



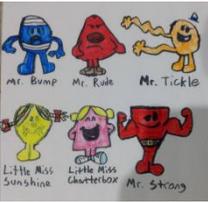
Banks Road Primary School

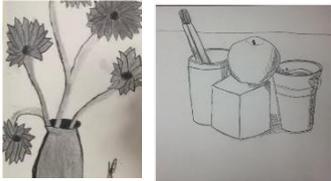


YEAR GROUP	Year 1	SUBJECT	Art - DRAWING	TERM	Autumn
MEDIUM TERM PLAN National Curriculum STUDY	Pupil Should be taught: <ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences, and imagination To develop a wide range of art and design techniques in using line, shape, form and space. 				
PREVIOUS LEARNING (What should they already know)	<ul style="list-style-type: none"> Know a range of 2D shapes and be able to attempt to draw these. In EYFS, they have used a range of media for drawing & know the names of different drawing tools such as pencils, crayons, chalk and charcoal. They know that drawing tools, create marks. 				
END POINTS, SKILLS & KNOWLEDGE (What the children should know at the end of the unit.)	<ul style="list-style-type: none"> Know that different media and the way it is used make different marks. Know that a variety of drawing tools can be used in a variety of ways to create different lines, marks and shapes of different sizes and thickness. Draw confidently from observation and sketch a simple picture. Know that lines and shapes are used by artists in a range of different ways to create final pieces. Know some artists that use line and shapes in their art. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 				
RETRIEVAL VOCABULARY	Shape, Pencil, Crayons, Chalk, Line, Circle, Rectangle, Mark Making				
NEW VOCABULARY	Pressure, 2D shape, Media, Continuous, Firmly, Horizontal, Vertical, Curved, Diagonal, Observational				

IMPLEMENTATION			
	LEARNING OUTCOME	NEW LEARNING/KNOWLEDGE	END POINT
LESSON 1	I can show control when drawing lines & shapes and can draw lines of varying thickness. I can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and	Warm up: Children given outlined image of Garston. Each week, children fill the spaces of the lines and patterns using fine liner pen. 	Know that different media and the way it is used make different marks. To understand that a collection of shapes, creates an image.

	<p>how fast or slow we move.</p>	<p>Main activity: Explore using a range of pencils. Use a 2B pencil make marks – exploring lines and shade. Make children aware that we have a drawing pencil and a writing pencil. Use side and tip of pencil and observe what happens. Begin drawing simple shapes – allowing the children to get used to the different pencil– making different lines. Look at a photograph/photocopy of a simple image of Garston library– what shapes can they see? Each child to be given their own photograph/photocopy and will go over the shape with a pencil or sharpie – identify triangles, squares, circles Use and identify when they are using straight lines , curvy lines within the shapes.</p>	
<p>Lesson 2</p>	<p>I can explore how famous artists use lines and shapes to create works of art.</p>	<p>Warm up: Continue to add to Garston sketch. Main activity: Introduce Roger Hargreaves, the author and illustrator of the Mr Men series How has he used shape and lines to create characters? Children to complete a Mr Men drawing. Task 1- give them half a character to complete Tassk 2- Drawing tutorials on YouTube - https://www.youtube.com/watch?v=9nhcjkn9tw & https://www.youtube.com/watch?v=4gNzUbzcMe0</p>	<p>Know that lines and shapes are used by artists in a range of different ways to create final pieces. Know some artists that use line and shapes in their art.</p>
<p>LESSON 3</p>	<p>I can use different materials to draw and can make different marks with different drawing tools.</p>	<p>Warm up: Continue to add to Garston sketch. Main Activity: Go outside and observe - what shapes can they see in the environment? Explore drawing big shapes using big arm movements – chalk on the playground. Experiment drawing different types of lines.</p>	<p>Know that a variety of drawing tools can be used in a variety of ways to create different lines, marks and shapes of different sizes and thickness.</p>



<p>Lesson 4</p>	<p>I can use a view finder to home in on a specific area or part of a shape and sketch this.</p>	<p>Warm up: Continue to add to Garston sketch. Main activity: Children to master back and forth sketching technique and the importance of holding your pencil lightly. Go out onto the playground and identify what shapes can they see in the environment? Look at the trim trail. Give them a view finder and look through it – draw what they see through the view finder.</p> 	<p>Draw confidently from observation.</p>
<p>LESSON 5</p>	<p>I can develop observational skills and create an observational drawing.</p>	<p>Warm up: Continue to add to Garston sketch. Main activity: Look at a chosen object and identify that the lines are not straight, scan the object and see that it is curved. Use back and forth technique to sketch the object, focusing on the shapes they see. Children have 3 attempts to draw object. First drawing in 1 minute, second drawing, 3 minutes and third drawing, children should take their time to really focus on the shapes and value of the object.</p> 	<p>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>
<p>Lesson 6</p>	<p>I can develop observational skills and create a still life observational drawing focusing on proportion.</p>	<p>Warm up: Continue to add to Garston sketch. Main activity: Teacher to set up a still life on each table for children to sketch. Create a still life drawing – looking at proportion. Work at tables in groups drawing a cup, flowers anything!</p>	<p>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>