

| | DRAWING AND SKETCHING | SURFACE AND COLOUR | WORKING IN THREE DIMENSIONS |
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| ACCESS ART PATHWAY | Storytelling Through Drawing https://www.accessart.org.uk/storytelling-through-drawing/ | Exploring Still Life https://www.accessart.org.uk/still-life/ | Festival Feasts https://www.accessart.org.uk/sculptural-food/ |
| ART APPRECIATION | <ul style="list-style-type: none"> Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. 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... It links to...'). 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... I was inspired by...'). 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 | Laura Carlin, Shaun Tan | Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato | Claes Oldenberg, Lucia Hierro |
| 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 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. |
| SUBSTANTIVE KNOWLEDGE IMPLICIT KNOWLEDGE AND SKILLS | <ul style="list-style-type: none"> Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Reflect. | <ul style="list-style-type: none"> Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Brainstorm pattern, colour, line and shape Test and experiment with materials. To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam board. Reflect. | <ul style="list-style-type: none"> To understand that making sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. To combine modelling with construction using mixed media and painting to create sculpture. To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Brainstorm pattern, colour, line and shape Test and experiment with materials. Reflect. |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> I have explored the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts. | <ul style="list-style-type: none"> I have explored the work of contemporary and more traditional artists who work within the still life genre. I have felt able to express my thoughts about other artists' work, and | <ul style="list-style-type: none"> I have explored the work of artists who are inspired by food and I can share my responses with the class. I can use my sketchbook to record and reflect how the artist's work |

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| | <ul style="list-style-type: none"> I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. I can use line, shape, and colour using a variety of materials to test my ideas. I can think about how I might use composition, sequencing, mark making and some text in my drawings. I can create a finished piece which contains sequenced images to describe a narrative. I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. | <p>talk about the meanings of objects as artists present them.</p> <ul style="list-style-type: none"> I can use my sketchbook to make visual notes, record and reflect. I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece. | <p>makes me feel.</p> <ul style="list-style-type: none"> I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture. I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas. I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers. |
| PREVIOUS LEARNING | <ul style="list-style-type: none"> Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration. | <ul style="list-style-type: none"> Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus. | <ul style="list-style-type: none"> Introduced basic drawing, painting, making and collage skills. Introduced idea that we can come together to create art which represents us all. |
| FUTURE LEARNING | <ul style="list-style-type: none"> Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make their own creative response. Continue to explore how different art forms such as drama, music, literature can inspire artwork. | <ul style="list-style-type: none"> Continue to develop skills in learning to see, mark making, using various media, exploring line and colour, relationships between 2d and 3d shape, light and dark (tone). | <ul style="list-style-type: none"> Continue to develop skills above. Continue to explore ways in which we can contribute and collaborate, as individuals, to wider artistic projects. |
| VOCABULARY | Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences | Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition, |
| CULTURAL CAPITAL | Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. | | |