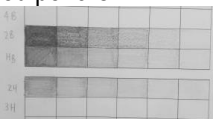


Year 1/2 – Drawing National Curriculum links: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, 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.	Ideas: Linked to History of Westcliff and Geog – local area Visit/visitor – 20:21 art gallery – workshop? School Threads Legacy		
The fundamental elements of art (highlighted in grey) should be taught and developed throughout each teaching sequence and media focus. These elements include: line, shape, form (in 3D), value (tone/shades), colour, space, texture and pattern. These elements should be evident in final artworks.			
Prior Knowledge EYFS Mark making dot, squiggle, wavy, straight, curved, zig, zag, loop, swirl, thick, thin, shade, light, dark, shape – pen, pencil, crayon	<table border="1"> <tr> <td data-bbox="343 757 630 1426"> Key Vocabulary Composition Arranging Visual Background Foreground Sketch Pencil grades B-6B Observation Line Shape Value - tone and shades Pattern Light </td><td data-bbox="630 757 1513 1426"> Assessment Children will: - Know Lowry was/is a famous artist from a long time ago - Know Lowry famous for pictures of towns, factories, builds, passers-by/workers - Know Lowry's style – simple lines, simple shapes, shading - explore value (light and dark) by creating different shades - know HB pencil will give a lighter shade - know a numbered B pencil will give a darker shade - create a piece of work in response to another artists' or designers' work - create a piece of work using line, shape, shading and tone - respond to stimulus and starting points - know the meaning of foreground and background - say what I like/don't like about my own work - compare my work to Lowry's and say what is similar or different – use vocabulary like, line, tone, shape, shading - say what I would change next time </td></tr> </table>	Key Vocabulary Composition Arranging Visual Background Foreground Sketch Pencil grades B-6B Observation Line Shape Value - tone and shades Pattern Light	Assessment Children will: - Know Lowry was/is a famous artist from a long time ago - Know Lowry famous for pictures of towns, factories, builds, passers-by/workers - Know Lowry's style – simple lines, simple shapes, shading - explore value (light and dark) by creating different shades - know HB pencil will give a lighter shade - know a numbered B pencil will give a darker shade - create a piece of work in response to another artists' or designers' work - create a piece of work using line, shape, shading and tone - respond to stimulus and starting points - know the meaning of foreground and background - say what I like/don't like about my own work - compare my work to Lowry's and say what is similar or different – use vocabulary like, line, tone, shape, shading - say what I would change next time
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Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Know Lowry was/is a famous artist from a long time ago - Know Lowry famous for pictures of towns, factories, builds, passers-by/workers - Know Lowry's style – simple lines, simple shapes, shading	<u>Explore and Develop ideas</u> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines,	Remind children of previous work from EYFS. Previous artists Gerhard Richter – and words used to describe it – lines, storm, crash etc. Explain today we are going to look at work of Lowry. First impressions – image – children to see what they notice. Teach/recap vocabulary Line, Shape, Value - tone and shades, Pattern. Look again at the image – can the children add other comments about the elements of art. Establish – shapes, simple lines, straight lines, shading, very little pattern Task. Children to stick picture in their own sketch books/folders and record 

		'evaluation' of Lowry's drawing. – what they notice and include any 'elements' comments. Y1 – floor book activity in groups. Introduce the artist Lowry Add on timeline – a long time ago – before grandparents born, beyond living memory. – pp Lowry –Twinkl may be useful – add place of birth, Stretford, nr Manchester - on class map Legacy Famous for his matchstick people – a song written about his work
Expectations of learning	National Curriculum Link(s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - explore value (light and dark) by creating different shades - know HB pencil will give a lighter shade - know a numbered B pencil will give a darker shade	<u>Investigating and Making</u> - 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	Recap Artist Lowry. Show children range of Lowry pictures/art – explain we are going to focus on his pencil drawings. Show image. Where does Lowry want the viewer to look – in the distance/middle – then eyes are drawn to the buildings, darker than the surroundings. Use the words foreground, background, arranging, and composition. Focus on light and shade – this is value. How do you think Lowry has achieved this contrast? – link to previous learning in cycle B – if year 2 – as well as mark making in EYFS.  Shading- introduce/recap – explain grades of a pencil HB-6B selection – model tones – light to dark – discuss pencil grip, how hard to press etc. Task Children to complete light to dark 'tones' grid – using a variety of graded pencils  e.g.