



Art and Design

Year 1: Autumn 1

SPIRALS

National Curriculum Coverage

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- 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.

Key Skills

- I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.
- I can make a drawing using a continuous line for a minute or two.
- 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.
- I can use a range of art techniques – colour, pattern, line, shape and space.
- I can make choices about which colours I'd like to use in my drawing.
- I can talk about what I like in my drawings, and what I would like to try again.
- I can draw from observation for a few minutes at a time.
- I can make different marks with different drawing tools.

Key Knowledge

- I know that a continuous line is a line that is unbroken from beginning to end.
- I know that an observational drawing is a drawing of what has been seen or can be seen.
- I know that I can use different materials to create different effects.
- I know that I can change the qualities of a line by smudging or colour blending.
- I know that scale means size.
- I know that I can make a mark darker by pressing harder.
- I know that Molly Haslund is an artist who creates large circles outdoors.

Key Vocabulary

Spiral, Movement, Pressure, Motion, Line, **Continuous Line**, Small, Slow, Larger, Faster, Careful

Hand, Wrist, Elbow, Shoulder

Graphite, Chalk, Pen

Drawing Surface (Paper, Ground)

Oil Pastel, Dark, Light, **Blending**

Mark Making

Colour, Pattern

Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"

Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour
Reflect, Discuss, Share

The Learning Journey

Baseline assessment: Self- portraits

- Make spiral drawings experiment with different materials– graphite sticks, soft B pencils, handwriting pens, chalks.
- Create large scale "Spiral Drawings"; experiment with different materials– graphite sticks, soft B pencils, handwriting pens, chalks.
- Look & talk
Artist study - Molly Haslund: Outdoor Circles
Outdoor learning
Create spirals 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.
- Make snail drawings on a large square of white cartridge paper or black sugar paper, using chalk and oil pastels; develop drawing skills by trying different qualities of line; experiment with smudging and colour blending, creating independent designs within the limitation of a spiral. Experiment with contrasting colours, lights and darks
- Close observational drawing - shells
Explore images of spirals in the environment
Look & talk
Artists' interpretation: spirals in the environment
Observational drawing using continuous lines
- Mark making using water – soluble pens

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Assessment Outcomes

Assessment will take place against pupil , I can statements throughout the course of the unit.

| Builds on... | Learning Links | Leads to... |
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| Observational drawing units in Reception. | | Exploring Watercolour Artists: Paul Klee and Emma Burleigh |