**Art Term Autumn 1.1 - Drawing**

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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, charcoalCircle, continuouscross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrativeobserve, optical artpastel, printing, shadeshadow, straight, texturevertical, 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.  |