

Drawing

	FS1/2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Journey	Taught through themes work	Spirals	Explore and Draw	Gestural Drawing with Charcoal	Story Telling through Drawing	Topography and Maps	2D Drawing to 3D Making
End point: what will children know, be able to do and understand by the end of this cycle? Which source will they analyse to apply their learning?	<p>Hold tools like pencils, paint brushes, scissors with increasing precision.</p> <p>Experiment with using different every day and art materials to explore colour, texture and form</p> <p>To explore their ideas and imagination by creating drawings, paintings and sculptures.</p> <p>To explore creating designs and art work on a range of scales.</p> <p>To explore a range techniques to draw, paint, print and sculpt to help them create art work.</p> <p>Recognising and exploring the colour, patterns and shapes in other artist's work.</p> <p>Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it.</p>	<p>Children will know: That drawing is a physical activity</p> <p>Children will understand: That their sketchbook is owned by the pupil for experimentation and exploration. That we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Children will be able to: Explore mark making and lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Practise observational drawing. Use colour (pastels, chalks) intuitively to develop spiral drawings. Develop experience of primary and secondary colours</p>	<p>Children will know: The way each persons' sketchbook looks is unique to them.</p> <p>Children will understand: The need to look closely and carefully to produce an observational drawing. That we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Children will be able to: Visit local environment, collect natural objects, and explore composition and qualities of objects through arranging, sorting & representing. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Make visual notes about artists studied.</p>	<p>Children will know: That Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>That charcoal and earth pigment were our first drawing tools as humans.</p> <p>That sketchbooks are places for personal experimentation and unique to each person.</p> <p>Children will understand: That charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Children will be able to: Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow.</p>	<p>Children will know: That artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Children will understand: That artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Children will be able to: Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use a variety of drawing media including charcoal, pen and pencil. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Make visual notes to record ideas and processes discovered through looking at other artists.</p>	<p>Children will know: That designers create fonts and work with Typography.</p> <p>Children will understand: That some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <p>Children will be able to: Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>Children will know: That a grid system can be used to scale up a drawing or image.</p> <p>Children will understand: That there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. That graphic designers use typography and image to create packaging which we aspire to use.</p> <p>That there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Children will be able to: Explore using negative and positive space to "see" and draw a simple element/object. Practise seeing negative and positive shapes. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the "flat image". Make visual notes to capture, consolidate and reflect upon the artists studied.</p>

Artist and example of their work

Molly Haslund
Molly Haslund is an ultra-contemporary artist. Molly Haslund is a danish female artist born in 1976. Children will learn to *'focus is on the physical action, on the movement of the circles, and the patterns emerging and disappearing again.'*



Wassily Kandinsky
Wassily Wassilyevich Kandinsky was a Russian painter and art theorist. Kandinsky is generally credited as one of the pioneers of abstraction in western art.



Joseph Cornell
Joseph Cornell (December 24, 1903 – December 29, 1972) was an American visual artist and film-maker, one of the pioneers and most celebrated exponents of assemblage.



Picasso
Picasso's line drawings are arguably his simplest artworks, but they're no less powerful.



Matisse
Matisse used the expressive potential of the line gesture to depict very intimate subjects such as the female form.



Laura McKendry
Laura McKendry is an artist who lives and works in London. She takes her inspiration from nature – plants, animals, insects... Laura likes drawing dogs and likes using charcoal to help her make big gestural drawings.



Edgar Degas
Edgar Degas was a French Impressionist artist famous for his pastel drawings and oil paintings. Degas also produced bronze sculptures, prints and drawings. Degas is especially identified with the subject of dance; more than half of his works depict dancers.



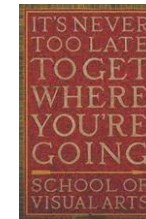
Laura Carlin
Laura uses writers' text to inspire her visuals, working as an illustrator.



Shaun Tan
Shaun Tan creates his illustrations for his own stories, in the genre of graphic novels.



Louise Fili
Louise Fili Ltd is an award-winning New York-based graphic and digital design firm specialising in strategic brand development and packaging for speciality food products.



Grayson Perry
"Grayson Perry RA created this map of a walled city as a self-portrait for an exhibition at the National Portrait Gallery.



Paula Scher
Paula Scher is an American graphic designer, painter and art educator in design. Paula creates branding, but she also created a series of "maps" which contain "errors and mistakes". Explore in the video and link below.



Lubaina Himid
Himid creates paintings, drawings, prints and installations. She paints on a variety of surfaces, including ceramic and wood, often producing objects with performative potential intended to be encountered in a space".



