

Subject: Art, Craft and Design: Improving Drawing	Year: 1 – Spring Term 2
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture 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 	
<p>To begin this unit, the children should have already learnt:</p> <p>Early Learning Goals from Development Matters:</p> <p><u>Art and Design - Creating with Materials:</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p><u>Physical Development -Fine Motor Skills</u></p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. <p>Progression of Skills:</p> <p><u>(Line/Detail + Observation):</u> Increased control of lines to produce circles and shapes with increased fine motor skills. (R) Creating recognisable images from their basic shapes. Guided Drawing. (R)</p> <p><u>(Texture/Pattern):</u> Experiment with different drawing tools and mark making (R)</p> <p><u>(Application of paint):</u> Paint applied exploratively with fingers, large brushes, large rollers/stamps/printing. (R)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 2 Progression of Skills; <u>(Line/Detail + Observation):</u> Show increased control over lines Encourage children to look carefully, to observe and include more detail e.g., in portraits</p> <p><u>(Texture/Pattern):</u> Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.</p> <p><u>(Shading):</u> Discuss use of shadows, use of light and dark</p> <p><u>(Application of paint):</u> Paint applied with greater variety of brushes to try and copy effects.</p>
<p>Key Enquiry Question</p> <p>Can you reflect on your drawing to make it better? How would you make your drawing more realistic?</p>	<p>The Big Idea:</p> <p>To evaluate own work/work of others and improve artwork using information gained from self-feedback and peer-feedback.</p>
<p>To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know:</p> <p>How to recognise ideas can be expressed in artwork.</p>	<p>Vocabulary:</p> <p>Line: Thick, thin, soft, narrow, fine, line, shape, detail, bold, scribbling Texture: smooth, rough, bumpy, hatching, cross hatching, media marks, pencil, techniques, stippling, blending, rubbing</p>

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 what they think about the work of others.
(Give constructive feedback to improve own drawing and drawing of peers).
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.
(NSEAD Assessment framework)

Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale

Shape: long, curvy, wavy, straight, realistic.

Evaluation: reflect, share, evaluate, improve, positive, constructive, review, recreate, feedback.

Austin's Butterfly

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.

(Texture/Pattern):

Experiment with different drawing tools and mark making.

Colour Skills:

(Application of paint):

Paint applied using printing, large and small brushes including watercolour.

Media:

Pencil

Charcoal

Crayon

Watercolour

Useful Resources:

Ron Berger - Austin's Butterfly:

<https://vimeo.com/38247060>

