



ART & DESIGN CLASS 3

Autumn 1 Cycle B

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

| | | Below | Above |
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| <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • To work in a range of drawing media including graphite, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. • To identify and draw the 2D & 3D geometric shapes in nature and the world around them. • To develop ability to accurately identify and render 2D & 3D shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. • To learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) | <p>Markers for Assessment</p> <ul style="list-style-type: none"> • Children will use different drawing media with control and confidence. • Children will use different drawing media with control and confidence, showing increased knowledge/application of proportion & scale. | | |
| <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • To begin to work in a sketchbook to record ideas and thoughts generated by looking at other artists' work. • To begin to use evaluation to understand what they need to do to improve and that all artists do this. | <ul style="list-style-type: none"> • Children will begin to use sketchbooks more effectively to explore media and ideas. Children will adapt work following constructive feedback. • Children will use sketchbooks effectively to explore media and ideas. Children will adapt work following constructive feedback. | | |
| <p>Prior Substantive Knowledge</p> <ul style="list-style-type: none"> • I can use pencils, crayons, felt-tips and chalk to create expressive drawings. • I can control pressure to create lighter or darker tones, and am starting to shade areas neatly without spaces & gaps. • I can more effectively control drawing media to create dark and light tones. • I can more effectively blend shading and can rub out rough edges or refine them. | <p>Vocabulary</p> <p style="text-align: center;">Drawing, graphic, imagery, shape, proportion, scale, imaginary, expressive, dark, light, shading, blend</p> | | |
| <p>Prior Disciplinary Knowledge</p> <ul style="list-style-type: none"> • I can design & make in two or three dimensions, • I can make art for expression, imagination, and pleasure. | | | |
| <p>Questions (potential 'hook' questions for lessons)</p> <ul style="list-style-type: none"> • Do we need words to tell a story? • How do our bodies/faces show how we are feeling? • How can I create a narrative using pictures? | <p>Cross-Curricular/Enrichment</p> <p>English: story or graphic novel of your choice.</p> <p>History: 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>Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.</p> <p>PSHE: Supports Collaboration, Peer Discussion.</p> | | |

Year 3 Year 4