



Autumn	Spring	Summer
Storytelling Through Drawing Artist: Laura Carlin, Shaun Tan Substantive Knowledge(NC objectives): • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. Disciplinary Knowledge (NC objectives): Drawing, Sketchbooks Curriculum Links English: Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice.	Exploring Still Life Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato Substantive Knowledge(NC objectives): • That when artists make work in response to static objects around them it is called still life. • That still life has been a genre for many hundreds of years, and is it still relevant today. • That when artists work with still life, they bring their own comments and meaning to the objects they portray. • That we can make a still life creative response in many media: drawing, painting, collage, relief... • That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore	Sculpture, Structure, Inventiveness & Determination Artists: Marcus Coates Substantive Knowledge(NC objectives): • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.

History: Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.

Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.

PSHE: Supports Collaboration, Peer Discussion.

Medium:

Drawing Materials, Paper

End Point

- 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.
- 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

composition, foreground, background, and negative space.

Disciplinary Knowledge (NC objectives):

Painting, Drawing, Collage, Sketchbooks,

Curriculum Links

History: Depict objects related to your chosen ancient civilisation topic or even arrange for a museum handling collection to visit your school.

Maths: 2D and 3D shapes, Pattern (on object).

Science: Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).

Medium:

Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen)

End Point

- 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 talk about the meanings of objects as artists present them.
- 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

- That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

Disciplinary Knowledge (NC objectives):

Drawing, Sketchbooks, Sculpture

Curriculum Links

Geography: Link with birds and migration via the North and South hemisphere.

Science: Language to support understanding of materials, habitats.

PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.

Medium:

Various Drawing Materials, Construction Materials

End Point

- I have seen how we can learn about ourselves through art.
- I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.
- I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.
- I can use a variety of drawing materials to make experimental drawings based upon observation.
- I can construct with a variety of materials to make a sculpture.
- I can see my personality in what I have made.

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. • I can take a photograph of my work, thinking about lighting and focus. Key Vocabulary: Line, sketch, tone, tint, shape, space, primary colour, secondary colour, cross hatching, artist, portrait	helped build my knowledge and skills towards my final piece. Key Vocabulary: Line, sketch, tone, tint, shape, space, primary colour, secondary colour, cross hatching, artist, portrait	• I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. • I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. • I can take photographs of my work thinking about presentation, focus and lighting. Key Vocabulary: primary colour, secondary colour, tone, tint, artist, landscape, seascape
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