

<b>Winter Term Year 1 Explore the world through mono print</b>		<b>Topic: Print, Colour, Collage</b>		<b>Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</b>		
<b>National Curriculum Objectives (KS1):</b>						
<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture 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, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>						
<b>Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?</b>						
<b>Previous Learning:</b>						
Reception:						
<ul style="list-style-type: none"> <li>Introduction to making simple prints using objects found around you.</li> </ul>						
<b>Future Learning (KS2):</b>						
<ul style="list-style-type: none"> <li>Continue to develop understanding of printmaking as series of technical skills and as an opportunity to make art. Develop sophistication of use of line, shape, colour as well as intention and creative decision making.</li> </ul>						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Drawing from image and film	How can I record the things I see in photos or film?	To record what I can see in photos and films through close looking and drawing.	Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye	<p>I can make drawings using photos from films as my source material.</p> <p>I can look closely, guided by my teacher's voice and work in my sketchbook or on paper</p>	<p>Close Looking, Pausing, Seeing &amp; Understanding,</p> <p>Listening, Reacting, Thinking, Considering</p> <p>Mark Making, Pressure, Line,</p>	That we can create creative responses to different stimuli and make the work our own.

			<p>coordination through slow drawing, picking out the things that interest them, playing with scale and line.</p>	<p>to make drawings using soft pencil or hand-writing pen.</p> <p>I can think carefully about which marks I will use in my drawing.</p> <p>I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p>	<p>Speed, Fast, Slow,</p> <p>Experiment, Explore, Represent, Impression, Try,</p> <p>Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel</p>	
Lesson 2: Drawing small	How can I create drawings of tiny objects?	To show an awareness of the relationship between drawing, looking and mark making when drawing small.	<p>Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1</p>	<p>I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</p> <p>I can think carefully about which marks I will use in my drawing.</p> <p>I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p> <p>I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and</p>	<p>Focus, Slow, Careful, Considered, Life size, Scale,</p> <p>Shape, Form, Light, Dark, Shadow, Ground,</p> <p>Crit, Share, Reflect, Feedback, Respond</p>	That we can create creative responses to different stimuli and make the work our own.

			or 2.	sometimes I can add my thoughts.		
Lesson 3: Introducing mono print	What is a mono print?	To understand what a mono print is and to make my own mono print using carbon paper.	Pupils will explore the work of an artist who uses mono print. They will express their thoughts on the work verbally through peer discussion. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.	<p>I have seen what a mono print is and explored the work of an artist who uses mono print. I can share my thoughts on the artist's work.</p> <p>I can use carbon paper to make mono prints, and I can experiment with the kinds of marks I make and think about how they help make my drawings interesting.</p> <p>I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p>	Mono Print, Mono Type, Carbon paper, Oil Pastel,	<p>When we make mono prints, we use mark making to create one off prints. When we make mono prints, we create an impression of a drawing.</p> <p>That we understand that using a range of marks will generate different effects when creating mono prints.</p>
Lesson 4 & 5: Explore a theme or narrative	How can I make a mono print that explores a theme?	To make a mono print that explores playful narrative or invention.	Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries.	<p>I can explore a theme and make mono prints, using my imagination to make my drawings personal.</p> <p>I can use carbon paper to make mono prints, and I can experiment with the kinds of marks I make and think about how they help make my drawings interesting.</p>	Narrative, Story, Imagination, Invent, Discover	That we can generate playful narratives and inventions through drawing.

				I understand that through art I can invent and discover.		
Lesson 6: Reflect, share, and discuss	How can I reflect on my mono prints?	To display the work made through the half term and reflect on the outcomes	If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	<p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</p> <p>I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work.</p>	Present, Reflect, Discuss, Share, Feedback	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.