



National Curriculum

To create sketch books to record their observations and use them to review and revisit ideas
 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
 About great artists, architects and designers in history.

Drawing and Sketchbooks

Surface and Colour

Working in 3 Dimensions

Disciplines	Drawing, Sketchbooks	Printmaking, Collage	Drawing, Sculpture, Sketchbook, Painting
Exploring and Developing Ideas	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale	Understand that screen prints are made by forcing ink over a stencil.	Understand that we can create imagery using natural pigments and light
	Understand charcoal and earth pigment were our first drawing tools as humans	Understand that mono print 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 shape	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.
Key Artists	Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.	Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process)
	Continue to build understanding that sketchbooks are places for personal experimentation.	Explore positive and negative shapes, line, colour and composition.	That clay and Modroc are soft materials which finally dry/set hard An armature is an interior framework which support a sculpture.
Skills	Understand that the way each persons' sketchbook looks is unique to them. Work in sketchbooks to: Explore the qualities of charcoal Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.		
	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse, Claire Willberg	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Skills	Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own
	Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow	Develop mark making skills.	Develop mark making skills.
	Develop mark making skills.	Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.	Use paint, mixing colours, to complete the sculpture inspired by literature
		Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork.	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Make an armature to support the sculpture.



Evaluating & Developing Work

To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.

Understand artists often collaborate on projects, bringing different skills together.

Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.

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.

Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").

Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.

Work collaboratively to present outcomes to others where appropriate. Present as a team.

Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective