

TOPIC	NATIONAL CURRICULUM
DRAWING	- Use drawing to develop and share ideas, experiences, and imagination. - Develop key art techniques using line, shape, tone, texture, and space. - Learn about the work of famous artists (Paul Klee) and make links to their own work.
VOCABULARY	Line, shape, tone, texture, space, observational drawing, shade, surface, media, mark-making, Paul Klee.
POSSIBLE VISIT OR EXPERIENCE	- A local nature walk or park visit to collect natural specimens (leaves, bark, fossils) and create first-hand observational sketches outdoors. - An in-school workshop with a local illustrator or gallery educator.
PRIOR LEARNING	EYFS - Holding a drawing pencil comfortably and making basic marks, lines, and circles. - Creating closed shapes using continuous lines to represent real-world objects. - Completing basic observational drawings of plants and animals showing detail.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES AND CONCEPT	To explore how lines and geometric shapes are used in Paul Klee's artwork	To investigate and record textures through rubbings and observational drawing.	To investigate light and dark tones using different drawing media.	To draw visual elements on a range of differently textured surfaces.	To complete a detailed observational drawing from real objects combining line, shape, and tone.	To evaluate personal artwork and share opinions on peer outcomes.
ACTIVITY	Examine Paul Klee's line and geometric drawings. Discuss likes and dislikes. In sketchbooks, practise drawing continuous lines, closed geometric shapes (squares, triangles, circles), and mark-making using soft graphite pencils.	Take texture rubbings around the classroom and outdoor space (bark, brickwork, leaves) using wax crayons and graphite sticks. Label textures (rough, smooth, bumpy) and copy pattern details into sketchbooks.	Experiment with different drawing media (soft pencils, charcoal, chalk pastels). Practice shading from light to dark tones, drawing light/dark lines, and making tonal shapes on toned paper.	Select natural items (leaves, minibests, or fossils). Draw them using chalk, charcoal, or pastels onto textured surfaces such as sugar paper, sandpaper, or corrugated card to observe surface effects.	Set up still-life arrangements of leaves, minibest models, or fossils. Pupils use viewfinders to compose their view, choose their preferred drawing medium and surface, and complete a final observational drawing.	Set up a classroom mini-gallery. Pupils review their finished drawings alongside sketchbook progress, describing what went well and identifying changes for future work. Self-assess against key targets.

ASSESSMENT	Teacher assessment of sketchbook progress, final observational drawing, and self-assessment against key Year 1 drawing targets (Working Towards, At, or Above Expected Level).
INCLUSION & ADAPTATION	• Provide pencil grips, chunky graphite, or thick chalk pastels for pupils developing fine motor control. • Supply pre-cut viewfinders and word banks with visual symbols for texture and line descriptions.
GREATER DEPTH	Pupils independently combine multiple media (e.g., layered charcoal with chalk highlights) to capture subtle surface textures and light/dark contrast.
RESOURCES	Pencils (HB, 2B, 4B), graphite sticks, chalk, charcoal, oil pastels, coloured pencils. Varied drawing surfaces (cartridge paper, sugar paper, corrugated card, sandpaper, kraft paper). Natural objects for observation (leaves, seed pods, shells, fossils). Viewfinders, sketchbooks.