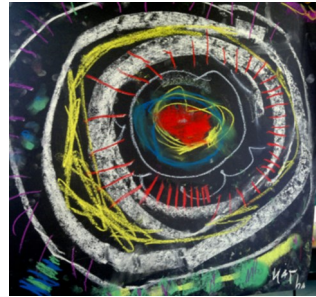


Subject: ART

Year group: 1

Term: Spring

Unit name: Drawing spirals/spiral snails



Innovation

Prior knowledge:

R— Painting, mark– making drawing, exploring colour, finger puppets, self portrait photography, printmaking shapes.

Big ideas:

Developing mark making skills and drawing from observation or imagination.

Introducing pastel as a medium and exploring drawing as a physical activity.

Exploring colour and colour mixing in an intuitive way, using colour to help their drawings engage others.

That drawing is a physical and emotional activity. That when we draw, we can move our whole body.

Developing hand-eye co-ordination, controlling the lines they make by being aware of how to hold a drawing tool, how much pressure to apply, and how fast or slow to move.

Children are enabled to build an understanding about the way they can make marks on a drawing surface.



Implementation:

By the end of the unit children should...

Have tried out a range of materials and processes and recognise they have different qualities.

Explore materials in an open ended manner, looking at what marks can be achieved using a range of media; graphite, charcoal and oil pastel

Create a range of marks using different techniques in simple form, and a layering technique.

Explore materials in a playful and open ended manner

*Suggested teaching time would be all day or blocked to an afternoon.

Key vocabulary:

Pressure smudge

dark marks scale

light marks layer

Artist:

Molly Haslund

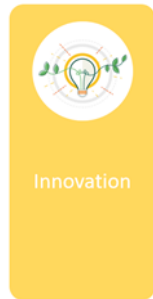


Subject: ART

Year group: 1

Term: Spring

Unit name: Drawing Feathers/Making Sculptural birds



Prior knowledge:

R— Painting, mark– making drawing, exploring colour, finger puppets, self portrait photography, printmaking shapes.

Big ideas:

Developing a variety of drawing skills. Using observational drawing to explore and record what is seen as well as what is felt.

Exploring collage and the link between drawing & making.

Using blind drawing as an exercise to help children practise close looking and also practise matching speed of drawing with speed of looking.

Experimenting using different drawing materials together, for example, wax crayons and watercolour together, or pencil crayons and felt tips to show a variety of outcomes.

Explore, discover and invent ways for 2d to transform into 3d sculpture. By creating drawings or prints on paper which are then folded through collage which become 2d shapes that are cut out and constructed with.



Implementation:

By the end of the unit children should...

Explore their environment and look at lines and tone in nature.

Have an openness to experiment, using a 'trial and error' approach, to find how to get the best results.

Recognise that ideas can be expressed through art

Build knowledge of different techniques that can be used in art including layering of materials and mixed media.

Be excited by the potential to create.

*Suggested teaching time would be all day or blocked to an afternoon.

Key vocabulary:

Create layer mark-make

sculpt tone line

Elegant composition

