



Autumn	Spring	Summer
Gestural Drawing with Charcoal Artist: Heather Hansen, Laura McKendry, Edgar Degas Substantive Knowledge(NC objectives): • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. Disciplinary Knowledge (NC objectives): Drawing, Sketchbooks Curriculum Links	Working with Shape and Colour Artist: Henri Matisse, Claire Willberg Substantive Knowledge(NC objectives): • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints. Disciplinary Knowledge (NC objectives): Printmaking (Stencil/Screen Print), Collage Curriculum Links	Pathway: Telling Stories through Drawing & Making Artist: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake Substantive Knowledge(NC objectives): • That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. Disciplinary Knowledge (NC objectives): Drawing, Sculpture, Sketchbooks Curriculum Links: English: Link to “character” books such as Roald Dahl’s Esio Trot, Dirty Beasts, The Minpins

Music & Drama: Listen to music to influence marks and movement while children do the “Dancing with Charcoal”.

Medium:

Charcoal, Paper, Body

End Point

- 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.
- I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.
- 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 used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.
- 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.

History: Choose a painting as inspiration which typifies a particular historical period, for example, a painting from Ancient Egyptian.

Maths: 2D/3D shapes, pattern.

PSHE: Peer discussion.

Medium:

Paper, Printmaking Ink, Stencils & Crayons

End Point

- I can explore an 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.
- 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.

or James and the Giant Peach to inspire making.

Science: Materials, animals, micro habitats.

Maths: 2D/3D shapes, measuring, weight.

PSHE: Responsibility to the planet, collaboration, peer discussion.

Medium:

Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).

End Point

- I have seen how artists are inspired by other artists often working in other artforms.
- I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.
- I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.
- I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.
- I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.
- I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.
- I can share my feedback about my classmates work.

Key Vocabulary: Line, sketch, tone, tint, shape, space, primary colour, secondary colour, cross hatching, artist, portrait	Key Vocabulary: Line, sketch, tone, tint, shape, space, primary colour, secondary colour, cross hatching, artist, portrait	I can take photographs of my work thinking about focus, background and lighting. Key Vocabulary: Tesserae, stone, pattern, space, primary colour, secondary colour, artist, craftsperson, portrait, self-portrait, still life
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