



**Unit Overview for Art and Design - Subject: Drawing**

**Year 1: Spring Term**

**Key Vocabulary:** thick, thin, soft, broad, narrow, fine, pattern, shape, detail, mirror, image, shade, dark, light, pressure, mark making

**Media/tools:** A mirror per child or a printed photograph of each child, colouring pencils and/or crayons in a range of colours needed for skin/eyes/hair, set of warm colours (reds, oranges, yellows) and a set of cold colours (blues) for each table – to include pencils, crayons, pastels, magazine pictures of lots of different people, or photos of children in the class taken from different angles, tissue and coloured paper, glue, scissors, watercolour paints, paintbrushes (thick and thin), water pots, oil pastels, 4 photocopied photos of each child, a large photocopy of teacher or a child for teacher modelling, black paper/card.

**Key Artists:**

Leonardo da Vinci  
Henri Matisse  
Gustav Klimt  
Vincent Van Gogh  
Andy Warhol  
Paul Klee  
Pablo Picasso

**PRIOR LEARNING:**

Most children can hold a pencil with appropriate pincer grip ('Froggy Fingers'), have had experienced mark marking with an array of tools.

Curriculum Skills	Learning Intention	Knowledge
<p><b>KEY LEARNING:</b> SKILLS AND KNOWLEDGE Record from the natural and made world – from life and from memory. Experiment with simple marks and patterns to explore the use of line, shape and colour Select from, and experiment with, a range of media inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Using a wide variety, develop control over media. Use a sketchbook to gather and collect artwork.</p>	<p><b>Introduce artists – evaluating and analysing and contextual knowledge</b> <b>What is a portrait?</b> To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. <b>Can I see that colours are used to portray emotions in a portrait?</b> Look at Picasso's use of colour in painted portraits.</p>	<p><b>INTENDED END POINTS:</b> <b>UNDERSTANDING</b> Drawing can be used to develop ideas – how a person might be portrayed, how a person might want to be portrayed. Drawing can be used as a starting point - planning a piece of art. <b>Sticky Knowledge:</b> Pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk can make marks. Pencils create lines of different thicknesses. The pressure you put on a pencil determines the intensity of colour you produce Dot, dashes, hatching, splashes, Cross hatching, wiggles are names given to particular marks made.</p>
	<p><b>Accumulation of technique</b> <b>Can we draw a self-portrait?</b></p>	

	<p>Develop a wide range of art and design techniques, such as using drawing to create a self-portrait.</p> <p><b>Can we use colours to portray emotions in a portrait?</b> Develop a wide range of art and design techniques, such as making a collage.</p> <p><b>Can we use watercolours to create a background?</b> Develop a wide range of art and design techniques in using colour and pattern, using watercolours to create a background.</p> <p><b>Can we create a line drawing?</b> Develop a wide range of art and design techniques, such as line drawing.</p>	
	<p><b><i>Innovation and application</i></b> <b>Can we create a Pop Art portrait?</b> Develop a wide range of art and design techniques in using colour and pattern, when making a Pop Art portrait.</p>	
	<p><b><i>Creative reflection</i></b> <b>What would you do to develop this artwork?</b> Decide/assess if the artwork is effective. Evaluate the impact of colour choice.</p>	
<p><b>Thinking Deeper:</b> - Draw a human being – remembering to include features such as eyes, nose, ears, mouth, hair and body.</p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>• <b>Subject Specific links:</b> Science and naming parts of the body.</li> </ul>		

• **Personal Development:** *Speaking with confidence when discussing thoughts about artwork.*

• **S.M.S.C.:** *Use imagination and creativity to explore ideas and feelings in works of art.*

• **Cultural Capital:**

*Develop an understanding about different types and styles of painting.*

*Identify and describe differences between paintings from a wide range of times and places.*

*Develop an understanding of the different purposes of painting and the significance of colour – e.g. that the Chinese view red as a particularly lucky colour.*

• **British Values:** *Mutual respect when evaluating other's artworks.*

• **Careers:** *Think about people who work in an art gallery where paintings are displayed.*

• **Equality:** *Appreciate the differences between the appearance of people, the colour of their skin, hair etc and how people are equal.*