



## Year 1 Art and Design – Autumn

### Drawing and Sketching – Spirals

#### Previous Knowledge and Skills

In Reception we:

- Explored relationship between 2d and 3d.
- Familiar with shapes and shape names.

#### Key Vocabulary

- Spiral,
- Movement, Pressure,
- Motion, Line, Continuous Line,
- Faster,
- Careful
- Graphite, Chalk, Pen
- Oil Pastel,
- Dark, Light, Blending
- Mark Making
- Colour, Pattern
- Observation,
- Reflect, Discuss, Share, Think

#### Links to the Wider Curriculum

**Science:** Uses language to support understanding of concepts of growth, human body and natural forms.

**Maths:** Explores pattern, symmetry.

**PSHE:** Peer discussion, collaboration

#### Key Knowledge and skills (The 'stuff' we want you to remember)

- That drawing is a physical and emotional activity. That when we draw, we can move our whole body.
- That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- That we can draw from observation or imagination.
- That we can use colour to help our drawings engage others.

#### Disciplines

- Drawing
- Collage
- Sketchbooks

#### Artists

- Molly Haslund

**Focus Question** – How can we use our whole bodies to make drawings?

# Year 2 Art and Design – Autumn

## Drawing and Sketching – Explore and Draw

Previous Knowledge and Skills	Future Learning (KS2)
<p>In Year 1 we:</p> <ul style="list-style-type: none"> <li>• Introduction to the idea that we can find inspiration from things around us. That we can use things around us as subject matter and materials.</li> </ul>	<p>Continue to develop understanding about where artists and ideas and inspiration.</p> <p>Develop visual literacy, drawing and sketchbook skills to enable and enquiring mind.</p>
Key Vocabulary	Links to the Wider Curriculum
<ul style="list-style-type: none"> <li>• Explore, Collect, Imagine, Curious,</li> <li>• Present, arrange, composition</li> <li>• Photograph, Shade,</li> <li>• Colour, Pattern</li> <li>• Observational Drawing, Close study,</li> <li>• Pressure, Line, Mark, Page</li> <li>• Graphite, Watercolour, Pencil,</li> <li>• Mark making, Line, Tone, Shape,</li> <li>• Reflect, Present, Share, Discuss, Feedback</li> </ul>	<p><b>Geography</b> – Adapt to explore habitats</p> <p><b>Maths</b> - use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.</p> <p><b>Science</b> – identify common and wild plants, trees, structures of plants, exploring local environment and habitats, seasons, planting and growing.</p> <p><b>PSHE</b> – discussion and collaboration</p>
<b>Key Knowledge and skills</b> (The 'stuff' we want you to remember)	
<ul style="list-style-type: none"> <li>• That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</li> <li>• That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.</li> <li>• That we can use the things we find to draw from, using close observational looking.</li> <li>• That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</li> <li>• We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> </ul>	
Disciplines	Artists
<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Sketchbook</li> <li>• Collage</li> </ul>	<ul style="list-style-type: none"> <li>• Rosie James</li> <li>• Alice Fox</li> </ul>
<b>Focus Question</b> – How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?	

# Year 3 Art and Design – Autumn

## Drawing and Sketching – Gestural Drawing

Previous Knowledge and Skills	Future Learning (KS2)
<p>In KS1 we:</p> <ul style="list-style-type: none"> <li>• Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.</li> </ul>	<p>Pupils continue to develop their skills to make drawing at a larger scale, and develop their understanding/ability to make art which contains a sense of drama/story telling.</p> <p>Pupils also develop their understanding of how to use light and dark within their work.</p>
Key Vocabulary	Links to the Wider Curriculum
<ul style="list-style-type: none"> <li>• Charcoal, Gestural, Loose, Expressive,</li> <li>• Mark Making, Sweeping,</li> <li>• Tone, Tonal Values, Dark, Light</li> <li>• Positive &amp; Negative Shapes, Silhouette,</li> <li>• Lighting, Shadow, Atmosphere,</li> <li>• Movement, Repetitive, Motion, Mark,</li> <li>• Composition</li> <li>• Present, Share, Reflect, Respond, Feedback</li> </ul>	<p><b>Music &amp; Drama</b> - Listen to music to influence upon while doing the "Dancing with Charcoal"</p>
<b>Key Knowledge and skills</b> (The 'stuff' we want you to remember)	
<ul style="list-style-type: none"> <li>• That when we draw we can use gestural marks to make work.</li> <li>• That when we draw we can use the expressive marks we make to create a sense of drama.</li> <li>• That when we draw we can move around.</li> <li>• That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</li> </ul>	
Disciplines	Artists
<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• Heather Hansen</li> <li>• Laura McKendry</li> <li>• Edgar Degas</li> </ul>
<b>Focus Question</b> – How can we use gestural drawing with charcoal to make drawings full of energy and drama?	

# Year 4 Art and Design – Autumn

## Drawing and Sketching – Storytelling Through Drawing

Previous Knowledge and Skills	Future Learning (KS2)
<p>In KS1 we:</p> <ul style="list-style-type: none"> <li>Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.</li> </ul>	<p>Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response.</p> <p>Continue to explore how different art forms such as drama, music, literature can inspire artwork.</p>
Key Vocabulary	Links to the Wider Curriculum
<ul style="list-style-type: none"> <li>Illustration, Interpretation, Original Source,</li> <li>Graphic Novel, Illustrator,</li> <li>Line, Quality of line, Line Weight, Mark Making, Medium</li> <li>Composition, Sequencing, Narrative</li> <li>Present, Share, Reflect, Respond, Feedback, Crit, Similarities, Differences,</li> </ul>	<p><b>English:</b> Use 'The Jabberwocky' by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice.</p> <p><b>History:</b> Create your own sequenced story inspired by an event in history.</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>
Key Knowledge and skills (The 'stuff' we want you to remember)	
<ul style="list-style-type: none"> <li>That we can tell stories through drawing.</li> <li>That we can use text within our drawings to add meaning.</li> <li>That we can sequence drawings to help viewers respond to our story.</li> <li>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</li> </ul>	
Disciplines	Artists
<ul style="list-style-type: none"> <li>Drawing</li> <li>Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Laura Carlin</li> <li>Shaun Tan</li> </ul>
Focus Question – How can we create visual narratives inspired by poetry or prose?	

# Year 5 Art and Design – Autumn

## Drawing and Sketching – Typography and Maps

Previous Knowledge and Skills	Future Learning (Year 6)
<p>In Year 3 and 4 we:</p> <ul style="list-style-type: none"> <li>Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made.</li> </ul>	<p>Continue to explore relationship of 2d to 3d.</p> <p>Develop ideas about identity, purpose and intention.</p> <p>Develop dexterity skills.</p>
Key Vocabulary	Links to the Wider Curriculum
<ul style="list-style-type: none"> <li>Typography, Lettering, Graphics, Design,</li> <li>Communicate, Emotions, Purpose, Intention,</li> <li>Playful, Exploratory,</li> <li>Visual Impact</li> <li>Pictorial Maps, Identity, Symbols,</li> <li>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</li> </ul>	<p><b>Geography:</b> Trade links, digital mapping, ordinance survey maps, detailed sketching of maps.</p> <p><b>History:</b> Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village.</p> <p><b>Maths:</b> Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.</p>
Key Knowledge and skills (The 'stuff' we want you to remember)	
<ul style="list-style-type: none"> <li>That when designers work with fonts and layout it is called Typography.</li> <li>That we can use the way words look to help us communicate ideas and emotions.</li> <li>That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul>	
Disciplines	Artists
<ul style="list-style-type: none"> <li>Design: Typography</li> <li>Drawing</li> <li>Collage</li> <li>Sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>Louise Fili</li> <li>Grayson Perry</li> <li>Paula Scher</li> <li>Chris Kenny</li> </ul>
Focus Question – How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	

# Year 6 Art and Design – Autumn

## Drawing and Sketching – 2D Drawing and 3D Making

### Previous Knowledge and Skills

In Year 3, 4 and 5 we:

- Explored relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. Explored drawing and mark making skills and seen how they transfer to different disciplines and genres

### Key Vocabulary

- 2D Drawing, 3D Object
- Packaging
- Negative space
- Grid method
- Scaling up
- Net, Typography, Graphic Design
- Collage
- Structure, Balance
- Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

### Links to the Wider Curriculum

**English:** Create characters inspired by literature.

**History:** Create characters inspired by theme.

**Maths:** 2D and 3D shapes, measuring, symmetry, angles, plot points.

**PSHE:** Collaboration, Peer Discussion.

### Key Knowledge and skills

(The 'stuff' we want you to remember)

- 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

### Disciplines

- Drawing
- Sculpture
- Graphic Design
- Collage
- Sketchbooks

### Artists

- Lubaina Himid
- Claire Harrup

**Focus Question** – How can we transform 2d drawings into 3d objects?