

Term 5**Unit Overview: LKS2 Art****Telling Stories through Drawing and Making**

<p><u>National Curriculum Links</u> Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; ❖ 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; ❖ to know about great artists, architects and designers in history. 	<p><u>Aims of pathway</u> In this pathway, children explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. ❖ That through making work in another medium we can make the work our own, re-interpreting and re-inventing. ❖ That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. <p><u>Domains of knowledge:</u></p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Make sculptural equivalents of characters from film and literature. ❖ The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. ❖ Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. ❖ Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). ❖ That clay and Modroc are soft materials which finally dry/set hard. ❖ An armature is an interior framework which support a sculpture. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ 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. ❖ Use paint, mixing colours, to complete the sculpture inspired by literature ❖ Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. 	<p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. ❖ I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have seen how artists are inspired by other artists often working in other artforms. ❖ I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist’s work. ❖ I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. ❖ I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. 	<p><u>Artists</u> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p> <p><u>Cross Curricular Opportunities</u> English: Link to “character” books such as Roald Dahl’s Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making. Science: Materials, animals, micro habitats. Maths: 2D/3D shapes, measuring, weight. PSHE: Responsibility to the planet, collaboration, peer discussion.</p>	
		<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> charcoal, gestural, loose, expressive, wrist, elbow, shoulder, sweeping, gentle, energetic, tone, silhouette, atmosphere</p> <p><u>Medium and Materials</u> Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc)</p> <p><u>Techniques</u> Use exaggeration as a tool to help us convey the intention of our drawing. Use clay to make a sculptural character. Create sculptures from clay and found materials.</p> <p><u>Disciplines</u></p>	

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❖ Make an armature to support the sculpture.			Drawing, Sculpture, Sketchbooks
<u>Prior learning</u> <u>EYFS: Expressive Art & Design</u> ❖ Explore different materials freely, to develop their ideas about how to use them and what to make. ❖ Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <u>KS1</u> Introduced idea that sculptures can have “characters” and “personality” created by form, texture, and colour. Introduced basic making skills through Design Through Making, including basic experience putting materials together (and using tools) into one constructed piece. Understanding that we can react (as humans) to what we all create. ❖ Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds ❖ Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw ❖ Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Flora & Fauna	<u>Future application of skills</u> Develop idea that we can create our own art, inspired by art made by other people. Develop making skills, including knowledge about material choice, method, construction etc and growing experience to understand how to push a piece of sculpture based upon original intention and outcome. <u>LKS2:</u> ❖ Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds ❖ Continue to develop colour mixing skills. Cloth, Thread, Paint <u>UKS2:</u> ❖ Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D ❖ Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Typography and Maps ❖ Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design .Set Design ❖ Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design	<u>British Values</u> ❖ <u>Democracy</u> : Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. ❖ <u>The rule of law</u> : Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u> : Children are able to express themselves through art and design. ❖ <u>Mutual respect</u> : Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <u>Christian Values</u> “ <u>Courage</u> ,” the pioneering French artist Henri Matisse once insisted, “is essential to the artist, who has to look at everything as though he were seeing it for the first time.” <u>Spirituality</u> : Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.	