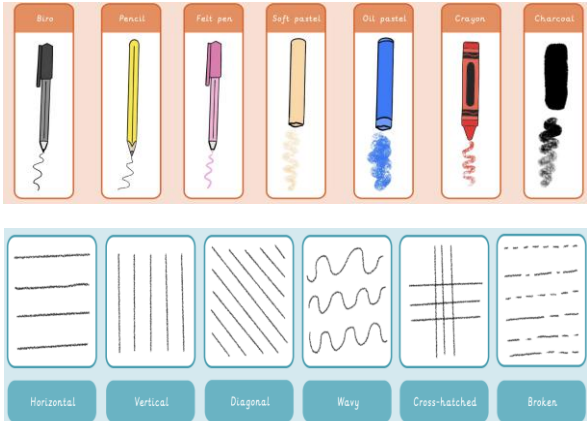


Autumn 1 Year 1 Art Knowledge Organiser

Drawing: Make your mark

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Geometric	Shapes with straight lines, angles, and points like squares, triangles, and rectangles.		<p>Lines can move and tell a story. We can draw straight, wavy, zig-zag or loopy lines to show action, speed or calm.</p> <p>Shapes build pictures. By joining 2-D shapes such as circles, squares and triangles we can invent people, animals and objects.</p> <p>Different tools make different marks and textures. Pencils, chalk, charcoal and pastels can smudge, blend, press lightly for pale shades or firmly for dark tones.</p> <p>Textures show how things feel. Rough, smooth or bumpy surfaces can be copied with dots, dashes and cross-hatching.</p> <p>Artists use lines, shapes and colour in their own ways. <i>Bridget Riley</i> (wavy optical lines) · <i>Zaria Forman</i> (soft pastel waves) · <i>Renata Bernal</i> (bright abstract shapes) · <i>Wassily Kandinsky</i> (colourful circles and lines) · <i>Ilya Bolotowsky</i> (neat geometric bands) show us that choosing the right materials helps share their ideas.</p>
Horizontal	A line that goes straight across, flat like the ground.		
Irregular	Shapes or lines that are different sizes or uneven.		
Line	A mark that can be long, short, thick or thin. It helps to make shapes and pictures.		
Mark- Making	Creating different lines, shapes, or patterns with a drawing tool.		
Observation	Looking carefully at something to help you draw it well.		
Regular	When something is the same size or pattern again and again.	Writing/Provision/ Enrichment opportunities	
Shape	A flat space made by lines joining up – like a circle or triangle.	<p>Mark-Making Station Encourage large mark-making with sticks in sand trays, sponge painting on vertical surfaces, or chalk drawing on the playground.</p>	
Texture	How something feels or looks like it feels – rough, smooth, soft or bumpy.	<p>After exploring different drawing tools and making textures in class, children write a short recount e.g. "I used ____ to make a ____ line." "My drawing felt ____ because..." "I liked using ____ because..."</p>	
Vertical	A line that goes straight up and down like a tree or a flagpole.	<p>Lines, shapes and textures walk around the local area e.g. Victoria Park or along the river.</p>	

Presentation	Assessment		
	To know how to create different types of lines.	Showing knowledge of the language and literacy to describe lines; showing control in their use of the string and chalk lines.	Displaying a precise use of materials and control when drawing lines; being able to experiment with the grip and use of the pencil or chalk to create different lines.
	To explore line and mark making to draw water.	Experimenting with a range of mark-making techniques able to respond to the music appropriately.	Linking their marks to others and responding to the music and the work of the artist; evaluating their work and the work of others.
	To draw with different media.	Colouring in a neat and careful way featuring a range of different media and colours.	Commenting on the differences between the media and showing some awareness of the characteristics of each (which can be erased, smudged, etc.).
	To develop an understanding of mark making.	Being able to apply a range of marks successfully to a drawing.	Showing a more developed approach to observation; being able to use marks that reflect a deeper understanding of appropriate mark making for a specific effect; being able to explain their choices.
	To apply an understanding of drawing materials and mark making to draw from observation.	Being able to produce a drawing that displays observational skill; experimenting with a range of lines and mark making.	Experimenting further with lines and marks to represent texture, dark and light.