

Subject: Art & Design. Autumn Year 1.

Unit: Drawing Exploring line and shape

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Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils:

- 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.

Pupils should be taught:

- 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.

Expected Prior Learning (what pupils already know and can do)

- Exploring mark making through different drawing materials
- Beginning to draw from observation using faces and self-portraits as a stimulus.

End Goals (what pupils MUST know and remember)

Intended outcome of the unit

- To know how to connect lines to create shapes.
- To know how to use and recognise different types of lines when drawing shapes.
- To know how to use shapes to draw a face.
- To know how to use different pressures to make a colour lighter or darker.
- To know about the artist Brianna McCarthy's artwork.

Key Vocabulary:

See individual lessons for vocabulary.

Session 1: Exploring line

Use resources from Kapow lesson 1: Exploring line. Using the work of the artist Bridget Riley to explore the different types of lines through varying control and pressure.

Learning objective:

To explore control and pressure to create different types of lines.

Explore some of Bridget Riley's artwork using the following links:

- Link: [Google Arts and Culture- 'Arrest 2', 1965, by Bridget Riley.](#)
- Link: [WikiArt - 'Blaze', 1962, by Bridget Riley.](#)
- Link: [WikiArt - 'Breathe', 1966, by Bridget Riley.](#)
- Link: [WikiArt - 'Fragment 3', 1965, by Bridget Riley.](#)

Model Artist study in using and record in floorbook.

Watch pupil video: Exploring line and let children practice different types of line in their sketch book. Children who are able, should attempt to label their work. Provide each child with four squares of card and a range of drawing materials (one of each between two).

Direct the children to experiment with drawing the different types of lines using the different types of materials and exploring varying pressures and control. Ask what they notice about the materials and lines they create as they work. Focus on control and pressure. Each child to choose favourite square to make a collage to photograph.

Adaptive teaching.

Pupils needing extra support:

Use of Knowledge organiser

Success criteria:

- 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.

Example work



Vocabulary:

- control
- curved
- dashed
- dotted
- line
- pressure
- straight
- wavy
- zigzag

Session 2: Musical lines

Applying understanding of lines when responding to a stimulus, such as music.

Learning objective:

To practise drawing different lines using music as a stimulus.

Use resources from Lesson 2 Kapow: Musical lines. Recap previous session using Presentation: 3,2,1.

Introduce Paul Klee, a Swiss-born German artist, using the video link: [Meet Paul Klee](#). Discuss:

Who was Paul Klee?

What can you see in Paul Klee's artwork?

Record responses in floorbook.

In sketch books children will respond to 4 types of music.

Success criteria:

- 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.

Vocabulary:

See session 1

Session 3: Experimenting with shapes

Understanding how connecting lines create shapes.

Learning objective:

To connect lines to create shapes.

Use resources from Lesson 3 Kapow: Experimenting with shapes.

Success criteria:

- I can identify organic shapes.
- I can connect lines to create a shape.
- I can use different types of lines to create a shape.

Vocabulary:

- 2D shapes
- 3D shapes
- abstract
- medium
- shade
- shape

Session 4: Shape in art

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.

Learning objective:

To explore lines and shapes in pictures for portrait drawing.

Use resources from Lesson 4 Kapow: Shape in art.

End Goals:

To identify basic shapes in works of art and everyday objects.

To use shapes to draw a face.

Vocabulary:

- feature
- portrait

Session 5: Drawing from observation

Developing control of tools and materials to colour portrait drawings inspired by Paul Klee.

Learning objective:

To make a 3D clay tile from a drawn design.

Use resources from Lesson 5 Kapow: Drawing from observation

Success criteria:

- I can change how hard I press to make a colour lighter or darker.
- I can colour within lines.
- I can choose colours similar to Paul Klee's artwork

Vocabulary:

See previous vocabulary.

Future learning this content supports:

- To experiment with a range of materials to create marks and tones.
- To use different pressures and control to make different marks.
- To describe the texture of objects.
- To identify how artists use tone.
- To control shading to show tone.
- To sketch simple shapes lightly so that changes can be made.
- To refine a drawing by building up the outline of an object.
- To pose to show a clear expression and head position to create a photograph.