

Art & Design Year 1 - Medium Term Planning – Drawing Pentecost 1

‘MAKE YOUR MARK’

National Curriculum Objective

- To use a range of materials creatively to design and make products.
- To use drawing 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.

	Lesson 1 Exploring Line	Lesson 2 Making Waves	Lesson 3 Experimenting - Shape	Lesson 4 Mark Making	Lesson 5 Drawing from Observation Pt 1	Lesson 6 Drawing from observation Pt 2
Learning intention	Know how to create different types of lines.	Explore line and mark making to draw water.	To draw with different media.	Develop and understanding of mark making	Apply an understanding of drawing materials and mark making to draw from observation.	Apply an understanding of drawing materials and mark making to draw from observation.
Recall and Retrieval	<ul style="list-style-type: none"> • Mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Hold drawing tools in different ways. 	<ul style="list-style-type: none"> • Name the lines – recap from last lesson. • Display lines. Ask ch to say the names to their partners then share them as a class. 	<ul style="list-style-type: none"> • Work with a partner to recall learning in previous lesson. • Draw and say responses. • Name the 2D and 3D Shapes. 	<ul style="list-style-type: none"> • Pairs, ask the ch to take turns sharing something they learnt about the materials and properties they used in the previous lesson. • Eg. Charcoal smudges, pastels are hard to rub out or felt tips are hard to blend. 	<ul style="list-style-type: none"> • Pairs, ch take turns to draw a mark that they can remember from the last lesson on a whiteboard/paper without the other seeing. • Ch drawing describes the mark to their partner. 	<ul style="list-style-type: none"> • Names of different lines. • How to hold pencils and other medium. • How to observe carefully using eyes to look at the object and at drawing.
Key Substantive Knowledge <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> • Know that you can draw different types of lines including: wavy, straight, thick, thin, dotted, dash, diagonal, horizontal, cross hatch and circles. 	<ul style="list-style-type: none"> • Know how to use drawing materials to make different lines and marks reflecting music. • Know there are many different ways of drawing lines, that they feel different to make, 	<ul style="list-style-type: none"> • Know a range of 2D shapes and confidently draw these. • Know that an outline is a joined-up line that shows a 2D shape. 	<ul style="list-style-type: none"> • Know that a continuous line drawing is a drawing with one unbroken line. • Know that texture means ‘what something feels like’. 	<ul style="list-style-type: none"> • Know how to look carefully at an object to identify shapes, lines and textures. • Know the properties of drawing materials eg; which smudge, erase and/or blend. 	<ul style="list-style-type: none"> • Know how to create textures with different tools - pencil, pen or oil pastel. • Know how to show shadows in drawing object.

	<ul style="list-style-type: none"> Know the names of different types of lines. 	<ul style="list-style-type: none"> and that they look different. Know lines can represent movement in drawings. 	<ul style="list-style-type: none"> Know that artists choose materials that suit what they want to make. 	<ul style="list-style-type: none"> Know that texture in drawing, it is the way we make a surface look rough, smooth, shiny by using different kinds of marks. Know the properties of drawing materials eg; which smudge, erase and/or blend. 		
Key Skills	<ul style="list-style-type: none"> Know how to hold and use a pencil and chalk, in different ways to create different lines and marks. Show control when using string and chalk to draw lines. 	<ul style="list-style-type: none"> How to create marks by responding to different stimulus such as music. Make choices about which materials to use to create an effect. (Pens, pencil, oil pastel, chalk) 	<ul style="list-style-type: none"> Know how to draw around a variety of shapes. How to overlap shapes to create new ones. Experiment variety of different media in this piece. Know about the artist Wassily Wassilyevich Kandinsky and his works. 	<ul style="list-style-type: none"> Know how to create a continuous line drawing. Experiment with different marks and use marks to show texture. Know how to make the lines we draw look hard or soft by pressing with more or less pressure as we draw or by varying the type of line. Look carefully and closely when drawing. 	<ul style="list-style-type: none"> Know how to control a pencil to create different types of lines. Know how to use a range of drawing tools to create different marks. Use observational skills to look closely and reflect surface texture. Use sketchbooks to explore ideas. 	<ul style="list-style-type: none"> Know how to layer different materials (pen/chalk, oil pastel/pencil) to experiment creating effects. Develop observational skills to look closely and reflect surface texture.
Disciplinary Knowledge <i>Evaluate/Analyse</i>	Evaluate the art of Brigit Reilly and own work with an understanding of how art can be varied and made in different ways and by different people.	Evaluate own art and the work of others using the language learnt.	Evaluate own art work and medium used. Explain which medium preferred and why.	Describe and compare features of their own and others' artwork.	Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Describe and compare features of their own and others' artwork.

<p>Main teaching activity:</p> <p><i>Summary</i></p>	<p>Look at Bridget Riley's Art and discuss line.</p> <p>Look at different styles of lines and language used.</p> <p>Model - use pieces of white string to create different lines on black paper.</p> <p>Model - how to hold chalk to give a strong, clear line – holding with a firm grip between thumb and finger.</p> <p>Ch create a design on to black paper.</p>	<p>Draw lines in air and on paper to music</p> <p>Zaria Foreman - describe how the artist has used different materials to represent water.</p> <p>Teacher models: How to work into the lines by using the different materials available in different ways. Demonstrating what dark/light, thick/thin, wavy/straight and broken lines look like. Considering which colours to use. Ch make waves using lines whilst listening to the music.</p> <p>Water creation on sheet of paper using lines.</p>	<p>Introduce Wassily Kandinsky's Abstract Art – concentric circles. Question and analyse.</p> <p>Shapes - Model how to make sure the shapes have no gaps between them.</p> <p>Select several shapes to draw around in pencil. Fill in each shape using the different mediums and colours provided. If two shapes overlap, colour the overlap using a different medium or colour.</p> <p>Ask what have ch discovered about materials they used. Do they have a favourite? Explain hy? Which ones were hard to work with?</p>	<p>Select object to draw using one continuous line.</p> <p>Look at textures and patterns when mark making and drawing.</p> <p>Break the drawing process down.</p> <ul style="list-style-type: none"> Line drawing. Textures and marks. Observational drawing. <p>Draw what they see using a diverse range of marks.</p>	<p>Create a drawing using the cardboard square.</p> <p>Observe the object carefully and make your mark with pencil.</p> <p>Teacher model drawing object and use of texture and different marks.</p> <p>First draft of creating an observational drawing of.....using knowledge of mark making and different drawing materials learned.</p>	<p>Create an observational drawing of.....using knowledge of mark making and different drawing materials learned.</p> <p>Complete drawing in sketchbooks, on standard cartridge paper or on larger paper such as A3 (which could be coloured) or on a textured surface.</p> <p>Experiment with layering the different materials, applying growing knowledge of the materials to select appropriate tools to create certain effects to represent what they see.</p> <p>Evaluate and observe different children's art. Invite the children to comment on the observations that the artist made using the questions.</p> <p>End of Unit Quiz assessment.</p>
<p>Scaffolding</p>	<p>Resource to display the image with the names of the different types of lines as well as what they look like.</p> <p>Give only a few lengths of string and encourage them to stand up as they are</p>	<p>Encouraged to use a range of materials. Draw using big, wider arm movements.</p>	<p>Pupils needing extra support may need help to ensure that the colours and mediums they use vary.</p>	<p>Support and help to observe carefully and to identify marks to use.</p>	<p>Encourage ch to use a range of materials and support to focus on the key shapes they can see within their object.</p>	<p>Encourage ch to use a range of materials and support to focus on the key shapes they can see within their object.</p>

	working as they may find it easier.					
Challenge	<p>Use more lengths of string and coloured pencils to work colour into their small square drawings on white paper.</p> <p>Remind that they are using lines only and not 'colouring in' Experiment with how they hold the pencil/chalk and try creating lines using the side as well as the tip, or switching between the two as they draw.</p>	<p>Control the materials more effectively and create more accurate work.</p> <p>Encourage ch to develop greater detail in their drawing.</p>	Focus on colouring/painting neatly and within the lines.	<p>Encourage ch to justify why they have chosen to apply a particular mark to an area of their drawing</p> <p>Challenge to create their own mark and model it to the class.</p>	Encourage ch to consider how they can create the textures and light and dark in their drawing and select appropriate materials to achieve this.	Encourage ch to consider how they can create the textures and light and dark in their drawing and select appropriate materials to achieve this.
Key vocabulary:	Cross-hatch, diagonal, horizontal, line, optical, art, vertical, wavy	Lines, water, waves, wavy	2D shapes, 3D shapes, abstract, medium, shade, shape	Circles, continuous, cross-hatching, dots, firmly, lightly, line, look, mark making, marks, observe	Experiment, line, marks observation, rough, shadow, shape, smooth, texture	Experiment, line, marks observation, rough, shadow, shape, smooth, texture
End of Unit Outcomes	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 					