









Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

MEDIUM TERM PLANNING - ART

Year Group: Year 1

TERM: Autumn 1

Theme: Spirals

Pattern, Structure, Movement, Growth, The Human Body, Sound

National Curriculum: Art and Design

Medium:

Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)

Materials:

A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands.

Linked Artist:

Molly Haslund

Context:

- children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.
- Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.
- They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter.

Concepts:

- That drawing is a physical and emotional activity. That when we draw, we can move our whole body.
- That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- That we can draw from observation or imagination.
- That we can use colour to help our drawings engage others.

Vocabulary:

- Drawing
- Texture
- Reflect
- Spiral
- Media

(i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.

- The focus of the exploration is around spirals – an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure.

Curriculum Links

Science: Uses language to support understanding of concepts of growth, human body and natural forms.

Maths: Explores pattern, symmetry.

PSHE: Peer discussion, collaboration

Prior Knowledge:



- Mark making skills
- Good pencil control
- Observation skills



Future Knowledge:

- Children will explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.
- Children will be encouraged to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.

End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):

- I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.
- I can make a drawing using a continuous line for a minute or two.
- I have decorated the cover of my sketchbook and I feel like it belongs to me.
- I can draw from observation for a few minutes at a time.
- I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.
- I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.
- I can make choices about which colours I'd like to use in my drawing.
- I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.
- I can talk about what I like in my drawings, and what I'd like to try again.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 Making Spiral Drawings</p> 	<p>Look at the artist Molly Haslund (using talking points resource on AccessArt page). An artist who draws outside using her body as a drawing tool.</p> <p>Invite children to use their whole body to create large scale “Spiral Drawings“. (indoors/outdoors)</p> <p>Invite students to experiment with different materials – graphite sticks, soft B pencils, handwriting pens, chinks.</p>	<p>‘When drawing do we only use our hands?’</p> <p>‘How do we control the lines that we make?’ (how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.)</p>	<p>Use soft B pencils or graphite sticks. Work on large A2 sheets of paper (newsprint is fine).</p> <p>Graphite sticks, soft B pencils, handwriting pens, chinks.</p>
<p>2 Make snail drawings</p> 	<p>Create a “Snail Drawing” on a large square of white cartridge paper or black sugar paper, using chalk and oil pastels.</p> <p>This exercise explores different qualities of line, colour blending, mark making and makes a wonderful mounting piece.</p>	<p>‘What is a continuous line?’</p> <p>‘How do we use it to make a snail drawing?’</p>	<p>White cartridge paper or black sugar paper, chalk, oil pastels</p>
<p>3 Personalise your sketchbook</p>	<p>It’s important that children feel a sense of ownership with their sketchbooks. These sketchbooks will create an ideal platform for exploration and creative risk taking. Ask children to decorate the cover using collage.</p>	<p>Questions dependent on what/how the children decorate their books.</p>	<p>Sketchbooks Materials that children want to use to decorate their sketchbook</p>
<p>4/5 Two Exercises to Encourage Close Looking & Experimental Mark-Making</p>	<p>Working in a sketchbook Continue with the spiral exploration by applying drawing skills to making observational drawings of shells. Where possible work from real shells, making sure each child can clearly see what they are drawing. If you do not have real shells then</p>		

<p>Week 4 - Observational Drawing: Continuous Line</p> 	<p>you can work from “Drawing Source Materials: Shells“.</p> <p>Do the exercises alongside the children (to model your own open exploration), or before the lesson so that you understand how it feels. By the end of this session children will have completed a number of line drawings in their sketchbooks.</p> <p>Start the session by creating a calm meditative environment. Use this exercise to create “Observational Drawings using Continuous Line“.</p> <p>Encourage careful observation and intentional mark making.</p> <p>Depending on how much time you would like to allocate to the warm up, you may want to ask children to experiment with scale, different materials, dominant and non-dominant hand.</p>	<p>‘How did you draw your shell using a continuous line?’</p> <p>‘What is a continuous line?’</p> <p>‘Can you explain the different materials you have used and why have you used them?’</p> <p>‘How did it feel using you less dominant hand?’</p>	<p>Shells Sketchbooks Pencils (time dependent use different materials too – chalk, oil pastels)</p>
<p>5 Experimental Mark-Making with Water Soluble Pens</p> 	<p>Focus upon enabling the children to see what happens when they add water to observational drawings made using a handwriting pen (check first that the pen you use is water-soluble) or water-soluble graphite. How are the marks changed by the water?</p> <p>As the children may not have experience of the colour wheel yet, strip this activity back to focus on the line, texture, and light and dark areas.</p>	<p>‘How are the marks changed by the water?’</p> <p>‘What happens when the water is added?’</p> <p>‘Can you show me the continuous line?’</p> <p>‘What texture have you used?’ (If any?)</p> <p>‘What are the light and dark areas showing?’</p>	<p>Sketchbooks Water soluble pens Water Fine paint brushes</p>
<p>6 Share, Reflect, Discuss</p>	<p>Time to see the work which has been made, talk about intention and outcome.</p> <p>Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.</p>	<p>‘What are the different marks you can make with a soft pencil, a graphite stick and a handwriting pen?’</p> <p>‘How does water affect graphite and pen?’</p> <p>‘Which artist have you been learning about this term and what does their</p>	<p>All artwork and drawing been made over the half term.</p>



Try to make time to appreciate what has been made, to reflect and focus your thoughts, and to listen to feedback from others. Learning how to talk about art, especially art you have made yourself, is all part of making art.

artwork look like and how do they make it?
'What do you think about their artwork?'
'What have you enjoyed learning this half term in relation to art? 'What did you like best about your artwork and what would you like to try again?'