What should I already know?

(Substantive Knowledge)

* Understand drawing is a physical activity.
* Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.
* Understand prints are made by transferring an image from one surface to another.
* Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.

Key Vocabulary:

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| --- | --- |
| Sketchbook  A drawing of a book and a pencil  Description automatically generated | A book or pad of drawing paper for sketches. |
| Scale  A black line with a arrow pointing to the distance  Description automatically generated | How nig or small something is to the real thing. |
| Emotions  A group of faces with different facial expressions  Description automatically generated | How someone feels about something |
| Line | An path created by a point moving creating a shape. |
| Blending  A colorful cloud of smoke  Description automatically generated with medium confidence | The process of putting two colors together so that the paint moves from one color to another, or combines to create a new color. |
| Composition  A pencil on a notebook  Description automatically generated | The way something is put together in a piece of art or a photograph. |

What will I learn?

(Implicit Knowledge/Skills)

* Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
* Use colour (pastels, chalks) intuitively to develop spiral drawings.
* Make a simple elastic band sketchbook. Personalise it.
* Develop experience of primary and secondary colours.
* Practice observational drawing.
* Explore mark making.
* Reflect upon the artists’ work, and share your response verbally (“I liked…”).

Focus Artists

Molly Haslund

A person standing in the snow

Description automatically generated

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Glue here.

My Learning Ladder

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| Learning Objective | | Pupil Voice | Teacher Assessment |
| to look at the work of Molly Haslund and create a large-scale spiral drawing | |  |  |
| to explore line and blending by creating a snail drawing | |  |  |
| to make my sketchbook my own by adding spaces and places | |  |  |
| to explore drawing natural forms with continuous lines | |  |  |
| to explore drawing natural forms with pens and water | |  |
| to evaluate my natural form drawings | | See below. |  |
| Evaluation of my Final Piece | | | |
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| A yellow star with black outline  Description automatically generated |  | | |