

	DRAWING AND SKETCHING	SURFACE AND COLOUR	WORKING IN THREE DIMENSIONS
ACCESS ART PATHWAY	2D Drawing to 3D Making https://www.accessart.org.uk/2d-drawing-to-3d-making/	Activism https://www.accessart.org.uk/activism/	
ART APPRECIATION	<ul style="list-style-type: none"> Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. 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... It links to..."). 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... I was inspired by..."). 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. 		
FOCUS ARTISTS	Claire Harrup	Luba Lukova, Faith Ringgold, Shepard Fairey	Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte
NATIONAL CURRICULUM OBJECTIVES	<ul style="list-style-type: none"> 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 learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> 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 learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> 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 learn about great artists, architects and designers in history.
SUBSTANTIVE KNOWLEDGE IMPLICIT KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work Explore using negative and positive space to "see" and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto the card. Using the grid method to scale up an image. Use collage to add tonal marks to the "flat image". Practise seeing negative and positive shapes. Develop Mark Making. Make visual notes to capture, consolidate and reflect upon the artists studied. 	<ul style="list-style-type: none"> Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Practise seeing negative and positive shapes. Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop Mark Making. Make visual notes to capture, consolidate and reflect upon the artists studied. 	<ul style="list-style-type: none"> Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied.
LEARNING OUTCOMES	<ul style="list-style-type: none"> I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. I can use line, mark making, tonal values, colour, shape and 	<ul style="list-style-type: none"> I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. I have explored how I can find out what I care about, and find ways I might share my ideas with us. I have seen how my classmates may have different things they 	<ul style="list-style-type: none"> I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates. I can use my curiosity to think about how I might adapt techniques and processes to suit me. I can use my sketchbook to record, generate ideas, test ideas

	<p>composition to make my work interesting.</p> <ul style="list-style-type: none"> • I can transform my drawing into a three dimensional object. • I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. • I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work • I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition. 	<p>care about, or share things we care about, but they are all valid.</p> <ul style="list-style-type: none"> • I can create visuals and text which communicate my message. • I can use line, shape and colour to make my artwork • I can use typography to make my messages stand out. • I can combine different techniques such as print, collage and drawing. • I can reflect and articulate about my own artwork and artwork made by my classmates. 	<p>and reflect.</p> <ul style="list-style-type: none"> • I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. • I can manipulate the materials using tools so that the puppets I make have character and expression. • I can make my puppets move in simple ways by articulating them. • I can work with my peers to create a collaborative experience. • I can share my work, as a team, and share and listen to feedback. • I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. • I can photograph or film our puppets and performance.
PREVIOUS LEARNING	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explored how artists bring their own experience to their work. Understood that artists have responsibilities in the way they act in the world, depending upon the discipline in which they work 	<ul style="list-style-type: none"> • Explored a variety of drawing and making skills. Explored how artforms rely on each other and are inspired by each other. Explored how we can work alone or collaboratively to make art. Explored how we can bring our own selves to our work for the enjoyment of others.
VOCABULARY	<p>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,</p>	<p>Activism, Voice, Message, Community, Poster, Screenprinting, Present, Share, Reflect, Respond, Articulate, Feedback, Similarities, Differences</p>	<p>Paper cutting, Cut Outs, Shadow puppets, Performance, Narrative, Character, Present, Share, Reflect, Respond, Articulate, Feedback, Similarities, Differences</p>
CULTURAL CAPITAL	<p>Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</p>		