
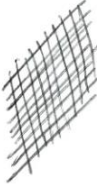





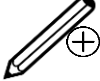

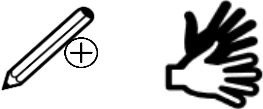



# Art Unit Plan – Year 1

<b>Making Birds</b>		
Art coverage NC	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing 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, 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>	
Links to previous learning	Using clay to make 3D sculptures in reception	
Links to future learning	Making tree house sculptures using card and paper	
Misconceptions	Something 3D is not always thought of being art when it is Paper is sometimes considered to be 2D- it is 3D- it just has a very small height	
Materials	B pencils in different grades, fine liners, pastels, foam, wire, sugar paper, cartridge paper	
Key vocabulary	<p><b>observation-</b> looking closely at what you can see</p> <p><b>sculpture-</b> three dimensional art</p> <p><b>two dimensional-</b> when an object has length and width</p> <p><b>three dimensional-</b> when an object has length, width and height</p>	
Key knowledge	<p>With pencils, the H stands for hard and the B stands for blackness- the higher the number the more hard or black it is</p> <p>You can add details using dots, circles, lines, dashes and hatches and cross hatches</p> <p>You can make paper more 3D by folding and scrunching</p>	
Key Diagrams	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>hatch</p>  </div> <div style="text-align: center;"> <p>cross hatch</p>  </div> </div>	
    What can you see?	<p><u>Retrieval activity</u> Using pencils or a different drawing tool, can you make your line darker? Can you make your line lighter? What do you do? <i>Press harder or softer on the page.</i></p> <p><u>Key knowledge</u> With pencils, the H stands for hard and the B stands for blackness- the higher the number the more hard or black it is You can add details using dots, circles, lines, dashes and hatches and cross hatches</p> <p><u>Main lesson</u> Visit the "<a href="#">Drawing Source Material: Birds</a>" resource to find films of birds shown in close-up. Pause the films at various points so that children can work in their sketchbooks to make drawings of birds. Encourage close and slow looking by talking as they draw – use your voice to attract their attention to features of the bird. Model using dots, circles, lines, dashes and hatches and cross hatches to create detail. Create momentum with the drawing by inviting pupils to make drawings of various timed lengths (1, 2, 3 minutes etc) before moving on to the next paused image/drawing. Experiment with a variety of media: soft B pencils, fine liners, pastels.</p>	
<b><u>Teacher assessment</u></b>	<p><b><u>Still need more depth of learning</u></b></p>	<p><b><u>Shows strong understanding</u></b></p>
    Can you add detail?	<p><u>Retrieval activity</u> Using pencils or a different drawing tool, can you make your line darker? Can you make your line lighter? What do you do? <i>Press harder or softer on the page.</i> Is there another way to make the line lighter? <i>Use a harder pencil</i></p> <p><u>Key knowledge</u> With pencils, the H stands for hard and the B stands for blackness- the higher the number the more hard or black it is You can add details using dots, circles, lines, dashes and hatches and cross hatches</p>	

	<p><u>Main lesson</u>  <u>Feathers: Perfect for Mark-Making</u> As a warm up in sketchbooks, working from real feathers, children to closely observe feathers and begin by doing drawings where they only look at the object they are drawing- not the paper (blind drawing). Remind the children, by remodelling, of their learning from last week about adding detail with dots, circles, lines, dashes and hatches and cross hatches. In sketchbooks children stick in pieces of coloured sugar paper or brown paper to draw on top of to see the difference in a coloured background. Then move to the main part of making drawings of feathers. Children can choose their own drawing material from graphite, charcoal, chalk, oil pastel, charcoal. Children to experiment with layering the different materials one on another.</p>	
<p><b><u>Teacher assessment</u></b></p>	<p><b><u>Still need more depth of learning</u></b></p>	<p><b><u>Shows strong understanding</u></b></p>
 <p>What is 3D?</p>	<p><u>Retrieval activity</u>  Using pencils, what does H stand for? What does B stand for? With pencils, the H stands for hard and the B stands for blackness- the higher the number the more hard or black it is.</p> <p><u>Key knowledge</u>  You can make paper more 3D by folding and scrunching</p> <p><u>Main lesson</u>  Watch the "What Is Sculpture" animation to introduce sculpture. Look at the "Talking Points: Inspired by Birds" resource and ask the questions under the pictures. <u>Manipulating Paper 2d into 3d</u> Working with sheets of newsprint, sugar and cartridge paper, children to explore what happens when you fold, tear, crumple paper and start to manipulate it towards 3D forms. Model making some of the examples from the link. Make sure you encourage playful exploration and celebrate invention. Pupils are not working towards a fixed outcome; instead, they are developing making and creativity skills.</p>	
<p><b><u>Teacher assessment</u></b></p>	<p><b><u>Still need more depth of learning</u></b></p>	<p><b><u>Shows strong understanding</u></b></p>
 <p>What will your sculpture be like?</p>	<p><u>Retrieval activity</u>  Quick draw (1/2 mins) of a bird/ feather using dots, circles, lines, dashes and hatches and cross hatches to add detail.</p> <p><u>Key knowledge</u>  With pencils, the H stands for hard and the B stands for blackness- the higher the number the more hard or black it is  You can add details using dots, circles, lines, dashes and hatches and cross hatches  You can make paper 3D by folding and scrunching</p> <p><u>Main lesson</u>  Use the "Making Birds" resource to enable children to pull all their learning together and make small sculptures.</p>	
<p><b><u>Teacher assessment</u></b></p>	<p><b><u>Still need more depth of learning</u></b></p>	<p><b><u>Shows strong understanding</u></b></p>
 <p>What do you think of the flock?</p>	<p><u>Retrieval activity</u>  Give children a small piece of scrap paper. Ask them to make it more 3D by showing something they learnt that session *a piece of paper is already 3D- it just has a very small height</p> <p><u>Key knowledge</u>  With pencils, the H stands for hard and the B stands for blackness- the higher the number the more hard or black it is  You can add details using dots, circles, lines, dashes and hatches and cross hatches  You can make paper more 3D by folding and scrunching</p> <p><u>Main lesson</u></p>	

Display all the work the children have made this half term (children could choose a page of their sketchbook they would like to share or their final sculpture) Children walk around the room looking carefully at the work. Discuss how we could display the final birds as a flock (all together) on the corridor. As the teacher you are the facilitator and need to ask the children to consider:

- How do I feel about what I have made? How does it relate to the starting point?
- How far did I come away from the initial starting point?
- What do I like about it? Which parts of the process did I enjoy? Where did I feel lost? What did I discover?
- What do other people think about what I have made?

<b><u>Teacher assessment</u></b>	<b><u>Still need more depth of learning</u></b>	<b><u>Shows strong understanding</u></b>
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Common strengths	Common weaknesses	Notes for subject leader	Pupils who still need more depth of learning	Shows strong understanding