

**Art – Year 1 – Autumn,  
Drawing: Make your mark (5 lessons)  
Craft and design: Woven wonders (lesson 2)**

	<p><b>Previous Learning / sticky knowledge</b></p>	<p>EYFS: drawing: marvellous marks <b>Physical development</b> Develops small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. <b>Expressive arts and design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>This unit: 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.</p>	<p>EYFS: craft and design: Lets get crafty <b>Physical development</b> Develops small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</p> <p><b>Expressive arts and design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>This unit: Give an opinion about whether an activity counts as ‘art’. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn’t work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don’t go right the first time. Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). Discuss the choices they make and what they like about their finished work.</p>	
	<p><b>Curiosity questions</b></p>	<p><b>Substantive knowledge</b></p>	<p><b>Disciplinary Knowledge</b></p>	<p><b>Key Vocabulary</b></p>
<p>Wk 1</p>	<p>What words would you use to describe the lines in Bridget Riley’s work?</p>	<p><b>Line:</b> Know that drawing tools can be used in a variety of ways to create different lines. <b>Line:</b> Know lines can represent movement in drawings. <b>Texture:</b> Know different drawing tools make different marks. <b>Making skills:</b> That a continuous line drawing is a drawing with one unbroken line. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing. <b>Knowledge of artists:</b> Artists choose materials that suit what they want to make.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media. <b>Using sketchbooks:</b> Use sketchbooks to explore ideas. <b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. <b>Knowledge of artists:</b> Understand how artists choose materials based on their properties in order to achieve certain effects. <b>Evaluating and analysing:</b> Describe and compare features of their own and others’ artwork.</p>	<p>Line Vertical Horizontal Diagonal Wavy Cross-hatch optical art</p>

		<p><b>Evaluating and analysing:</b>  Art is made in different ways.  Art is made by all different kinds of people.  An artist is someone who creates.</p>	Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	
<p><u>Retrieval Practice Questions</u>  Last week:  Last term: picture of a paint brush, sponge and a glue spreader. Which one could be used for painting?  Last year: name a drawing tool and make a mark.</p>				
Wk 2	Is water an easy thing to draw or paint?	<p><b>Line:</b> Know that drawing tools can be used in a variety of ways to create different lines.  <b>Line:</b> Know lines can represent movement in drawings.  <b>Texture:</b> Know that texture means ‘what something feels like’.  <b>Texture:</b> Know different marks can be used to represent the textures of objects.  <b>Making skills:</b>  That a continuous line drawing is a drawing with one unbroken line.  Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.  How to hold and use drawing tools in different ways to create different lines and marks.  How to create marks by responding to different stimulus such as music.  How to overlap shapes to create new ones.  How to complete a continuous line drawing.  <b>Knowledge of artists:</b>  Artists choose materials that suit what they want to make.  <b>Evaluating and analysing:</b>  Art is made in different ways.  Art is made by all different kinds of people.  An artist is someone who creates.</p>	<p><b>Generating ideas:</b>  Explore their own ideas using a range of media.  <b>Using sketchbooks:</b>  Use sketchbooks to explore ideas.  <b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  Make choices about which materials to use to create an effect.  Develop observational skills to look closely and reflect surface texture.  <b>Knowledge of artists:</b>  Understand how artists choose materials based on their properties in order to achieve certain effects.  <b>Evaluating and analysing:</b>  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.</p>	Wavy Waves Water Lines
<p><u>Retrieval Practice Questions</u>  Last week: draw a line  Last term: large paint brush and a small paint brush. What would we use small brush for?  Last year: pencil grip</p>				
Wk 3	Which of the media are similar? In what ways are they similar?	<p><b>Shape:</b> Know a range of 2D shapes and confidently draw these.  <b>Texture:</b> Know that texture means ‘what something feels like’.  <b>Texture:</b> Know different marks can be used to represent the textures of objects.  <b>Texture:</b> Know different drawing tools make different marks.  <b>Making skills:</b>  Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.  How to hold and use drawing tools in different ways to create different lines and marks.  How to overlap shapes to create new ones.  How to use mark making to replicate texture.  <b>Knowledge of artists:</b>  Artists choose materials that suit what they want to make.  <b>Evaluating and analysing:</b></p>	<p><b>Generating ideas:</b>  Explore their own ideas using a range of media.  <b>Using sketchbooks:</b>  Use sketchbooks to explore ideas.  <b>Making skills:</b>  Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  Make choices about which materials to use to create an effect.  Develop observational skills to look closely and reflect surface texture.  <b>Knowledge of artists:</b>  Understand how artists choose materials based on their properties in order to achieve certain effects.  <b>Evaluating and analysing:</b>  Describe and compare features of their own and others’ artwork.</p>	2D shapes 3D shapes Abstract Contemporary Drawing mediums Narrative Printing Shade Form Shape

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	<u>Retrieval Practice Questions</u> Last week: describe the picture of sea Last term: Last year: what colours make green – blue/yellow blue/red red/yellow			
Wk 4	How can we use drawing to show what the object feels like?	<b>Shape:</b> Know a range of 2D shapes and confidently draw these. <b>Line:</b> Know that drawing tools can be used in a variety of ways to create different lines. <b>Line:</b> Know lines can represent movement in drawings. <b>Texture:</b> Know that texture means 'what something feels like'. <b>Texture:</b> Know different marks can be used to represent the textures of objects. <b>Texture:</b> Know different drawing tools make different marks. <b>Making skills:</b> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing. <b>Evaluating and analysing:</b> Art is made in different ways.	<b>Generating ideas:</b> Explore their own ideas using a range of media. <b>Using sketchbooks:</b> Use sketchbooks to explore ideas. <b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. <b>Knowledge of artists:</b> Understand how artists choose materials based on their properties in order to achieve certain effects. <b>Evaluating and analysing:</b> 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.	continuous marks mark making line look observe cross-hatching dots circles lightly firmly
	<u>Retrieval Practice Questions</u> Last week: 'Red Tondo' by Ily Bolotowsky Last term: Last year: What is an observational drawing?			

Wk 5	How could you create the textures you can see with your pencil or pen?	<p><b>Shape:</b> Know a range of 2D shapes and confidently draw these.</p> <p><b>Line:</b> Know that drawing tools can be used in a variety of ways to create different lines.</p> <p><b>Line:</b> Know lines can represent movement in drawings.</p> <p><b>Texture:</b> Know that texture means 'what something feels like'.</p> <p><b>Texture:</b> Know different marks can be used to represent the textures of objects.</p> <p><b>Texture:</b> Know different drawing tools make different marks.</p> <p><b>Making skills:</b> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing.</p> <p><b>Evaluating and analysing:</b> Art is made in different ways.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p> <p><b>Knowledge of artists:</b> Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p><b>Evaluating and analysing:</b> 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.</p>	Shape line texture marks hard soft rough smooth observation experiment shadow light and dark thick straight wiggly charcoal pastels chalk
<p><u>Retrieval Practice Questions</u> Last week: What is texture? Last term: what happens when you use the side of the crayon? Last year: can you name the parts of your face?</p>				
Wk 6	What can you wrap around your stick?	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p><b>Knowledge of artists:</b> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Evaluating and analysing:</b> 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.</p>	<p><b>Formal elements:</b> <b>Form:</b> Know that three dimensional art is called sculpture.</p> <p><b>Making skills:</b> What materials can be cut. How to wrap objects/shapes with wool. How to measure a length. How to tie a knot, thread and plait. How to join using knots.</p> <p><b>Knowledge of artists:</b> Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists choose materials that suit what they want to make.</p> <p><b>Evaluating and analysing:</b> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.</p>	craft knot
<p><u>Retrieval Practice Questions</u> Last week: picture of different line can they describe what the lines look like? Last term: collage fish picture. What materials have been used? Last year: Look at this join (knot) describe how it has been joined.</p>				

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