

Mark Making : Art : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore ways of drawing lines when joining one point to another.	In this first lesson, children will begin by listening to the story 'The Dot' by Peter H. Reynolds, learning how the smallest mark like Vashti's dot, can be a piece of art. Children will then be guided through how to hold a pencil correctly before practising drawing a range of different lines.	<ul style="list-style-type: none"> • Can children hold a pencil correctly? • Are children able to connect one point to another? • Can children use pressure to change the appearance of a line? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Line Cards • <i>The Dot</i> by Peter H. Reynolds • Chalk (FSD? Activity only)
Lesson 2	To create patterns using repetition.	Following on from the previous lesson, children will look in more detail at the techniques they can use to change the appearance of lines by using different grades of pencil or by using different pressure. Children will then go on to learn how to create patterns by using repetition. As an alternative activity, children will be encouraged to make magic with crayons and watercolours.	<ul style="list-style-type: none"> • Are children able to use repetition to create pattern? • Can children make choices about which pencil to use when drawing patterns? • Are children beginning to have control over the marks they make? 	<ul style="list-style-type: none"> • Slides • Template 2A/2B/2C • Line Cards • Sketchbooks (Or plain paper) • White wax crayons (FSD? Activity only) • Watercolour Paints (FSD? Activity only) • Plain Paper (FSD? Activity only)
Lesson 3	To understand and experiment painting with a paintbrush.	This lesson focuses on how to use a paintbrush. First, children will learn how to hold and 'load' the paintbrush before looking at what makes a good brushstroke. Your class will begin to experiment with brushstrokes to create lines and shapes.	<ul style="list-style-type: none"> • Can children hold a paintbrush correctly? • Can children say what happens if they apply too much pressure on the brush? • Are children able to use different techniques when painting? 	<ul style="list-style-type: none"> • Slides • Challenge Card 3A/3B/3C • Paper, paint, paintbrushes • Painting Pictures Worksheets (FSD? Activity only) • Painting Technique Mat (FSD? Activity only)
Lesson 4	To experiment with a variety of mark making and materials.	In this penultimate lesson, children will be introduced to the term 'texture' and will learn how to describe texture using adjectives, after which, children will learn how to create rubbings using materials and different mediums. Alternatively, children will go on a hunt outside for different materials to experiment making marks with.	<ul style="list-style-type: none"> • Can children use a range of mediums and materials to create texture? • Are children able to describe texture using adjectives? • Can children say which medium they preferred using and why? 	<ul style="list-style-type: none"> • Slides • Station Labels • Medium Card Labels • Adjective Word Mat • Materials for rubbings • Pencils, chalks, crayons, charcoal • Sketchbooks
Lesson 5	To imitate and create art in the style of Paul Klee.	In this final lesson, children will be introduced to the famous artist Paul Klee. They will look at examples of his work and think about what techniques he used in his paintings. Children will then use everything they have learnt to finish a piece of art by Paul Klee. As an alternative activity, children to be given the freedom to apply the techniques they have learnt in their own piece of art.	<ul style="list-style-type: none"> • Are children able to use different techniques to complete a piece of art work? • Can children reflect on their learning and say what they have done well? • Can children imitate art by a famous artist? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Paul Klee Art • Paint, pencils or felt tips • Cartridge paper (FSD? Activity only)