Subject: Art, Craft and Design: Andy Warhol incl. Printing	Year: 1 – Summer Term 2	
National Curriculum objectives		
<ul> <li>to use a range of materials creatively to design and make products</li> </ul>		
<ul> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>		
<ul> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		
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.		
To begin this unit, the children should have already learnt:	The learning in this unit will prepare the children to learn these things in the future:	
	Year 2 Progression of Skills;	
Early Learning Goals from Development Matters:	(Line/Detail + Observation);	
Art and Design - Creating with Materials:	Show increased control over lines	
Safely use and explore a variety of materials, tools and techniques, experimenting	Encourage children to look carefully, to observe and include more detail.	
with colour, design, texture, form and function.		
• Share their creations, explaining the process they have used.	(Colour Mixing + Knowledge):	
Physical Development -Fine Motor Skills	Colour Wheel: primary to secondary colours mixing, contrasting colour.	
Use a range of small tools, including scissors, paintbrushes.	Adding light and dark	
	<u>(Application of paint):</u> Paint applied with greater variety of brushes to try and copy effects.	
Progression of Skills;	Paint applied with greater variety of brushes to try and copy effects.	
(Line/Detail + Observation);	(Surface + Texture):	
Increased control of lines to produce circles and shapes with increased fine motor	Use some decorative techniques.	
skills. (R)	Replicate patterns and textures in 3D form.	
Creating recognisable images from their basic shapes. Guided Drawing. (R)	(Research + Planning/Evaluation);	
	begin creating with an outcome in mind and say what its purpose is.	
(Colour Mixing + Knowledge):		
Naming colours. Experiment mixing colour and commenting on results. (R)		
(Application of paint):		
Paint applied exploratively with fingers, large brushes rollers/stamps/printing. (R)		
(Surface + Texture):		
Experiment with malleable materials mark making to change surface and texture, (R)		
(Research + Planning/Evaluation);		
To experiment making some objects with a plan (R)		
Key Enquiry Question	The Big Idea:	
Can you use printing to create artwork in the style of Andy Warhol?	Research and learn about artist: Andy Warhol. Experience printing: create a printing block	
can you use printing to dreate artwork in the style of Andy Warnol:	and use this to create art.	
To achieve ARE, pupils will need to be secure in the following knowledge:		

by the end of this unit, chiner with a open mind (e.g., enthusiastically try out and use all materials presented to them).       Vocaouary:         Try out a range of materials and processes and recognise that they have different qualities.       Une: Thick, thin, narrow, fine, line, shape, detail, bold, texture.         Colour: primary colours, secondary colours, light, dark, techniques, mixing media, texture in and describe what they think about the work of others.       Colour: primary colours, secondary colours, light, dark, techniques, mixing media, texture in addescribe what they think about the work of others.         Should know how to recognise and describe some simple characteristics of differents (colours, shapes, tones etc.) that they use.       Experiment, plan, create, image, layers, recreate, safety, tools, paint, create.         (NSEAD Assessment framework)       By the end of this unit, children will be able to do:       Praving Skills:         (Colour Skills:       Colour Skills:       Andy Warhol, Pop Art.         (Colour Skills:       Andy Warhol (1928-1987)         (Make colour wheel: primary to secondary colour mixing.       Andy Warhol (1928-1987)         (Artists:       Andy Warhol (1928-1987)         (Stand Scapes.       Colour site is and the effect of tools or fingers to change surface and texture.         (Stand Scapes: A second ary colour mixing.       Pencil / crayon Paint / ink         (Stand Scapes: A second with materials and the effect of tools or fingers to change surface and texture.       Pencil / crayon Paint / ink	By the and of this unit, shildren will know	Vecebulenu
Aborginal dot paintings). Experiment with an open mind (e.g., enthusiastically try out and use all materials presented to them).       Colour; primary colours, secondary colours, light, dark, techniques, mixing media, texture bright, bold.         You targe of materials and processes and recognise that they have different qualities.       Colour; primary colours, secondary colours, light, dark, techniques, mixing media, texture bright, bold.         Show interest in and describe what they think about the work of others.       Should know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, sheep, toolet, carve, roller, repeated image/replica.         (NSEAD Assessment framework)       Attists:         Drawing Skills:       Andy Warhol (1928-1987)         (Linc/Jotatil + Observation];       Andy Warhol (1928-1987)         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour Skills:       (Colour Skills:         (Long/Testil + Observation];       Experiment, large and small brushes including watercolour.         3D Design Skills:       Surface + Texture];         Experiment with materials and the effect of tools or fingers to change surface and texture.       Media:         Receirch + Planning/Evaluation);       Foam	By the end of this unit, children will know: Recognise that ideas can be expressed in artworks. (Learn about storytelling in	Vocabulary:
out and use all materials presented to them).       Colour; primary colours, secondary colours, light, dark, techniques, mixing media, texture bright, bold.         Colour; primary colours, secondary colours, light, dark, techniques, mixing media, texture bright, bold.       Experiment, plan, create, image, layers, recreate, safety, tools, paint, create.         Show interest in and describe what they think about the work of others.       Should know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.       Experiment, plan, create, image, layers, recreate, safety, tools, paint, create.         (NSEAD Assessment framework)       By the end of this unit, children will be able to do:       Drawing Skills:         (Line/Detail + Observation);       Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour T Skills:       Colour wheel: primary to secondary colour mixing.       Andy Warhol (1928-1987)         [Colour Mixing + Knowledge]:       Make colour wheel: primary to secondary colour mixing.       Print applied using printing, large and small brushes including watercolour.         3D Design Skills:       [Surface + Texture]:       Experiment with materials and the effect of tools or fingers to change surface and texture.       Media:         Experiment with materials and the effect of tools or fingers to change surface and texture.       Foam       Paint applied using printing.      <		Line: Thick, thin, harrow, fine, line, shape, detail, bold, texture.
Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities. Show interest in and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use. (NSEAD Assessment framework) By the end of this unit, children will be able to do: Drawing Skills: (Line/Detail + Observation); Encourage children to look carefully, to observe and draw some details of people, objects, landscapes. Colour Skills: (Colour Mixing + Knowledge): Make colour wheel; primary to secondary colour mixing. (Application of paint): Paint applied using printing, large and small brushes including watercolour. By Design Skills: (Surface + Texture); Experiment with materials and the effect of tools or fingers to change surface and texture. (Research + Planning/Evaluation);		
qualities. Use materials purposefully to achieve particular characteristics or       puipit, bold.         Show interest in and describe what they think about the work of others.       Show interest in and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.       Experiment, plan, create, image, layers, recreate, safety, tools, paint, create.         Materials, Styrofoam printing, block, carve, roller, repeated image/replica.       Andy Warhol, Pop Art.         By the end of this unit, children will be able to do:       Artists:         Drawing Skills:       (Line/Detail + Observation);         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour Skills:       (Colour wheel; primary to secondary colour mixing.         (Application of paint);       Paint applied using printing, large and small brushes including watercolour.         3D Design Skills:       (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.       Pencil / crayon         Research + Planning/Evaluation);       Paint / ink		
qualities.       Show interest in and describe what they think about the work of others.         Should know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.       Experiment, plan, create, image, layers, recreate, safety, tools, paint, create.         (NSEAD Assessment framework)       Artists:         By the end of this unit, children will be able to do:       Artists:         Drawing Skills:       (Line/Detail + Observation);         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour Skills:       (Colour Mixing + Knowledge):         Make colour wheel; primary to secondary colour mixing.       Application of paint);         Paint applied using printing, large and small brushes including watercolour.       Media:         Surface + Texture);       Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);       Media:		bright, bold.
Show interest in and describe what they think about the work of others.       Materials, Styrofoam printing, printing block, carve, roller, repeated image/replica.         Should know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.       Materials, Styrofoam printing, printing block, carve, roller, repeated image/replica.         Ry the end of this unit, children will be able to do:       Drawing Skills:       Artists:         Chour Skills:       Andy Warhol (1928-1987)         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour Skills:       (Colour wheel: primary to secondary colour mixing.       Application of paint):         Paint applied using printing, large and small brushes including watercolour.       Media:         Stexture:       Research + Planning/Evaluation);       Media:         Research + Planning/Evaluation);       Foam		Environment also anote income la companya a fato territo aciato anote
Should know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. The names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.       Andy Warhol, Pop Art.         (NSEAD Assessment framework)       Artists:         By the end of this unit, children will be able to do:       Artists:         Drawing Skills:       Andy Warhol, Pop Art.         (Line/Detail + Observation):       Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour Skills:       (Colour skills:       (Colour skills:         (Colour Mixing + Knowledge):       Make colour wheel: primary to secondary colour mixing.       Image: Colour of paint):         Paint applied using printing, large and small brushes including watercolour.       Media:       Pencil / crayon         Bxperiment with materials and the effect of tools or fingers to change surface and texture.       Foam       Foam	Show interest in and describe what they think about the work of others.	
elements (colours, shapes, tones etc.) that they use.       Andy Warnol, Pop Art.         (NSEAD Assessment framework)       Artists:         By the end of this unit, children will be able to do:       Artists:         Drawing Skills:       (Line/Detail + Observation);         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Andy Warnol (1928-1987)         Colour Skills:       (Colour Mixing + Knowledge);         Make colour wheel: primary to secondary colour mixing.       (Application of paint);         Paint applied using printing, large and small brushes including watercolour.       Media:         By Design Skills:       Surface + Texture);         Experiment with materials and the effect of tools or fingers to change surface and texture.       Redia:         (Research + Planning/Evaluation);       Foam	Should know how to recognise and describe some simple characteristics of different	Materials, Styroloam printing, printing block, carve, roller, repeated image/replica.
elements (colours, shapes, tones etc.) that they use.         (NSEAD Assessment framework)         By the end of this unit, children will be able to do:         Drawing Skills:         (Line/Detail + Observation);         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.         Colour Skills:         (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour.         3D Design Skills:         (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);	kinds of art, craft, and design. The names of the tools, techniques, and the formal	And Markel Des Art
By the end of this unit, children will be able to do:       Artists:         Drawing Skills:       (Line/Detail + Observation);         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Artists:         Colour Skills:       (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.       (Application of paint):         Paint applied using printing, large and small brushes including watercolour.       Media:         Superiment with materials and the effect of tools or fingers to change surface and texture.       Media:         (Research + Planning/Evaluation);       Paint / ink	elements (colours, shapes, tones etc.) that they use.	Andy Warnol, Pop Art.
Drawing Skills:       Andy Warhol (1928-1987)         Line/Detail + Observation);       Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.         Colour Skills:       Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.       Image: Colour of paint):         Paint applied using printing, large and small brushes including watercolour.       Media:         Surface + Texture):       Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);       Foam	(NSEAD Assessment framework)	
(Line/Detail + Observation);         Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.         Colour Skills:         (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour. <b>3D Design Skills:</b> (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);	By the end of this unit, children will be able to do:	Artists:
Encourage children to look carefully, to observe and draw some details of people, objects, landscapes.       Image: Colour Skills:         (Colour Skills:       (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.       Image: Colour Skills:         (Application of paint):       Paint applied using printing, large and small brushes including watercolour.         3D Design Skills:       Image: Colour Skills:         (Surface + Texture):       Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);       Paint / ink		Andy Warhol (1928-1987)
objects, landscapes.         Colour Skills:         (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour.         3D Design Skills:         (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);		
Colour Skills:         (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour. <b>3D Design Skills:</b> (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);		Sampbell Composed Sampbell
Colour Skills:         (Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour. <b>3D Design Skills:</b> (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);	objects, landscapes.	
Image: Colour Mixing + Knowledge):         Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour. <b>3D Design Skills:</b> (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation):             Media:         Paint / ink         Foam	Colour Skills:	
Make colour wheel: primary to secondary colour mixing.         (Application of paint):         Paint applied using printing, large and small brushes including watercolour. <b>3D Design Skills:</b> (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);             Media:         Foam		
Paint applied using printing, large and small brushes including watercolour. <b>3D Design Skills:</b> (Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);           Media:       Pencil / crayon       Paint / ink         Foam		Eunybell Sampbell Sampbell Sampbell
<b>3D Design Skills:</b> (Surface + Texture): Experiment with materials and the effect of tools or fingers to change surface and texture. 	(Application of paint):	
(Surface + Texture):       Pencil / crayon         Experiment with materials and the effect of tools or fingers to change surface and texture.       Pencil / crayon         (Research + Planning/Evaluation);       Foam	Paint applied using printing, large and small brushes including watercolour.	
(Surface + Texture):         Experiment with materials and the effect of tools or fingers to change surface and texture.         (Research + Planning/Evaluation);    Pencil / crayon Paint / ink Foam	<u>3D Design Skills:</u>	Media
Experiment with materials and the effect of tools of ingers to change surface and texture.     Paint / ink       (Research + Planning/Evaluation);     Foam	<u>(Surface + Texture):</u>	
(Research + Planning/Evaluation); Foam	experiment with materials and the effect of tools of hingers to change surface and	
	To begin creating with an outcome in mind.	Digital art
Useful Resources:		Useful Resources:
Tate: Make Pop Art like Warhol: (photocopying + crayon art work idea)		Tate: Make Pop Art like Warhol: (photocopying + cravon art work idea)
https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol		
https://www.bbc.co.uk/bitesize/topics/zjrk7v4/articles/ztcn3qt		https://www.bbc.co.uk/bitesize/topics/zjrk7v4/articles/ztcn3qt
https://www.twinkl.co.uk/resource/t-c-254401-andy-warhol-pop-art-powerpoint		https://www.twinkl.co.uk/resource/t-c-254401-andy-warhol-pop-art-powerpoint