
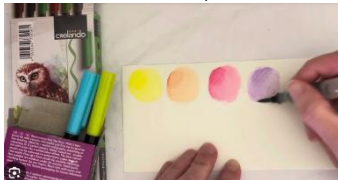





# Hartford Primary School

YEAR GROUP	1	SUBJECT	Art	TERM	Autumn
Artist	<b>Molly Haslund</b>				
National Curriculum Statements	Pupils should be taught: <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>				
Prior Learning (What should they already know)	<ul style="list-style-type: none"> <li>EYFS: How to hold a pencil using the correct pincer grip.</li> <li>Mark making using a variety of tools.</li> <li>Drawing circles</li> </ul>				
Key themes and threads	<ul style="list-style-type: none"> <li>Using drawing, collage and mark making to explore spirals.</li> </ul>				
RETRIEVAL VOCABULARY	Light, dark, chalk, line,		NEW VOCABULARY	shade, continuous lines, spiral, Pressure, pen, drawing surface, movement, motion,	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To create drawings using your wrists, elbow, shoulders and hips.	Explore different pencils and value scale from 2H-6B: <a href="https://www.youtube.com/watch?v=YpUFcOBYlj0">https://www.youtube.com/watch?v=YpUFcOBYlj0</a>  Air draw: Fingers, hand, arm  Dot in centre of paper and slowly start drawing a spiral (T model 1 <sup>st</sup> ) emphasise not to speed up. Feel fingers, hand, wrist, shoulder start to move. children have a go using different mediums.	To know that drawing is a physical and emotional activity. To know that to draw we can move our whole body. To understand line control is perfected by how we hold a drawing tool, how much pressure we apply and how fast or slow we move. To know if I press hard it will make the mark darker, if I press light the mark will be lighter.

		If dry, take chalks into the playground and have a go at making circles / spirals / shapes of their choice using their bodies.	
LESSON 2	Mark making with water soluble	<p>Explore water soluble pens</p> <p>Water base felt tips with water and paint brushes</p> 	<p>To know water-based pens can dissolve or spread when water is added.</p> <p>To know the effect of water turns marker ink into a paint-like wash.</p> <p>To know how to blend colours using water and paintbrushes.</p> <p>To create texture and gradients with felt-tip ink and water.</p> <p>To know how colours change when they are wet or dry.</p> <p>To know how different amounts of water affect the intensity or spread of colour.</p>
LESSON 3	Artist appreciation – Molly Haslund	<p>Show video of Molly and ask questions: What did they like? E.g. colours print a picture of Molly with a statement – children annotate with what they like of hers.</p> <p><a href="https://www.accessart.org.uk/talking-points-molly-haslund/">https://www.accessart.org.uk/talking-points-molly-haslund/</a></p> <p>Explore Molly and share their likes and dislikes. E.g. colours, design etc and make visual notes in sketch book.</p>	To know how to express how I feel about the work of the artist.
LESSON 4	To create a snail drawing using chalk, pencils and pens	<p>To draw a snail</p> 	<p>To know how to explore different qualities of line, colour blending and mark making.</p> <p>To know how to make a continuous line for a minute or two.</p> <p>To know which colours and tools to use to make my own drawings.</p>
LESSON 5&6	To apply mark making to observational drawings .	<p>Find shapes on key buildings.</p> <p>Doodle shapes and lines</p> <p>Draw simple shapes</p>	<p>Picture of a building they know</p> <p>Draw over shapes they see eg circles, triangles</p> <p>Trace over with multiple mediums pens, felt tips etc</p>