

	DRAWING AND SKETCHING	SURFACE AND COLOUR	WORKING IN THREE DIMENSIONS
ACCESS ART PATHWAY	Gestural Drawing with Charcoal https://www.accessart.org.uk/gestural-drawing-with-charcoal/	Working with Shape and Colour https://www.accessart.org.uk/working-with-shape-and-colour/	Making Animated Drawings https://www.accessart.org.uk/animated-drawings/
ART APPRECIATION	<ul style="list-style-type: none"> To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. 		
FOCUS ARTISTS	Edgar Degas, Laura McKendry, Heather Hansen	Henri Matisse, Claire Willberg	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber
NATIONAL CURRICULUM OBJECTIVES	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history.
SUBSTANTIVE KNOWLEDGE IMPLICIT KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Understand that animators make drawings that move. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Explore the qualities of charcoal. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own. Develop mark making skills. 	<ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Understand that screen prints are made by forcing ink over a stencil. Understand that monoprint can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own. Develop mark making skills. Brainstorm animation ideas. Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider the use of layers to develop meaning. 	<ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Understand that articulated drawings can be animated. Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own. Develop mark making skills. Brainstorm animation ideas.
LEARNING OUTCOMES	<ul style="list-style-type: none"> I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. 	<ul style="list-style-type: none"> I can explore artwork through looking, talking and drawing. I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. 	<ul style="list-style-type: none"> I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel. I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.

	<ul style="list-style-type: none"> • I can work on large sheets of paper, and I can make loose, gestural sketches. • I can understand what Chiaroscuro is and how I can use it in my work • I can use light and dark tonal values in my work, to create a sense of drama. • I have taken photographs of my work, thinking about focus, lighting, and composition. • I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates' work and how it makes me feel. 	<ul style="list-style-type: none"> • I can cut shapes directly into paper, using scissors, inspired by the artwork. • I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. • I can add to my collage, using line, colour and shape made by stencils. • I can explore negative and positive shapes. • I can take photographs of my work. • I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion. 	<ul style="list-style-type: none"> • I can use observational skills to look at source material to inspire my character and make drawings. • I can use my imagination to think about how my character might move. • I can create a background for my character. • I can use digital media to film my animation. • I can share my moving drawing, either through an animation or by showing classmates how it would move. • I can reflect and articulate my thoughts about my own artwork and that of my peers.
PREVIOUS LEARNING	<ul style="list-style-type: none"> • Pupils explored how to use gestural and expressive marks to make drawings, including using their whole body to make drawings. 	<ul style="list-style-type: none"> • Introduced early visual literacy skills to help pupils respond to imagery, articulating their thoughts and beginning to make a creative response. • Explored simple printmaking including monoprint. Introduced idea that media can be layered and used together. 	<ul style="list-style-type: none"> • Explored mark making, introducing drawing skills using pencil and handwriting pen. • Opportunities to practice dexterity skills (e.g. cutting out).
FUTURE LEARNING	<ul style="list-style-type: none"> • Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. • Pupils also develop their understanding of how to use light and dark within their work. 	<ul style="list-style-type: none"> • Further development of making a creative response to an original resource, including where the original resource is aural as well as visual. • Developing decision making skills including the ability to choose the appropriate material and method to answer personal needs. • Confidence building in dexterity, intention, technical and creative skills. 	<ul style="list-style-type: none"> • Continue to develop drawing skills, including creating cut-outs towards shadow puppets. • Continue building understanding of the relationship between art and storytelling/narrative as a way to connect and communicate. • Opportunities to use digital media in conjunction with other artforms/media to enhance exploration.
VOCABULARY	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena.
CULTURAL CAPITAL	Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		