



Art Medium Term Plan / Planning Sequence

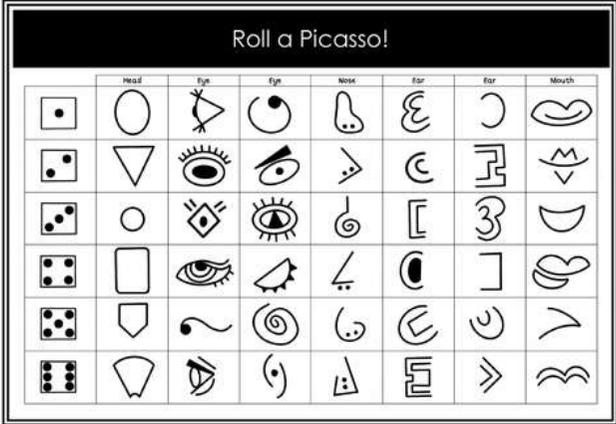
Term: Autumn	Year group: 1	Key Concept: Drawing and Painting
Classes: Northern Island, Scotland, Wales		
<p style="text-align: center;">NC Objectives:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture • Develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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>Key Artist/Movement/Style:</p> <p style="text-align: center;">Pablo Picasso 1881 -1973 Cubism Abstract contemporary art</p> <p>Key art works: Dora Mar, Weeping Woman</p> 
<p style="text-align: center;">Prior Learning:</p> <ul style="list-style-type: none"> • Recognise that their ideas can be expressed in art work • Create freely to record their ideas • Recognise some key artists and art works • Express themselves through art • Create freely • Know that artists have different styles • Work in a playful, exploratory way • Experiment with a range of drawing implements to explore lines • Experiment with line - patterns, dots, and colour • Observe and draw from real life using lines and patterns • Draw freely and with pleasure • Explore techniques such as hatching and stippling • Begin to show emotion when drawing faces. For example, a smiling mouth 		<p style="text-align: center;">Substantive Knowledge</p> <ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work • Create and explore with an open mind • Use contextual knowledge as a stimulus • Create original outcomes • Use sketch books to record experiences and ideas • Recognise key artists and art works that are relevant

	<u>Progression Statement</u>	<u>Lesson Objective</u>	<u>Lesson Sequence</u>
Lesson 1 1 hour	Draw human form with the correct placement of facial features	To draw a self-portrait	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>What is art? Can the children name any art styles, types or artists? Show children some portrait from artists they may recognise from prior learning? What is a portrait? What are the characteristics?</p> <p>TASK Children will take self-portraits using an iPad. Children need to consider the composition and ensure all of their head and shoulders are in the photo. Model this.</p> <p>Children draw what they see using their image. Ensure the anatomy is correct - there are two eyes, a nose, mouth and two ears. Model this, step by step using the portrait tips for ks1. Take this step by step at your discretion. I do, you do. Modelling as you go using the view finder camera. Be explicit when modelling scale and composition in your book.</p> <p>Remind children to show emotion – eg smiling mouth. Also, to observe and draw what they see. Make it clear to children that their sketch book is a place to practice and it's okay to make mistakes. Allow children to have a few attempts if needed.</p>
Lesson 2 1 hour	Draw from observation using varied mediums - pencil, graphite handwriting pen, pastel, oil pastel and coloured pencils	To know who Pablo Picasso was To recognise the characteristics of his art	<p>Starter: 5 minutes warm up 5 mins for children to explore and draw whatever they would like using a shape drawn on the board.</p> <p>Read the book 'Picasso's Trousers' Ask children to respond to the key questions Who is Pablo Picasso? What is an artist?</p>

			<p>What kind of art did he create? What is the style of art called? Cubism/Abstract Expose children to vocabulary of horizontal and vertical lines when discussing his clothes</p> <p>Look and analyse different artworks by him – children to reflect and discuss - respond verbally. How might the person be feeling? How has the artist expressed this? What shapes can they see? What colours can they see? What do they like/dislike?</p> <p>TASK Children will respond to and recreate Picasso’s art style using various mediums such as coloured pencils, oil pastels, black fine liner, soft pastels, coloured paper (to tear or cut into shapes). Demonstrate and model how these mediums should be used in class sketchbook. Instil in children that we should colour in one direction. Show the different effects the mediums create. Give children access to all the mediums so they are able to make their own choice and can use mixed media if they choose too. Examples of Picasso’s art work to be stuck into sketch books for children to respond to.</p>
<p>Lesson 3 40 mins to an hour</p>	<p>Explore lines made with a drawing tool – fingers, wrist, shoulder, body – work at scale to allow exploration</p> <p>Experiment with line, shape and pattern</p>	<p>To explore mark making using the movement of their bodies</p>	<p>Starter: Explore mark making and texture techniques – dots, dashes and hatching Do this in sketch books >>></p> <p>Re-prior learning – What is a portrait? Who is Pablo Picasso? What is the style of art?</p> <p>What colours did he use? Children to identify various colours. Can they name the three primary colours?</p> <p>TASK Enable children to build an understanding about the way they can make marks on a drawing surface, how to hold a tool and how the movement of their bodies effects the drawing they make.</p> 

			<p>Children will use their whole body to create large spiral drawings. https://www.accessart.org.uk/drawing-spirals/ Begin to use soft B pencils and work on a3 paper. Later introduce different mediums such as pens, chalk and oil pastels.</p>
<p>Lesson 4 1 hour</p>	<p>Draw from observation using varied mediums - pencil, graphite handwriting pen, pastel, oil pastel and coloured pencils</p> <p>Explore lines made with a drawing tool – fingers, wrist, shoulder, body – work at scale to allow exploration</p> <p>Experiment with line, shape and pattern</p>	<p>To develop and build upon mark making to create a spiral/snail drawing</p>	<p>Re-cap prior learning What are the primary colours? Who is the artist we have looked at? What is a portrait?</p> <p>TASK https://www.accessart.org.uk/spiral-snails-drawing-spirals/ Create a ‘snail/spiral’ drawing in the style of Picasso (colours and lines) Do this in sketch books or on black sugar paper. Use chalk, oil pastels or soft pastels.</p> <p>Allow children to explore different line styles and techniques, mark making and blending of different colours.</p> 
<p>Lesson 6 30 mins</p>	<p>Draw from observation using varied mediums</p> <p>Observe and draw from real life (reception)</p>	<p>To draw what they can see</p> <p>To further develop line and mark marking</p>	<p>Begin with a calm environment – possibly play some Meditative music Explain to children that we will draw what we see. This is called observational drawing. To draw from observation, we need to be careful and really look at what we can see. Remind children of previous lessons where we have thought about our bodies and movement to help with mark making.</p> <p>TASK Continuous line observational drawing https://www.accessart.org.uk/continuous-line-drawing-exercise/</p>

			<p>You will need:</p> <ul style="list-style-type: none"> • Pen (make sure its water soluble) –easier for children to do continuous lines • Small objects to draw – try to link this to children’s interests or current topics <p>Remember careful looks = slow drawing</p> <p>This exercise helps children slow down their looking and then helps them coordinate drawing with seeing. It develops observational drawing skills, and also helps children settle and focus. It can take as little as 5 to 10 minutes. The drawings will have a particular ‘look’ & style.</p>
Lesson 7 40 mins	Experiment with shape, line and pattern	To create a portrait in the style of Picasso	<p>Re-cap prior learning</p> <p>What is a portrait? Who is Picasso?</p> <p>Look again and remind children of the key art works of Picasso – Dorma Mar & The Weeping Woman.</p> <p>What do they notice about the facial features? Can they identify the different shapes and colours? Do they recognise it is not symmetrical like their faces and portraits from lesson 1?</p>

			<p>TASK</p> <p>Using 'roll a Picasso', children will create their own portraits inspired by him. Model how to do this in class sketch books using a dice and pencil to sketch the features.</p> <p>Give children the opportunity to try two different portraits. This will allow them to make the choice and identify their likes and dislikes.</p>  <p>The 'Roll a Picasso!' grid is a 6x8 table of icons for drawing facial features. The columns are labeled: Head, Eye, Eye, Nose, Ear, Ear, Mouth. The rows correspond to dice faces: 1, 2, 3, 4, 5, 6. The icons include various shapes like circles, triangles, squares, and lines, representing different styles of eyes, noses, ears, and mouths.</p>
<p>Lesson 8/9</p> <p><i>This can be completed over two lessons</i></p>	<p>Experiment with shape, line and pattern</p> <p>Explore lines made with a drawing tool – fingers, wrist, shoulder, body</p>	<p>Create a portrait in the style of Picasso using line</p>	<p>Recap - Ask children to respond to the key questions</p> <p>Who is Pablo Picasso? What is an artist? What kind of art did he create? What is the style of art called? Can you re-call the name of one of his pieces of art? Using their sketch books and plans of their portraits. They will decide which one they like/prefer. This will be their final design.</p> <p>On a piece of cartridge paper, children will use a pencil to sketch out their portrait. If they are able, use a fine liner to go over the outline like Picasso does. Explain to the children that the portrait must fill the page – this is scale.</p> <p>Children to choose which medium to use from soft/oil pastels or poster paint – to experiment with the different brush sizes etc. Demonstrate how these work and re-cap colour mixing.</p>

			<p>Allow children to create this freely and explore using learning and skills around line and mark marking with their bodies.</p> <p>Take a photo of final pieces on Seesaw and display some in the frames in lower school.</p>
Lesson 10 40 mins		Present and evaluate their artwork and that of their peers	<p>Children to have their sketch books and final piece on their desk. Allow them to have the time and space to look at their art work.</p> <ul style="list-style-type: none"> • Does it look like their original plan? If no, why not? What changed? • What do they like? Why do they like it? • What do they dislike? Why? • Would they change anything? • What features have they used that are similar to Picasso's style? • What colours have they used? How did they create that colour? • What tools and mediums did they use? <p>Children to have an 'art gallery' walk around the classroom to look at each other's pieces of art. What do they like about it? What could they do better with next time?</p>
Vocabulary	Open/closed shapes, line, outline, sketch, detail, thickness, techniques, colour names, cubism, primary colours, secondary colours, bright(ness), brush size, mix, direction, abstract, portrait		
Key Questions/Lines of Enquiry	<p>Who was Picasso? Can you name some of his famous art works? What style of art did he produce? How could you describe his art work? What colours did he use? What are the primary colours? Can you explain what a secondary colour is? What do you like about his artwork? What do you dislike? What do you like about your art work?</p>		

Assessment opportunities	<u>On- going</u> Tell me about what you are making. Tell me about what you are doing/creating What are you going to do next? Why? What colours/tools are you using?
--------------------------	--