

	<p><i>Year group: Year 1 - Spring 1</i></p>	<p><i>Area/topic: Drawing</i></p>
<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Subject content</p> <p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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. 		

<i>Prior learning</i>	<i>Future learning</i>
<p><i>Children have been introduced to different artistic tools to use for drawing and mark making throughout the EYFS period and Year 1 so far</i></p> <p><i>They have been introduced to the vocabulary 'realistic'</i></p>	<p><i>Children will develop to include detail and begin to use sketching pencils to be able to add more depth to their drawings.</i></p>

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p>Artist inspiration: Isobel Peachey</p> <p>Explore different textures and experiment with further mark making, building on previous experience in EYFS. Continuing to experiment with the thickness and thinness of lines for a set purpose.</p> <p>Children will develop the understanding that lines can be built upon and drawn on top of and around to create further details and texture (for example hair).</p> <p>Children should understand that lines can fill shapes, they can make outlines, and add details or patterns.</p> <p>Observe and draw portraits as accurately as possible some small discussion on proportion and scale with increased control. (see how we set up sketch book documents on how this can be built upon across the half term).</p>	<p>Children to have the opportunity to draw a picture of a significant figure, peer or familiar person.</p>
<i>Key vocabulary</i>	
<p>Thickness</p> <p>Thinness</p> <p>Draw on top of</p> <p>Outlines</p> <p>Proportion</p> <p>Scale</p> <p>Control</p>	
<i>Common misconceptions</i>	<i>Books linking to this area</i>

*children may only recognise that some artistic tools can be used at one time. They may not think to combine other tools to create an effect or detail.

Aaron Slater Illustrator

Memorable first hand experiences

*invite parents in to be the topic of drawing. Children to draw a loved one. Big set up in classrooms and in the hall.

Opportunities for communication

*to discuss what lines they have used.
*discussions about how to develop the artwork further.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Cognition and Learning</p> <p>Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>
<p>Social, Emotional and Mental health</p> <p>Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend - talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos</p>	<p>Sensory and Physical</p> <p>Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise Mixing and painting with body parts</p>