Builds understanding of how colour and style are used worldwide to convey meaning and emotion.
<p>Previous year groups related skills Links made to these previous ones what you will need to bring into your lesson</p> <ul style="list-style-type: none"> Exploring media and materials (e.g. using pencils, crayons, paint). 	<p>Links to Previous Context</p> <ul style="list-style-type: none"> What previously covered content does it build on or link to current Builds on EYFS experience with mark-making, drawing shapes, and colour exploration. 	<p>Vocabulary Links from Previous Years:</p> <ul style="list-style-type: none"> Line – from early mark-making in EYFS. Shape – used in drawing and constructing basic forms. 	<p>Key objectives identified from Insight previous units that link to this unit</p> <ol style="list-style-type: none"> Some children lack fine motor control – previous EYFS assessments showed limited 	<p>2. What real-world skills, knowledge, or issues will this unit help students explore or engage with?</p> <ul style="list-style-type: none"> Develops fine motor skills through careful control of drawing and painting tools.

<ul style="list-style-type: none"> • Developing fine motor control through mark-making and pattern repetition. • Drawing simple representations of people (e.g. faces with basic features). • Experimenting with colour through free painting and mixing. • Talking about their own artwork and the work of others using simple descriptive language. 	<ul style="list-style-type: none"> • Develops early observational drawing skills used in self-portraits and people drawings. • Links to early painting sessions where children experimented with colours and applied them freely. • Revisits familiar media (pencils, paints, crayons), extending into more purposeful use to represent real features. • Connects to early discussions about feelings and identity through expression in artwork. 	<ul style="list-style-type: none"> • Colour – explored through mixing and choosing colours in EYFS. • Paint / Brush / Pencil – familiar tools used in creative play and simple painting activities. • Face / Eyes / Mouth / Nose – used in drawing people during early stages of portrait work. • Mix / Light / Dark – explored through sensory and colour activities in EYFS. • Feelings / Emotions – discussed during personal and expressive artwork, relevant for portrait expressions. 	<p>pencil grip and difficulty in controlled mark-making.</p> <p>→ Plan opportunities to strengthen pencil and brush control through warm-up exercises and structured practice.</p> <ol style="list-style-type: none"> 2. Children often use colour freely but do not name or mix colours accurately – they enjoy using paint but need support recognising primary and secondary colours. <p>→ Include direct teaching on colour theory and guided mixing activities.</p> <ol style="list-style-type: none"> 3. Descriptive vocabulary is underdeveloped – limited use of art-specific language when talking about their own or others’ work. <p>→ Model sentence stems and introduce key vocabulary repeatedly during discussions and evaluations.</p>	<ul style="list-style-type: none"> • Encourages self-awareness and personal identity through creating self-portraits. • Fosters creativity and imaginative expression, transferable to other curriculum areas and life. • Builds critical thinking by interpreting and discussing artwork, including others’ and their own. • Supports visual communication skills – expressing ideas, emotions, and stories through images. • Encourages independent decision-making in selecting tools, colours, and techniques. • Introduces resilience and reflection as children evaluate and refine their work.
<p>Future year group skills One or two that are on the horizon linking to what is in this unit of work</p> <ul style="list-style-type: none"> • Refine pencil techniques to add detail, tone, and shading in drawings. • Explore how to use drawing to represent movement and proportion. • Use a wider variety of tools and techniques when painting, including different brushes and effects. • Study a broader range of artists and begin to make comparative observations between styles and influences. 				<p>3. How will this unit provide meaningful experiences that broaden students’ horizons and appreciation for culture, history, or the environment?</p> <ul style="list-style-type: none"> • Introduces pupils to the work of influential artists from different cultures and time periods (e.g. Picasso, Van Gogh). • Builds appreciation for how art reflects personal identity, emotion, and cultural expression. • Encourages pupils to explore self-portraits as a historical and global tradition, connecting art with history and social understanding. • Provides opportunities for meaningful reflection on feelings, diversity, and individual uniqueness through expressive art. • Creates a platform to value creativity and artistic interpretation in both past and modern contexts.

Lesson number	Retrieval (Daily, weekly, or monthly review)	WALT and WILF	Key Vocabulary Key knowledge/facts	Teacher-Led Instructional Strategies (Link to Rosenshine's principles of instruction for structured delivery)	Independent practice
1	<p>Ask: "What can we use pencils for?"</p> <p>Show images of scribbles, lines, and shapes made in EYFS – can children describe what they see? Revisit any mark-making experiences from last year.</p>	<p>WALT: Explore different lines and marks using a pencil.</p> <p>WILF: I can hold and control a pencil correctly. I can make different types of lines (straight, wavy, zigzag, thick, thin). I can talk about the lines and marks I make.</p>	<p>Key Vocabulary: Pencil, line, wavy, zigzag, straight, thick, thin, dark, light, pattern, mark-making</p> <p>Key Knowledge / Facts: Artists use different lines and marks to show texture, movement, and detail. Holding a pencil correctly helps with control and accuracy in drawing.</p>	<p>Explicit instruction</p> <ul style="list-style-type: none"> • Demonstrate how to hold a pencil using correct grip. • Show how to draw a variety of lines (on large paper or board): straight, curved, thick, thin, crosshatching, dots. • Emphasise control – changing pressure makes different tones and marks. <p>Questioning</p> <ul style="list-style-type: none"> • What happens when I press harder or softer? • Can you copy this line? • What kind of line do you like best? Why? <p>Guided Practice & Modelling</p> <ul style="list-style-type: none"> • Children copy teacher-drawn lines with guidance. • Model how to fill a "line box" with different marks. • Encourage children to explore pressure, direction, and rhythm. <p>Key question to check understanding - questioning What kinds of lines can you make with your pencil?</p> <p>Oracy Stem sentence "I can use my pencil to make ___ lines, like ____." (E.g. "I can use my pencil to make wavy lines, like waves.")</p>	<p>Main learning activity</p> <p>Pencil Mark-Making Worksheet:</p> <ul style="list-style-type: none"> • Boxes labelled with different types of lines to copy and experiment with. • A blank space for "free drawing" to create a pattern or shape using different marks. • Optional: match lines to textures (e.g. fur, hair, grass). <p>Scaffolding to Achieve (Support)</p> <ul style="list-style-type: none"> • Visual line examples with arrows and words. • Adult-led small group with finger tracing before drawing. • Use thick pencils or pencil grips for children who need fine motor support. <p>Depth Opportunity – Extension Tasks</p> <p>Link to Previous Context</p> <ul style="list-style-type: none"> • "Remember how we used crayons in Reception? How are pencils different?" <p>Blooms Taxonomy – Applying/Analysing</p> <ul style="list-style-type: none"> • "Which line would be best to show hair? Why?" • "Can you invent a new kind of line?" <p>Oracy Challenge</p> <ul style="list-style-type: none"> • "Can you describe your favourite line and how you made it?" • "If you had to draw sound or movement, which kind of line would you use?"
2	<p>Retrieval Activity: Revisit the lines learned last week: "Can you draw a wavy line?" "Which line would you use for hair?" Show a few artist portraits – ask "What do you notice about their faces?"</p>	<p>WALT: Use pencil skills to create a self-portrait.</p> <p>WILF: I can draw the main parts of a face in the correct place. I can use different lines and pencil marks to add detail. I can look carefully and draw what I see.</p>	<p>Key Vocabulary: Face, eyes, nose, mouth, ears, eyebrows, hair, chin, portrait, self-portrait, line, shape, detail, features</p> <p>Key Knowledge / Facts: A self-portrait is a drawing of yourself. Artists look closely to see where features go and how they look. Drawing lightly at first helps when placing features.</p>	<p>Explicit instruction</p> <ul style="list-style-type: none"> • Introduce the term self-portrait – explain it means a picture of yourself. • Show a simple example of a child's self-portrait. • Model how to draw an oval for the face and position the features: eyes halfway down, nose in the middle, mouth under the nose, ears in line with eyes. • Demonstrate lightly sketching and then adding detail (e.g. eyelashes, eyebrows, hair texture). <p>Questioning</p> <ul style="list-style-type: none"> • Where do you think your eyes go on your face? • What shape is your nose? • How can we show short hair / long hair with lines? 	<p>Main learning activity</p> <p>Self-Portrait Drawing Worksheet or plain paper:</p> <ul style="list-style-type: none"> • Children use a mirror to observe their faces and draw a self-portrait. • Add details like eyelashes, eyebrows, glasses, freckles, hair lines. • Extension: write their name and a short sentence about themselves. <p>Scaffolding to Achieve (Support)</p> <ul style="list-style-type: none"> • Provide a face outline with light facial guides (dots or lines for feature placement). • Use hand mirrors and adult prompts: "What comes next?" • Allow extra time and verbal description of what they see. <p>Depth Opportunity – Extension Tasks</p>

				<p>Guided Practice & Modelling</p> <ul style="list-style-type: none"> ● Guide pupils step by step to draw their head shape and lightly add features. ● Model drawing from a mirror or photograph. ● Stop after each stage for children to check theirs. <p>Key question to check understanding - questioning Mixed up face – where should these features go?</p> <p>Oracy Stem sentence “My eyes are ___ and they go ___ on my face.” (Example: “My eyes are round and they go halfway down my face.”)</p>	<p>Link to Previous Content (EYFS drawing people):</p> <ul style="list-style-type: none"> ● “How have your drawings changed since Reception?” <p>Blooms Taxonomy – Analyse & Create:</p> <ul style="list-style-type: none"> ● “What makes your drawing look like you?” ● “How would you draw a friend differently?” <p>Oracy-Based Extension:</p> <ul style="list-style-type: none"> ● “Can you describe your portrait to a partner?” ● “What part was hardest to draw? Why?”
3	<p>Retrieval Activity: Show a few children’s self-portraits from last lesson. Ask: “What did we include in our drawings?” “What did you do really well?” Quick quiz: “What is a self-portrait?”</p>	<p>WALT: Learn what a portrait is and explore portraits by famous artists.</p> <p>WILF: I can say what a portrait is. I can talk about portraits by famous artists. I can describe colours, lines, and features I notice in the artwork.</p>	<p>Key Vocabulary: Portrait, self-portrait, artist, expression, style, shape, colour, detail, emotion, observation</p> <p>Key Knowledge / Facts: A portrait is a picture of a person, often showing their face and expression. Artists use different styles and colours to express emotion or mood. Famous artists such as Vincent van Gogh and Pablo Picasso created portraits in very different ways.</p>	<p>Explicit instruction</p> <ul style="list-style-type: none"> ● Introduce the word portrait and explain it’s a picture of a person. ● Show portraits by artists like Van Gogh, Picasso, and Frida Kahlo. ● Point out differences in colour, shape, and expression. ● Discuss: “What do you notice?” “What do you feel when you look at this picture?” <p>Questioning</p> <ul style="list-style-type: none"> ● What colours did this artist use? Why? ● How is this portrait the same or different from yours? ● Does the person in the portrait look happy, sad, or serious? <p>Guided Practice & Modelling</p> <ul style="list-style-type: none"> ● Model talking about a portrait using sentence stems (e.g. “This portrait has…”). ● Together, describe an artist’s portrait – lines, colours, shapes. ● Pupils discuss their favourite one in pairs, using guided prompts. <p>Key question to check understanding - questioning Can you explain what a portrait is and describe one using art words?</p> <p>Oracy Stem sentence “This portrait shows ___ using ___ colours and ___ lines.” (Example: “This portrait shows a man using warm colours and short lines.”)</p>	<p>Main learning activity</p> <p>Portrait Artist Observation Sheet:</p> <ul style="list-style-type: none"> ● Children look at 2–3 portraits (print-outs or slides). ● Draw one they like using pencil or pastel. ● Complete a short sentence: “I see ___,” or “This portrait makes me feel ___ because…” <p>Scaffolding to Achieve (Support)</p> <ul style="list-style-type: none"> ● Provide sentence starters and word banks. ● Use simplified portrait examples with fewer details. ● Allow verbal recording with adult scribing if needed. <p>Depth Opportunity – Extension Tasks</p> <p>Link to Previous Content:</p> <ul style="list-style-type: none"> ● “Which parts of these portraits are like the ones you drew last week?” <p>Blooms Taxonomy – Evaluate & Create:</p> <ul style="list-style-type: none"> ● “Which artist’s portrait do you like best? Why?” ● “How would you change this portrait to show a different feeling?” <p>Oracy-Based Extension:</p> <ul style="list-style-type: none"> ● “Explain how this artist used line and colour to show emotion.” ● “Can you tell a story about the person in the portrait?”

4	<p>Retrieval Activity: Show colour cards – “Which ones are primary colours?” Ask: “What colours did we see in the portraits last week?” Recap lines and shapes seen in artist portraits.</p>	<p>WALT: Identify primary and secondary colours and mix colours.</p> <p>WILF: I can name the three primary colours. I can mix two primary colours to make a new colour. I can use colour vocabulary to describe what I’ve made.</p>	<p>Key Vocabulary: Primary colours, secondary colours, red, blue, yellow, green, orange, purple, mix, palette, paint, brush</p> <p>Key Knowledge / Facts: Primary colours are red, yellow, and blue – they cannot be made by mixing. Mixing two primary colours creates secondary colours (e.g. red + yellow = orange). Artists mix colours to create mood and expression in their work.</p>	<p>Explicit instruction</p> <ul style="list-style-type: none"> ● Introduce the concept of primary colours and show them on a colour wheel. ● Explain how artists mix colours and demonstrate mixing two primary colours to make a secondary one. ● Show how to use a palette to keep colours clean and separate. <p>Questioning</p> <ul style="list-style-type: none"> ● What do you think will happen if we mix red and yellow? ● Why do artists need to mix their own colours? ● Which colour do you like best and why? <p>Guided Practice & Modelling</p> <ul style="list-style-type: none"> ● Model carefully using a brush to mix two primary colours. ● Show controlled application – mix a small amount first. ● Children try with one pair (e.g. red + blue = purple), then explore more combinations. <p>Key question to check understanding - questioning What new colour can you make by mixing two primary colours?</p> <p>Oracy Stem sentence “I mixed ___ and ___ to make ___.” (Example: “I mixed red and yellow to make orange.”)</p>	<p>Main learning activity</p> <p>Colour Mixing Sheet or Palette Template:</p> <ul style="list-style-type: none"> ● Children paint primary colours in three circles. ● In the middle, mix two to create a secondary colour and paint the result. ● Optional: paint a simple shape (e.g. heart or star) using their new colour. <p>Scaffolding to Achieve (Support)</p> <ul style="list-style-type: none"> ● Use pre-labelled colour palettes. ● Mix colours in small, adult-led groups. ● Provide visual colour mixing guides with arrows and symbols. <p>Depth Opportunity – Extension Tasks</p> <p>Link to Previous Context:</p> <ul style="list-style-type: none"> ● “Which colours have we seen in artist portraits so far?” <p>Blooms Taxonomy – Applying & Analysing:</p> <ul style="list-style-type: none"> ● “What would happen if we added white or black to our colours?” ● “How could you make a calm picture using the colours you mixed?” <p>Oracy-Based Extension:</p> <ul style="list-style-type: none"> ● “Explain how you chose your colours.” ● “If your colour had a feeling, what would it be?”
5	<p>Retrieval Activity: Show warm and cool colour groups – ask: “Which ones do you remember mixing last week?” Recap the idea of a portrait and how artists use lines and colour. Show one happy and one sad portrait – ask: “What colours do you see? How does it make you feel?”</p>	<p>WALT: Use colour to express emotions in a portrait.</p> <p>WILF: I can choose colours to show different emotions. I can explain why I chose certain colours. I can begin to show emotion in a simple portrait.</p>	<p>Key Vocabulary: Emotion, happy, sad, angry, calm, colour, red, blue, yellow, green, mood, feeling, expression</p> <p>Key Knowledge / Facts: Artists use colour to show how people feel. Warm colours (like red, yellow, orange) can show excitement, happiness, or anger. Cool colours (like blue, green, purple) can show calm, sadness, or peace.</p>	<p>Explicit instruction</p> <ul style="list-style-type: none"> ● Explain that colours can show how someone is feeling. ● Show two versions of a simple face – one coloured with warm colours (happy/angry), one with cool colours (sad/calm). ● Discuss what mood each colour creates and how artists choose colours carefully. <p>Questioning</p> <ul style="list-style-type: none"> ● What colours could show someone feeling excited? ● If your face looked sad, what colours would you use? ● Can a face look happy but use sad colours? Why? <p>Guided Practice & Modelling</p> <ul style="list-style-type: none"> ● Model choosing a feeling (e.g. “I want my portrait to feel calm”) and selecting colours to match. ● Begin a simple portrait using those colours. ● Support children in identifying feelings and linking them to colour choices. <p>Key question to check understanding - questioning How can colour show how someone feels in a portrait?</p>	<p>Main learning activity</p> <p>Emotion Colour Portrait Sheet</p> <ul style="list-style-type: none"> ● Children choose an emotion from a list or discuss how they feel. ● Draw a simple portrait and use colours to show the emotion (e.g. a sad face in blue tones). ● Optional: add background colour or patterns to support the mood. <p>Scaffolding to Achieve (Support)</p> <ul style="list-style-type: none"> ● Provide colour/emotion matching chart. ● Offer a simple face template to add colour. ● Adult-led small group discussion: “How are you feeling today?” “What colour matches that feeling?” <p>Depth Opportunity – Extension Tasks</p> <p>Link to Previous Context:</p> <ul style="list-style-type: none"> ● “How does this portrait compare to the one you did in Lesson 2?” <p>Blooms Taxonomy – Create & Evaluate:</p>

				<p>Oracy Stem sentence “My portrait shows ___ because I used ___ colours to show ___.” (Example: “My portrait shows calm because I used cool colours to show peaceful feelings.”)</p>	<ul style="list-style-type: none"> • “Can you make two portraits that show opposite emotions?” • “How did your colour choice change the way your portrait looked?” <p>Oracy-Based Extension:</p> <ul style="list-style-type: none"> • “Explain to a partner what your colours say about your portrait.” • “Can you describe how another artist’s portrait might be showing emotion?”
6	<p>Retrieval Activity: Recap: “What did we learn about colour and emotion in portraits?” Show one of Picasso’s portraits and ask: “How is this different from the ones we’ve made?” Review colour mixing and shapes from earlier lessons.</p>	<p>WALT: Create a self-portrait in the style of Pablo Picasso using paint.</p> <p>WILF: I can talk about Picasso’s portrait style. I can create a self-portrait using bold colours and shapes. I can use painting techniques to show expression and creativity.</p>	<p>Key Vocabulary: Picasso, abstract, cubism, portrait, shape, colour, bold, expression, style, self-portrait</p> <p>Key Knowledge / Facts: Pablo Picasso was a famous Spanish artist who invented Cubism, using abstract shapes and bold colours. His portraits often show faces from different angles at once. Picasso’s art helped people see that portraits don’t have to look realistic to show feeling.</p>	<p>Explicit instruction</p> <ul style="list-style-type: none"> • Show 2–3 Picasso portraits and discuss style: abstract, geometric shapes, bright colour use. • Explain: “We’re going to create a self-portrait like Picasso – it doesn’t have to look exactly like you!” • Model how to divide the face into unusual shapes and paint with expressive colours. <p>Questioning</p> <ul style="list-style-type: none"> • What shapes can you see in Picasso’s portraits? • Do the faces look real or imagined? • What colours did he use? How do they make you feel? <p>Guided Practice & Modelling</p> <ul style="list-style-type: none"> • Demonstrate sketching a head and dividing it into sections (e.g. two profiles, zigzag split). • Paint each section in bold, expressive colours (not skin tones). • Encourage freedom to break “rules” – colour outside the lines, flip features, exaggerate. <p>Key question to check understanding - questioning How is your Picasso-style portrait different from your realistic self-portrait?</p> <p>Oracy Stem sentence “I made my portrait in Picasso’s style by using ___ shapes and ___ colours to show ___.” (Example: “I made my portrait in Picasso’s style by using triangle shapes and bright colours to show excitement.”)</p>	<p>Main learning activity</p> <ul style="list-style-type: none"> • Picasso-Inspired Portrait Painting • Children sketch a self-portrait with unusual shapes and angles. • Use paint to fill areas with bright, non-realistic colours. • Option to add black line detail using marker after paint dries. <p>Scaffolding to Achieve (Support)</p> <ul style="list-style-type: none"> • Offer guided shapes and templates with split faces to paint. • Pre-mix bright colours for ease. • Small group support with simplified shapes and step-by-step help. <p>Depth Opportunity – Extension Tasks</p> <p>Link to Previous Content:</p> <ul style="list-style-type: none"> • “How is your Picasso portrait different from your first self-portrait?” • “Can you mix colours to show more emotion?” <p>Blooms Taxonomy – Create & Evaluate:</p> <ul style="list-style-type: none"> • “Why did you choose these colours and shapes?” • “What would you change if you did it again?” <p>Oracy-Based Extension:</p> <ul style="list-style-type: none"> • “Explain to a partner how you used Picasso’s style in your work.” • “Can you describe how abstract portraits show feelings differently?”