



## YEAR 3 ART AND DESIGN KNOWLEDGE

### **Gestural Drawing with Charcoal (Drawing & Sketchbooks)**

- 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 human
- Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings
- Explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.
- Discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term ‘Chiaroscuro’.
- Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.
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### **ALL Units**

- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each persons’ sketchbook looks is unique to them
- Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.

### **Working with Shape and Colour (Print, Colour, Collage)**

- 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.
- Consider use of layers to develop meaning
- Understand that we can combine collage with other disciplines such as drawing, printmaking and making
- Pupils will visually explore chosen artwork in class using the ‘Show Me What You See’ technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.
- Pupils will explore the idea of ‘painting with scissors’ taking inspiration from artist Romare Bearden.
- Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.

### **Making Animated Drawings (Working in 3 Dimensions)**

- Understand that articulated drawings can be animated
- Pupils will become familiar with the term ‘animation’ and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen.
- Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown.
- Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move.
- They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme.
- Pupils will display their work in a clear space / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.



## YEAR 4 ART AND DESIGN KNOWLEDGE

### Storytelling Through Drawing (Drawing & Sketchbooks)

- Understand that artists and illustrators interpret narrative texts and create sequenced drawings
- Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.
- Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.
- Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.
- Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

### ALL Units

- Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook

### Exploring Pattern (Print, Colour, Collage)

- Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.
- Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry
- Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural
- Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.
- Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as “parallel”. They will work in sketchbooks, collaborate, and discuss aims and outcomes.

### Sculpture, Structure, Inventiveness & Determination (Working in 3 Dimensions)

- To understand that make sculpture can be challenging. To understand its 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.
- Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.
- Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.
- Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.



## YEAR 5 ART AND DESIGN KNOWLEDGE

### Typography & Maps (Drawing & Sketchbooks)

- Understand that designers create fonts and work with Typography
- Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
- Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters.
- Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.
- Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.
- Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks.

### ALL Units

- Look at the work of designers, artists, animators, architects.
- Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
- 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

### Making Monotypes (Print, Colour, Collage)

- Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book
- Pupils will become familiar with the term 'monotype'. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.
- Pupils will be reminded of the vast array of marks available to them through looking at others artist's work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.
- Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.
- Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.

### Architecture: Dream Big or Small? (Working in 3 Dimensions)

- Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better
- Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.
- Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them.
- Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'.



## YEAR 6 ART AND DESIGN KNOWLEDGE

### 2D Drawing to 3D Making (Drawing & Sketchbooks)

- Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.
- Understand that graphic designers use typography and image to create packaging which we aspire to use.
- Understand that there are technical processes we can use to help us see, draw and scale up our work.
- That drawing and making have a close relationship.
- That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

### ALL Units

- Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.
- Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.
- 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

### Activism (Print, Colour, Collage)

- Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.
- Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.
- Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.
- Pupils will compare the artists and will share their thoughts in peer discussion.
- Pupils will work in sketchbooks to explore their own voice and message.
- That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.
- That artists acting as activists often use print because it allows them to duplicate and distribute their message.
- That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.

### Take a Seat (Working in 3 Dimensions)

- Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.
- They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks
- Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts
- Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality
- That artists who create furniture are often called craftspeople or designers
- That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker
- That as artists, we can use a variety of materials to design and make our own model chairs