| **Art Year 1 Medium Term Planning – Drawing Block A** | | | |
| --- | --- | --- | --- |
| **National Curriculum**  Produce creative work, exploring their ideas and recording their experiences.  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  Evaluate and analyse creative works using the language of art, craft and design.  Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **Key stage 1** Pupils should be taught:  To use a range of materials creatively to design and make products.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  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. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can marks be made using a variety of drawing tools? | How can marks be made using a variety of drawing tools? | How can marks be made using a variety of drawing tools? |
| **Skills taught** | Can make a range of marks. | Can organise and arrange marks using a range of techniques. | Pupils have a toolbox of mark making techniques Recognise that certain materials produce a specific effect, e.g. chalks smudge |
| **Recall and retrieval** | Hold a pencil correctly | Make a wide range of marks on a variety of surfaces by exploring the materials provided.  Talk about marks made and make a similar mark if asked to. |  |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can name the tools used. | **Key knowledge**  Can identify the marks made and talk about them using technical vocabulary. | **Key knowledge**  Can identify the marks made and talk about them using technical vocabulary. |
| **Scaffolding** | Visual steps to success.  Teacher guidance.  Working Examples. | Visual steps to success.  Teacher guidance.  Working Examples. | Visual steps to success.  Teacher guidance.  Working Examples. |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Cross-Hatching  Monochrome  Orientation  Surface  Texture  Drawing | Cross-Hatching  Monochrome  Orientation  Surface  Texture  Drawing | Cross-Hatching  Monochrome  Orientation  Surface  Texture  Drawing |