

Term 1
Unit Overview: KS1 Art
Spirals

<p>National Curriculum Links</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. ❖ Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Aims of pathway This pathway aims to introduce children to the idea that making a drawing is a physical activity which uses the whole body and connects head, hand and heart.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> ❖ 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. 	<p>Unit Outcomes</p> <ul style="list-style-type: none"> ❖ Large scale spiral drawings using the body ❖ Snail drawings using chalk and oil pastels ❖ Elastic band sketchbooks ❖ Observational drawings of shells 	
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ❖ Understand drawing is a physical activity. ❖ 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. <p>Implicit Knowledge / Skills</p> <ul style="list-style-type: none"> ❖ Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. ❖ Work at a scale to accommodate exploration. ❖ Use colour (pastels, chalks) intuitively to develop spiral drawings. ❖ Make a simple elastic band sketchbook. Personalise it. ❖ Develop experience of primary and secondary colours ❖ Practice observational drawing. 	<p>Domains of knowledge:</p> <p>Practical Knowledge</p> <ul style="list-style-type: none"> ❖ 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 made a sketchbook (or perhaps decorated the cover of a bought 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 can take photos of my artwork. ❖ I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. <p>Theoretical Knowledge</p> <ul style="list-style-type: none"> ❖ 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. ❖ I can make choices about which colours I'd like to use in my drawing. 	<p>Artists Molly Haslund - Outdoor circles</p> <p>Henri Matisse – Snails</p> <p>Cross Curricular Opportunities</p> <p>Science: Uses language to support understanding of concepts of growth, human body and natural forms. Maths: Explores pattern, symmetry. PSHE: Peer discussion, collaboration</p>	<p>Receptive Practical Knowledge</p> <p>Vocabulary Large scale Spiral Continuous line Shells</p> <p>Medium and Materials Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)</p> <p>Techniques Mark making with different materials. Drawing using continuous lines.</p> <p>Disciplines Drawing, Collage, Sketchbooks</p> <p>Themes Pattern, Structure, Movement, Growth, The Human Body, Sound</p>

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<p>Prior learning <u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Explore different materials freely, to develop their ideas about how to use them and what to make. ❖ Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ❖ Use drawing to represent ideas like movement or loud noises. ❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. ❖ Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. 	<p>Future application of skills <u>LKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal. ❖ Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. ❖ Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal ❖ Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal. ❖ Practise drawing skills. Storytelling Through Drawing Exploring Pattern Sculpture & Structure <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D. ❖ Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design. 	<p>British Values</p> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <p>Christian Values <u>“Courage,”</u> the pioneering French artist Henri Matisse once insisted, “is essential to the artist, who has to look at everything as though he were seeing it for the first time.” <u>Spirituality</u>: Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p>
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