A logo for a school

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**  Develop fine-motor skills to be able to use pencils for drawing and to explore mark making techniques including using a paintbrush, fingers and a range of tools. Children are to develop observational skills when exploring what they see, notice and wonder about around them. | **Intent**  Develop observational drawing skills when explorating mark-making . Children use a range of tools, investigating how texture can be created in drawings. | **Intent:**  Children to develop an understanding of shading and drawing techniques to create botanical inspired drawings | **Intent**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | **Intent**  Exploring the purpose and impact of images from the ‘Space race’ era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image. | **Intent:**  From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard |
| **Sequence of learning:**  -Can I use tools to manipulate materials such as scissors to cut out Three Billy Goats Gruff puppets?  -Can I use small beads and string to create pattern necklaces?  -Can I use mirrors to paint self-portraits?  -Can I create birthday cakes, food and faces from play dough using a variety of tools?  -Can I use a variety of tools and attaching techniques to make our own houses with Junk Modelling?  -Can I use a variety of tools and techniques to mark make and freely create pictures, such as stamps, pipettes, rollers, paintbrushes, fingers?  -Can I experiment mixing primary colours?  -Can I use language around colour – bright, light?  -Can I explore Autumnal colours through creating natural art displays and leaf collages? | **Sequence of Lessons:**  1, I know how to create different types of lines?  2, Can I explore line and mark making to draw water?  3, Can I draw with different media?  4, Can I apply features of abstract art.  5, Can I develop an understanding of mark making.  6, Can I apply an understanding of drawing materials and mark making to draw from observation. | **Sequence of lessons:**  1, Can I identify how artists use shape in drawing?  2,Can I understand how to create tone in drawing by shading?  3, Can I show how texture can be created and used to make art?  4, Can I apply observationaldrawing skills to create detailed studies?  5, Can I explore composition and scale to create abstract drawings**?** | **Sequence of lessons:**  1, Can I draw using tone to create a 3D effect?  2, Can I explore proportion and tone when drawing?  3,Can I plan a composition for a mixed-media drawing?  4, Can I use shading techniques to create pattern and contrast?  5, Can I work collaboratively to develop drawings into prints? | **Sequence of lessons**:  1: Space imagery  Can I explore the purpose and effect of imagery?  2, Can I understand and explore decisions in creative processes?  3, Can I develop drawn ideas through print making?  4, Can I test and develop ideas using sketchbooks?  5, Can I apply an understanding of drawing processes to *revisit and improve ideas?* | .**Sequence of lessons**:   1. 1. Can I explore expressive drawing techniques? 2. 2. Can I consider how symbolism in art can convey meaning? 3. 3. Can I apply understanding of the drawing technique chiaroscuro? 4. 4. Can I evaluate the context and intention of street art?   5. Can I apply an understanding of impact and effect to create a powerful image |
| **Key Vocabulary**  Mark-making, draw, pencil, paint, paint brush, finger, shapes, lines, dots, notice, see, smudge, wavy, circle, stamp, press, mix, bright, light, cut, roll, attach, thread, squeeze | **Key Vocabulary**  2D shape, 3D shape, abstract, chalk, charcoal  Circle, continuous  cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative  observe, optical art  pastel, printing, shade  shadow, straight, texture  vertical, wavy | **Key Vocabulary:** abstract , arrangement, blend, botanical botanist composition cut, dark even expressive form frame frottage geometric | **Key Vocabulary** Abstract, block print, collaborate Collaboratively combine composition contrast, cross-hatching, figurative, gradient, monoprint, observational drawing, pattern, shading, tone, wax-resist | **Key Vocabulary**  cold war, collagraph,  collagraphy, composition  culture , decision  develop , evaluate  futuristic, imagery  printing plate, printmaking , process, propaganda  purpose, repetition  Retrofuturism  Revisit, space race  stimulus , technique | **Key Vocabulary:** aesthetic, expressive, imagery, graffiti, mark making, Maya, symbol, technique, mural, tone |
| **Impact**  Children have experience of mark making using a range of tools and techniques. The children will create a silhouette painting of a ‘sign of Autumn’ using fingerprint mark making. | **Impact**  Children have experience of line and mark making and make observational drawings | **Impact:**  Children have a clear understanding of shading and drawing techniques. They create a botanical drawing. | **Impact:**  Children have developed their use of tone and proportion when drawing and have developed drawings into prints. | **Impact**  Children produce futuristic images using a varity of mediums. | **Impact:**  Children have a clear understanding of different drawing techniques and art They can create art that represents them. |