

National Curriculum Objectives which are covered in this unit:

Pupils should be taught:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn 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.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To use a range of materials creatively to design and make products.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.
- Evaluate and analyse creative works using the language of art, craft and design.

This unit helps pupils to understand and use different line types and mark-making techniques in drawing, enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Exploring Line WALT: explore control and pressure to create different types of lines.</p> <p>Using the work of the artist Bridget Riley to explore the different types of lines through varying control and pressure.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can talk about an artist and their work. • I can draw different types of lines with a range of materials. • I can press hard and light to create different types of lines. • I can describe lines using the words I have learnt. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using the taught vocabulary to describe their lines and how they are using the material (e.g. pressing hard, using the tip); drawing an array of line types; pressing hard and light using multiple drawing materials to create line.</p> <p>Pupils working at greater depth indicated by: being able to describe the difference in lines when using varying pressures; making independent choices to achieve</p>	<p>Musical Lines WALT: practise drawing different lines using music as a stimulus.</p> <p>Applying understanding of lines when responding to a stimulus, such as music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify different types of lines in a drawing. • I can draw lines reflecting what I hear in music, changing my pressure and control. • I can select different materials to make lines. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using taught vocabulary to describe the lines used in Paul Klee's artwork; drawing various lines using different pressures and control in response to music; describing what type of lines they draw in response to music.</p> <p>Pupils working at greater depth indicated by: using greater control when drawing lines in response to music; linking lines drawn to different types of music; describing how their artwork links to Paul Klee's; evaluating their work and the work of others.</p>	<p>Exploring Shapes WALT: connect lines to create shapes.</p> <p>Understanding how connecting lines create shapes.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify organic shapes. • I can connect lines to create a shape. • I can use different types of lines to create a shape. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying that some shapes are organic; connecting lines to create shapes; using and recognising different types of lines when drawing shapes.</p> <p>Pupils working at greater depth indicated by: varying pressure and control when drawing shapes; thinking about the type of shape they would like to draw and describing the shapes using taught vocabulary.</p>	<p>Shape in Art WALT: explore lines and shapes in pictures for portrait drawing.</p> <p>Recognising basic shapes in objects and artwork and beginning to understand how they help to form drawings. Applying this knowledge to begin drawing a portrait inspired by Paul Klee's Senecio.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify basic shapes in works of art and everyday objects. • I can talk about what I like and dislike in a piece of art. • I can use shapes to draw a face. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying basic shapes in everyday objects and artwork; talking about what they like or dislike in a piece of artwork; using shapes to draw a face.</p> <p>Pupils working at greater depth indicated by: explaining why they like or dislike something in a piece of artwork; using a variety of shapes to create a facial feature by overlapping or using more than one shape to form one overall shape.</p>	<p>Klee Portraits WALT: use control and pressure skills to add colour to a drawing.</p> <p>Developing control of tools and materials to colour portrait drawings inspired by Paul Klee.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can change how hard I press to make a colour lighter or darker. • I can colour within lines consistently. • I can choose colours taking inspiration from Paul Klee. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using different pressures to make a colour lighter or darker; colouring within the lines consistently; discussing why they have chosen particular colours; using Paul Klee's artwork as inspiration.</p> <p>Pupils working at greater depth indicated by: using different pressures with the same colour to create lighter and darker areas of colouring; choosing materials carefully when considering the types of lines they want to use; deciding when to use different pressures to draw thick, dark lines or thin, light lines.</p>
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<p>intentions and being able to vocalise this; describing how their work links to Bridget Riley's.</p>				
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS – Drawing Skills</p>			
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 2 Understanding Tone and Texture Year 3 Developing Drawing Skills Year 4 Exploring Tone, Texture and Proportion Year 5 Depth, Emotion and Movement Year 6 Expressing Ideas</p>			
<p>Key vocabulary to be explicitly taught</p>	<p>Artist; control; line; pressure; shape</p>			
<p>Cross-curricular links</p>	<p>Music Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded <p>Science - Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name, describe and compare the structure of common animals including fish, amphibians, reptiles, birds and mammals. <p>Mathematics - Geometry – properties of shapes Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes including: • 2D shapes which just have a length and a width, for example, rectangles (including squares), circles and triangles. 			
<p>Enrichment</p>				
<p>Useful websites/resources</p>	<p>Knowledge organiser: Art & design: Y1 - Drawing</p>			