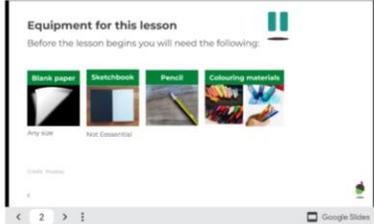
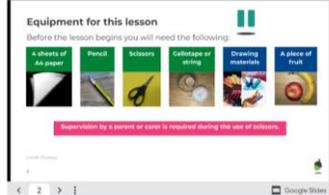




| Year Group: 1 | | Term: Autumn #1 2021 | Teacher: Nicole Morning | Subject lead: Dionne Sanati | Overview: Drawing focus Artists: Van Gogh & Pablo Picasso (using colour to express emotion) | |
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| Links to other learning: PSHE – expressing emotions Science – light sources/shadows Maths – 2D and 3D shapes | | Prior Learning: F1/F2 will have | Future Learning: In the next term chn will develop their knowledge of emotion portrayed in art and colour mixing through the medium of paint. | Risk Assessment: Supervision of scissor usage throughout. Lesson 5 – check the area for observational drawing lying down outside. | Teacher CPD: Please watch the teacher led videos for each lesson prior to teaching/ transcripts are also available to support your modelling https://teachers.thenational.academy/programmes/y1-art Please ensure that you watch the teacher led videos in advance and that you try techniques out in your our sketchbooks before the lesson. | |
| <u>Learning Intention</u> | | <u>Real Life Links</u> | <u>Lesson Outline (Key Questions in colour)</u> | <u>Resources</u> | <u>Vocabulary</u> | <u>Lowest 20% Adaptations</u> |
| 1 I can recognise that ideas and emotions can be expressed in drawing. I can experiment with drawing materials with an open mind. I can understand what is meant by 'mark-making' | | | Lesson overview: An introduction to drawing In this lesson, we will think about what it means to be 'good' at drawing. We will experiment with mark making in our sketch book and use a variety of media; pencils, crayons, pastels, felt tips and chalk to begin to explore the different outcomes these tools create. <i>What does a 'good' artists drawing look like? What is mark making? Can you identify the different marks you have made?</i> | https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.  |  | |
| 2 I can try out a range of drawing materials and processes and recognise that they have different qualities I can use colour in a drawing to convey emotion | | PSHE – expressing emotions | Lesson overview: Why is colour important in art? In this lesson, we will be thinking all about how colours can make us feel. We will begin to learn about the properties of colour and how to select colours for our art to express an emotion. At the end of the lesson we will be drawing a self-portrait in our sketch books using the colours that express how we are feeling today. This lesson includes some physical activity and equipment beyond pen, paper or pencil. <i>How can colours affect our mood? Can colours make us feel hot or cold? What is another word for colour? Why is colour important in art? What emotion has your partner portrayed in their picture?</i> | https://teachers.thenational.academy/lessons/why-is-colour-important-in-art-c9j66c Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.  |  | Children could be given a sheet with pictures of Van Gogh artwork to match with colours and words to describe emotions to enable them to focus on art reflection rather than writing. |

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| | | <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by Vincent Van Gogh and/or Pablo Picasso. Children research various pre-printed images from artists and to reflect on examples in their sketchbooks using questions below to guide reflections.</p> <p>https://www.artyfactory.com/color_theory/color_theory_3.htm</p> <p>What colours has the artist used? Are they warm or cool colours? What emotion do the colours make us feel? sad, calm, hopeful, joyful, comforted, confused, manic etc...</p>  <p>And/or Pablo Picasso</p>  | | | |
| <p>3 I can name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings.</p> <p>I can explore tone in drawing</p> | <p>Science - shadows</p> | <p>Lesson overview: Exploring shadows and tone</p> <p>In this lesson, we will be hunting for shadows and exploring the different ways we can use shadows to inspire our drawings. Later on in the lesson, we will begin to discuss 'tone' and experiment with a range of drawing materials to understand a bit more about this term. This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>What is another word for colour? Where can we find shadows? How do we create light and dark tones in a shadow drawing? How does pressing harder or lighter affect tone?</p> | <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p> <p>https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t</p>  |  | |

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| <p>4</p> | <p>I can use drawing materials purposefully to achieve particular characteristics or qualities.</p> <p>I can understand how tone creates a sense of three-dimensionality</p> | <p>Maths – 2D and 3D shapes</p> <p>Science – light sources to create shadows</p> | <p>Lesson overview: How can we bring our drawings to life?</p> <p>In this lesson, we will be exploring the ways artists use tonal value to bring their drawings to life. Later on in the lesson, we will create our own tonal value drawing using charcoal and chalk.</p> <p>What does the word tone mean when we are talking about colour? Will pushing harder with a pencil, pastel or piece of charcoal create a darker or lighter tone? Which shapes are 2D or 3D? Why are we talking about Maths in Art? What two ways can we make a 2D drawing look 3D? Reflect on your drawing – tell me one thing you are proud of? Can you tell me one thing you would change or do differently next time?</p> | <p>https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Children will also need a selection of objects (one colour and no patterns) for still life shadow drawing e.g mug, ball etc...</p> |  | |
| <p>5</p> | <p>I can recognise and describe some simple characteristics of different kinds of drawing.</p> <p>I can show interest in and describe what they think about the drawings of others.</p> | | <p>Lesson overview: Observational drawing</p> <p>Taking on the role of detectives, we will be developing our observational skills; looking closely at objects in photographs and in real life to support us with this. To summarise our learning, we will be going outside to complete an observational drawing. This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>What does the word observe mean? What is the texture of an object? Reflect on your drawing - Which drawing did you find the most challenging today and why?</p> | <p>https://classroom.thenational.academy/lessons/observational-drawing-6th3ac</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Children will also need a select of textured surfaces for observational drawing with viewfinders e.g. wood, materials, stones, woven baskets AND a selection of fruit or vegetables (please note they will be taking bites during drawing task).</p> <p>Outside activity: One of the observational drawing tasks is outside and children will need to lie down to observe cloud formations.</p> |  | <p>Pre-cut viewfinders for chn with fine motor difficulties.</p> |