



DRAWINGS BY ME ART CLASSES

Mathematics KS1 Art Guide

www.drawingsbyme.com

Mathematics KS1

The following activities, provide creative opportunities to consolidate students's knowledge and understanding of Mathematics.

The range of art and drawing projects are based around NC objectives for Mathematics so that the pupils continue learning a core subject whilst developing their art and design skills.

Year 1

YOU WILL NEED

- A4 art paper provided by Drawings by Me
- Drawing pencil
- 2D shapes
- Paper shapes
- Coloured pencils, marker pens, chalks and paint

OBJECTIVE

- Students learn to recognise simple patterns and use one or more shapes to make patterns.
- Students learn to recognise, name and draw common 2D shapes e.g. rectangles, squares, circles and triangles.
- Students understand and use vocabulary related time sequencing events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Students learn to contrast light/dark and hot/cold colours within their work.



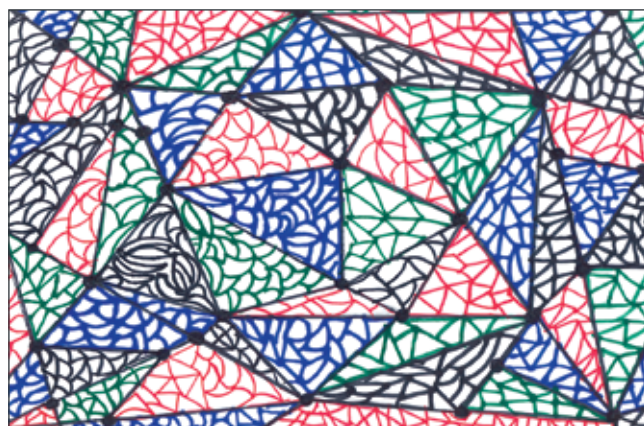
Activity 1

Shape

Students will create a personal picture using a single shape to create an abstract pattern. Once the shapes are drawn they could choose from a range of media including; colouring, painting or sticking shapes onto the paper. Discuss with the class the features of the different shapes as well as contrasting colours so when the picture is complete the shapes stand out.

Instructions

1. Discuss 2D shapes with the students and introduce terms such as edges and corners. Allow students time to share verbally describing the shapes to each other.
2. Model an example of using a shape to create an abstract pattern and explain contrasting colours.
3. Provide students with A4, landscape paper and plastic shapes to draw and create their designs.
4. Colour the pictures using pencils, crayons, paint, markers or by sticking shapes onto the paper. Use bright and bold patterns so that the shapes stand out.
5. Outline the shapes using black marker pen.



Activity 2

Night and Day

Students will design a personal picture identifying the differences between night and day discussing the different types of activities that they do at various points in a day.

Instructions

1. Discuss with the students the differences between night and day and the different things that they do in the morning, afternoon, evening and night. Establish what differences they observe as a day progresses such as changes in temperature, light and dark etc. Discuss hot and cold colours.
2. Provide illustrations of night and day and explain that they are going to draw a picture to illustrate day and night using contrasting colours.
3. On A4 landscape paper, divide the paper in half. Model drawing a picture across the middle.
4. Encourage them to think about their house, a tree or a flower and think about the colours they could use.
5. Draw and colour or paint the pictures.
6. Finally, outline the features and detail with a thin marker so that they stand out.



Year 2

YOU WILL NEED

- A4 art paper provided by Drawings by Me
- Drawing pencil
- 2D and 3D shapes
- Coloured pencils, marker pens and paint
- Sponges
- Mirrors

OBJECTIVE

- Students learn to make and describe shapes, patterns or pictures using solid shapes and templates.
- Students can order and arrange combinations of mathematical objects in patterns and sequences.
- Students begin to recognise and identify a line of symmetry.
- Students learn to sponge paint to create interesting and textured backgrounds.



Activity 1

2D and 3D shapes

Students will create a personal picture developing their own ideas using a range of 2D and 3D shapes to draw around. They will learn to sponge paint a textured background to highlight the content of their pictures.

Instructions

1. Discuss 2D and 3D shapes with the students and introduce terms such as edges, sides, faces, vertex and corners. Allow pupils time to share verbally describing the shapes to each other.
2. Model how to sponge paint a background gently patting the paint on the paper to create texture.
3. Explain the next stage of the picture whilst the paint dries and model holding shapes carefully and drawing around them accurately.
4. Students sponge paint A4, landscape paper and leave to dry.
5. Using solid, 3D shapes the students draw around the shapes to create their own individual picture.
6. Once the drawing is complete, colour the pictures with pencils or marker pens and outline so that the shapes stand out.



Activity 2

Symmetry

Students will create a personal picture illustrating their understanding of symmetry by creating either an image of a butterfly or an independently designed abstract picture.

Instructions

1. Explain the term symmetry and allow students the time to go around the classroom with a mirror looking at different objects when the image is symmetrical.
2. Model how to sponge paint a background gently patting the paint on the paper to create texture.
3. Once dry, fold the paper and demonstrate creating a symmetrical picture by painting one side of an image, folding along the line of symmetry and pressing to print the mirror image. For example, painting a butterfly and add a range of colours and shapes to create detail.
4. Once the pupils have completed the background and symmetrical butterfly, develop the piece further by either outlining or colouring sections using pastels or crayons so that the detail stands out.



Gallery of Ideas



AISHA ALMALKI - 8
GEMS AMERICAN ACADEMY



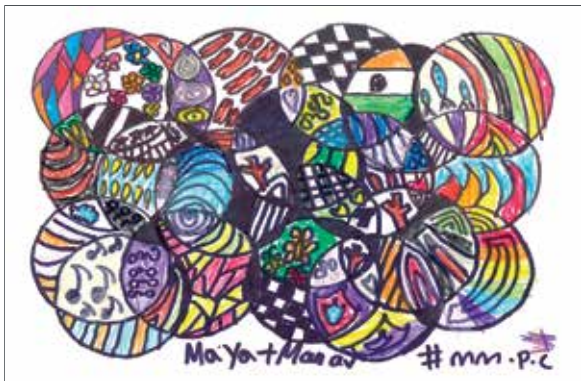
ADAM SHATILA - 7
RAHA INTERNATIONAL SCHOOL



AMELIE MARTIN NISTOR - 6
KENT COLLEGE



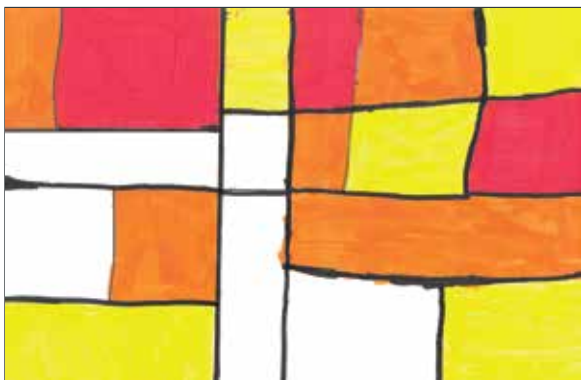
EMAN HANDULEH - 3
MANOR PRIMARY SCHOOL



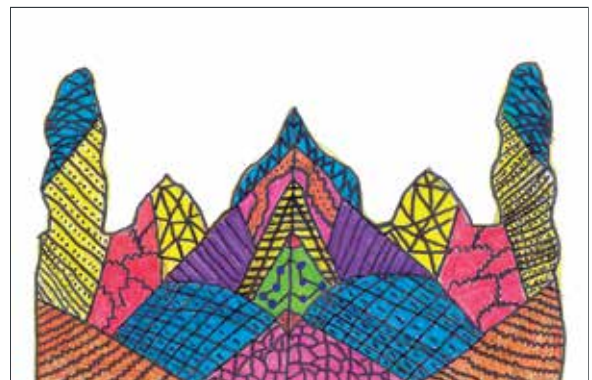
MAYA CODATY - 9
GEMS WELLINGTON DSO



SUSAN GRIESHABER CHECK - 9
DUNECREST AMERICAN SCHOOL



ZAYN RAZAQ - 6
SWISS INTERNATIONAL SCHOOL



AARUN GARCHA - 8
BRIGHTON AUH



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