



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 1

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Continuous Line Drawing- A line that does not lift from the paper until the image is complete.

Mark Making- The creating of different patterns, lines, textures and shapes.

Spiral- A spiral shape which winds round and round with each curve above or outside the previous one.

Observation- Is the action of carefully watching someone or something.

Pressure- The amount of force you put on a tool to make a deeper mark or colour.

Control- The ability to be able to manage movement of something.

Primary Colours- Red, yellow and blue.

Secondary Colours- Purple, orange and green.



Knowledge

What children will know

Learning **Teaching** **Assessment**

Remembering Telling Testing

We can draw from our fingertips, shoulders and our whole body. When we draw, we move our whole body.

Sketchbooks are used to experiment and explore.

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.

We can draw from observation or imagination.

We can use colour to help our drawings engage others.

What the primary and secondary colours are.

When you blend two primary colours together, it forms a secondary colour.

Molly Haslund is a Danish artist who makes drawings of circles outside using her body as a tool.



Understanding

What children will understand

Learning **Teaching** **Assessment**

Practising Coaching Observing

Understand that drawing is a physical and emotional activity. When we draw, we move our whole body.

Understand that a sketchbook is owned by the pupil for experimentation and exploration.

Understand how to control the lines we make by the way we hold a drawing tool, changing the pressure we apply and how fast or slow we move.

Understand what happens when you blend or smudge coloured pastels/ chalk.

Understand that we can make choices about the colours and marks that we would like to use in our drawings.

Understand how American artist Molly Haslund uses her body as a tool to create drawings.

Understand we may all have different responses to art work and all responses are valid.



Skills

What children will be able to do

Learning **Teaching** **Assessment**

Reflecting Facilitating Evaluating

Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.

Use sketchbooks to explore and experiment.

Explore and experiment with mark making by changing drawing tools, how much pressure is applied and how fast or slow we move.

Create continuous line drawings and draw from observation.

Develop experience of primary and secondary colours.

Experiment with blending and smudging coloured pastels/ chalk.

Use colour (pastels, chalks) intuitively to develop spiral drawings.

Reflect upon the artists' work and share responses verbally.

Present their own artwork (journey and any final outcome), reflect and share verbally.





Useful information

Pathway: Spirals (accessart.org.uk)

Week 1: Make drawings using your body.

Making Spiral Drawings



Molly Haslund: Outdoor Drawings



Week 6: Celebrate.

Share, reflect, discuss



Week 2: Develop your drawings.

Make Snail Drawings



Spirals

Week 5: Drawing exercise.

Experimental Mark-Making with Water Soluble Pens



Week 3: Personalise your sketchbook to nurture ownership.

Making Spaces and Places in a Sketchbook



Week 4: Drawing exercise.

Observational Drawing: Continuous Line



Images taken from the Access Art www.accessart.org.uk

