



<p>Autumn Term Year 1: Spirals</p>	<p>Disciplines: Drawing, Collage, Sketchbooks</p>	<p>Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</p>	
<p><u>National Curriculum Objectives (KS1):</u></p> <ul style="list-style-type: none"> 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 know 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. 			
<p><u>Enquiry Question: How can we use our whole bodies to make drawings?</u></p>			
<p>Previous Learning: Reception: Children in FS2 make marks to represent familiar forms and scenes, as well as drawing observational drawings.</p>		<p>Future Learning:</p> <ul style="list-style-type: none"> Appreciation that drawing is a physical and mental activity. Continue to develop making gestural drawings using whole body. 	
<p>End Points: Children will know: That drawing is a physical activity</p> <p>Children will understand: That their sketchbook is owned by the pupil for experimentation and exploration. That we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Children will be able to: Explore mark making and lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Practise observational drawing. Use colour (pastels, chalks) intuitively to develop spiral drawings. Develop experience of primary and secondary colours</p>		<p>Resources Different HB pencils, black handwriting pens, charcoal, pastels, shells including snail shells, flowers</p> <p>https://www.accessart.org.uk/drawing-spirals/ https://www.accessart.org.uk/spirals/ https://www.accessart.org.uk/spiral-snails-drawing-spirals/ https://www.accessart.org.uk/continuous-line-drawing-exercise/ https://www.accessart.org.uk/crit/</p>	<p>Assessment Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: Tell me about that you are making What might you do next? Which materials might you use? What have you discovered? Tell me about what you have made What would you like to explore more of?</p>

Purpose/Visual Literacy/Articulation (Substantive Knowledge)

Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.

Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Purpose/Visual Literacy/Articulation (Disciplinary Knowledge)

Reflect upon the artists' work, and share your response verbally ("I liked...").

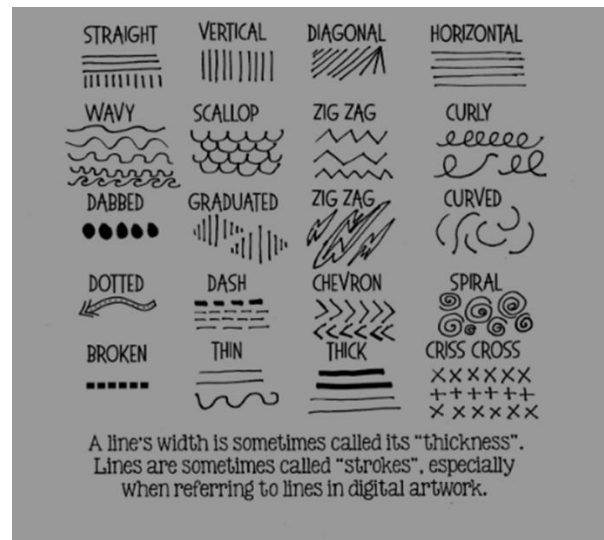
Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").

Some children may feel able to share their response about classmates work.

Core Knowledge

<https://www.accessart.org.uk/drawing-spirals/>

<https://www.deepspacesparkle.com/line-drawing-art-lessons-turtles/>



Key artists to learn about

Wassily Kandinsky

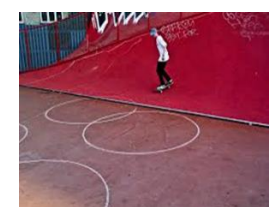
Wassily Wassilyevich Kandinsky was a Russian painter and art theorist. Kandinsky is generally credited as one of the pioneers of abstraction in western art. Born in Moscow, he spent his childhood in Odesa, where he graduated from Odesa Art School. He enrolled at the University of Moscow, studying law and economics.








Molly Haslund



<https://www.accessart.org.uk/talking-points-molly-haslund/>

Molly Haslund is an ultra-contemporary artist. Molly Haslund is a danish female artist born in 1976.



Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Drawing from imagination	How can we use our bodies to make drawings?	To create drawings using your wrists elbow, shoulders, hips.	<p>Pupils will become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils will discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <ol style="list-style-type: none"> 1. Introduce artist – Molly Haslund https://www.accessart.org.uk/talking-points-molly-haslund/ 2. Compare the work of Molly Haslund with Wassily Kandinsky. What do you like? What is the same/different? <div style="display: flex; justify-content: space-around;">   </div> <p>Pupils:</p> <ul style="list-style-type: none"> •Create large scale drawings. •Make spiral drawings to music. •Stand up and work in the playground using chalk. •Juxtapose emotions e.g. 'Create a quiet spiral... then create a LOUD spiral.' Invite children to tune into how they are feeling and create a spiral that reflects their mood. <div style="text-align: center;">  </div> <p>Invite students to experiment with different materials – graphite sticks, soft B pencils, handwriting pens</p>	<p>I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.</p> <p>I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</p> <p>I have seen the work of an artist and listened to how the artist made the work. I can share how I feel about the work.</p>	<p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p>	<p>Drawing is a physical and emotional activity. That when we draw, we can move our whole body.</p> <p>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p>

<p>Lesson 2: Developing drawings</p>	<p>What kinds of marks can we make with chalk and oil pastels?</p>	<p>To create a “snail drawing” on white cartridge paper or black sugar paper using chalk and oil pastels.</p>	<p>Pupils will consolidate their understanding of how they can make spiral drawings using their whole bodies by making “snail drawings”. Pupils will push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Look at spirals in nature e.g. snail shells, flowers and whirlpools. Allow children to touch the shells and flowers where possible. Make observational drawings using large paper and chalk or pastels. Complete on coloured sugar paper and make class collage for display. Talk about the different lines they can see. Children could select different coloured paper to work.</p> <p>https://www.accessart.org.uk/spiral-snails-drawing-spirals/</p> 	<p>I can make choices about which colours I'd like to use in my drawings.</p> <p>I can make different marks with different drawing tools.</p> <p>I have seen the different marks I can make with oil pastels and chalk.</p>	<p>As above plus: Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Different coloured squares of paper</p>	<p>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>That we can use colour to help our drawings engage others.</p> <p>That we can draw from imagination.</p>
<p>Lesson 3: Sketchbooks</p>	<p>What is a sketchbook and what can we use it for?</p>	<p>To personalise or make our own sketchbooks.</p> <p>To make different line drawings.</p>	<p>Pupils will become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Sketchbook work : Show children how to draw different types of line e.g. thick lines, thin lines, curved lines etc. using a variety of pencils of different thicknesses, pens and charcoal.</p> 	<p>I can make or personalise a sketchbook and feel that it belongs to me.</p> <p>I can make different line drawings.</p>	<p>As above plus: Sketchbook , Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places”</p>	<p>That we understand what a sketchbook is.</p> <p>That we can use a sketchbook for personal creative exploration.</p>

			<p>https://www.deepspacesparkle.com/line-drawing-art-lessons-turtles/</p> <p>Children draw their own 'turtle' or other animal selecting their own drawing equipment.</p> 			
<p>Lesson 4: Observation and experimental mark making</p>	<p>How can I apply mark making to observational drawing?</p>	<p>To apply our spiral explorations to observational drawings of shells.</p>	<p>Pupils will become familiar with the idea that they can make drawings through observation. Pupils will show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Sketchbook work: Start the session by creating a calm meditative environment. Use this exercise to create "Observational Drawings using Continuous Line".</p> <p>Ask children to hold and observe some shells. Encourage careful observation and intentional mark making.</p> <p>Depending on how much time you would like to allocate to the warm up, you may want to ask children to experiment with scale, different materials, dominant and non-dominant hand.</p> 	<p>I can draw from observation for a few minutes at a time.</p> <p>I can make a drawing using continuous line for a minute or two.</p> <p>I can make different marks with different materials.</p>	<p>As above plus:</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour,</p>	<p>That we can draw from observation.</p> <p>That we can experiment with mark making through exercises such as continuous line drawing.</p> <p>That we can create drawings in our sketchbooks.</p>

Lesson 5: Improving Drawings	What have we learnt so far?	To create a spiral drawing		I can draw on what I have learnt to make a spiral drawing	Coloured paper Art materials used in previous sessions	That we can create our own artwork using what we have learnt.
Lesson 6: Share, reflect, discuss	How can I reflect on my artwork?	To display the work made through the half term and talk about outcomes.	Pupils will reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.	<p>I can talk about what I like in my drawings, and what I'd like to try again.</p> <p>I can listen to other pupils discussing their work.</p> <p>I can tell other pupils what I like about their work.</p>	Reflect, Discuss, Share, Think	<p>That we can talk respectfully about our own work and the work of others in a peer discussion.</p> <p>That we can display the work made over the half term.</p>

Learning Outside of the Classroom?

- Collecting / Finding Materials to Draw/ Drawing spirals and shapes on the yard with chalk and squeeze bottles with water (playtime activity)

Cross Curricular Opportunity

- **Science:** Uses language to support understanding of concepts of growth, human body and natural forms.
- **Maths:** Explores pattern, symmetry.
- **PSHE:** Peer discussion, collaboration

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.
- Collect images of both journey and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes.

