

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT: Art	YEAR: B	TERM: Spring 1	YEAR GROUPS: 1/2
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Key Question: What marks can I make?

Previous Knowledge – We would expect children to already be able to:

Use pencils, crayons and paintbrushes with different levels of success

Recognise dots, lines and patterns

Name colours correctly

END OF UNIT OBJECTIVES

<p>Some children will not yet have met what is expected and will show that they are emerging because they can:</p>	<p>Most children will show that they have reached the expected level because they can:</p>	<p>Some children will have gone beyond the expected level and will show that they are exceeding because they can:</p>
<p>Hold a pencil correctly/incorrectly and draw a range of lines with limited control</p> <p>Use repeating line patterns to create art work, these may lack control</p> <p>Hold a paintbrush correctly or incorrectly and move it across the paper to create lines but pressure/movement may lack control</p> <p>With support, use a range of materials and mediums to create rubbings, stating which are more suitable</p> <p>Make a picture in the style of Paul Klee, though the semblance may not be obvious</p>	<p>Hold a pencil correctly and draw a range of lines</p> <p>Use repeating line patterns to create art work</p> <p>Hold a paintbrush correctly and sweep it across the paper to create lines</p> <p>Use a range of materials and mediums to create rubbings, stating which are more suitable</p> <p>Make a picture in the style of Paul Klee</p>	<p>Hold a pencil correctly and draw a range of lines with control and precision</p> <p>Use repeating line patterns to create art work with control and precision</p> <p>Hold a paintbrush correctly and sweep it across the paper to create lines with control and precision</p> <p>Use a range of materials and mediums to create rubbings, stating which are more suitable and predicting the results each will give with accuracy</p> <p>Make a picture in the style of Paul Klee that shows maturity in terms of design and execution.</p>

ASSESSMENT OPPORTUNITIES

Answers to questions in discussion

Observations of children using pencils, paintbrushes and other mediums

Finished pieces of art work

ENRICHMENT OPPORTUNITIES	SUBJECT SPECIFIC VOCABULARY	CROSS-CURRICULAR LINKS
<p>Helping children to remember more</p> <p>Additional art activities in provision linked to the above</p>	<p>Line</p> <p>Dotted Line</p> <p>Wavy line</p> <p>Straight Line</p> <p>Wassily Kandinsky</p> <p>Pattern</p> <p>Repeating/Repetition</p> <p>Sweep</p>	<p>Medium</p> <p>Crayons</p> <p>Pencils</p> <p>Charcoal</p> <p>Chalk</p> <p>Texture</p> <p>Paul Klee</p> <p>Links that we can make to help children make sense of what we want them to know and be able to do.</p> <p>PSHE – Self-belief, perseverance</p> <p>Science – Materials and their properties</p>