



## ART & DESIGN CLASS 3

### Autumn 1 Cycle B

Drawing: People & Storytelling      Artist: Laura Carlin, Shaun Tan

		Below	Above
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• To develop ability to accurately identify and render 2D &amp; 3D shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order.</li> <li>• To learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.)</li> <li>• To draw lines, shapes, and forms neatly and confidently, blending tones from light to dark smoothly, controlling the amount of force and pressure.</li> <li>• To make studies of artist’s work to learn the techniques &amp; processes used. Use some of what they have learned from artist’s studies to produce original work.</li> </ul>	<p><b>Markers for Assessment</b></p> <ul style="list-style-type: none"> <li>• Children will use different drawing media with control and confidence, showing increased knowledge/application of proportion &amp; scale.</li> <li>• Children will draw accurately, controlling pressure and using blending techniques.</li> </ul>		
<p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• To work in a sketchbook to record ideas and thoughts generated by looking at other artists’ work.</li> <li>• To use evaluation to understand what they need to do to improve and that all artists do this.</li> <li>• To make careful and considerate judgments about own &amp; others work without comparing their own work to that of others.</li> <li>• To use evaluation to understand how to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will use sketchbooks effectively to explore media and ideas. Children will adapt work following constructive feedback.</li> <li>• Children will evaluate their work and reflect on advice to improve even further.</li> </ul>		
<p><b>Prior Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can more effectively control drawing media to create dark and light tones.</li> <li>• I can more effectively blend shading and can rub out rough edges or refine them.</li> <li>• I can make drawings and experiment with a range of drawing media and materials.</li> </ul>	<p><b>Vocabulary</b></p> <p>Drawing, graphic, imagery, shape, proportion, scale, imaginary, expressive, dark, light, shading, blend</p>		
<p><b>Prior Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can make art for expression, imagination, and pleasure.</li> <li>• I can visualise my thoughts, feelings &amp; memories or to express experiences I have had.</li> </ul>			
<p><b>Questions (potential ‘hook’ questions for lessons)</b></p> <ul style="list-style-type: none"> <li>• Do we need words to tell a story?</li> <li>• How do our bodies/faces show how we are feeling?</li> <li>• How can I create a narrative using pictures?</li> </ul>	<p><b>Cross-Curricular/Enrichment</b></p> <p><b>English:</b> story or graphic novel of your choice.</p> <p><b>History:</b> create a sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.</p> <p><b>Science:</b> Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.</p> <p><b>PSHE:</b> Supports Collaboration, Peer Discussion.</p>		