

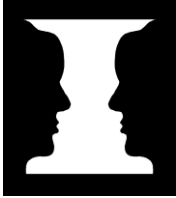


<p>Autumn Term Year 6 2D Drawing to 3D Making</p>	<p>Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p>	<p>Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</p>
<p><u>National Curriculum Objectives (KS2):</u> Pupils should be taught to 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. Pupils should be taught:</p> <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 know about great artists, architects and designers in history. 		
<p><u>Enquiry Question: How can we transform 2d drawings into 3d objects?</u></p>		
<p>Previous Learning: Years 3, 4 & 5: 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.</p>	<p>Future Learning: KS3 What are the objectives of Year 7 art? Year 7 Art starts by teaching and learning the foundation drawing skills. Students produce a Still life drawing based on simple shaped objects utilising the elements line, tone, proportion, scale and composition. Colour theory is then introduced and students learn how to mix paint/colours to create a colour wheel.</p>	
<p>End Points: Children will know: That a grid system can be used to scale up a drawing or image. 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>Resources Cardboard e.g. old boxes/packaging, newspapers, collage materials (papers) Masking tape Pencils, pens for drawing CHOOSE: Flat Yet Sculptural Sculpture Project https://www.accessart.org.uk/2d-drawing-to-3d-making/ https://www.accessart.org.uk/talking-points-lubaina-himid/</p>	<p>Assessment: Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: Tell me about that you are making What might you do next? Which materials might you use? What have you discovered? Tell me about what you have made What would you like to explore more of?</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>	<p>https://www.accessart.org.uk/visual-notes/ https://www.accessart.org.uk/flat-yet-sculptural-drawing-collage-construction/</p>	
<p>Purpose/Visual Literacy/Articulation (Substantive Knowledge) Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>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.</p> <p>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</p>	<p>Purpose/Visual Literacy/Articulation (Disciplinary Knowledge)</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>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.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>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.</p>	
<p>Core Knowledge: https://www.accessart.org.uk/using-negative-space-believe-see-scaling/</p> <p>What is Positive and Negative Space? Simply put, positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.</p> <p>In art, negative space is the space around and between the subject of the image. The positive space is the subject or object of the image.</p>	<p>Key Artists to learn about: Lubaina Himid https://www.accessart.org.uk/talking-points-lubaina-himid/ “Born in Zanzibar in 1954, Lubaina Himid is a British painter who has dedicated her thirty-year-long career to uncovering marginalised and silenced histories, figures, and cultural moments. 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”.</p>	

Positive and negative space play an important role in determining the overall composition in a work of art. By understanding positive and negative space and applying your knowledge, you can become more successful in designing your compositions.

Take a look at the image below.
For example, do you see faces or a vase?



If you are seeing a vase, then you are seeing the white area as the positive space. The black areas become the negative space. If you are seeing faces, then you are seeing the black areas as the positive space, and the white area as the negative space.

Examples of uses of positive and negative space...

Balance of Positive and Negative space



Mostly Negative Space



Mostly Positive Space






What is the grid method for scaling?

The grid method is a technique used in art that involves dividing an image into a series of smaller, more manageable sections using a grid. A grid is typically drawn over the reference image, and then students use the grid to draw the image on their own piece of paper, carefully replicating each section of the grid.

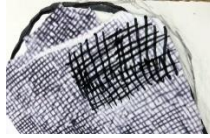
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Sculpture option: Introduce Artists Working From 2D to 3D	How do artists create 3D objects from 2D drawings & paintings?	To explore the idea that drawing as a 2- dimensional activity can be used to transform surfaces which can then be manipulated into a 3- dimensional object.	<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Introduce pupils to the work of Lubaina Himid, an artist working in London, using the "Talking Points: Lubaina Himid" resource. Note for teachers on adult content: Please see the advisory on the Talking Points page above.</p> <p>Lubaina paints on wood to create flat, standing images which viewers can walk amongst. With sketchbooks open use the "Making Visual Notes" resource so that pupils can note down things that they notice during the exploration in their sketchbooks. Use the questions on the resource to start discussion.</p>	<p>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.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p>	2D Drawing 3D Object	<p>That drawing and making have a close relationship.</p> <p>That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</p>
Lesson 2: Sculpture	What key drawing techniques	To learn two key techniques that support seeing and	<p>Pupils start creating "flat yet sculptural" artwork.</p> <p>Use Negative Space</p>	I can use negative space to help me see	Negative space	That we can use methods such as the



<p>option: Draw flat yet sculptural artwork</p>	<p>support seeing and drawing, and enable me to scale up my drawing?</p>	<p>drawing: 1) using negative space</p>	<div data-bbox="994 145 1281 357" data-label="Image"> </div> <p>Pupils will start to create their own “flat yet sculptural” artwork. In the resource they feature and frame their exploration around dogs – but you can choose any focus you like.</p> <p>Begin by introducing children to two key techniques which will help them both see and draw: 1) using negative space Use the “Use Negative Space to Believe What You See (and Scaling Up)” resource to help pupils understand these methods and begin their project work. This resources takes you through it step by step.</p>	<p>and draw, and to scale up my drawing.</p>	<p>Grid method Scaling up</p>	<p>grid method and looking at negative space to help us draw.</p>
<p>Lesson 3: Sculpture option: Draw flat yet sculptural artwork</p>	<p>What is a negative and positive space?</p>	<p>To learn two key techniques that support seeing and drawing: 2) the grid method.</p>	<p>Scaling Up</p> <p>Begin by introducing children to two key techniques which will help them both see and draw: 2) the grid method. Use the “Use Negative Space to Believe What You See (and Scaling Up)” resource to help pupils understand these methods and begin their project work.</p> <div data-bbox="725 1166 1532 1394" data-label="Image"> </div>	<p>I can use the grid method to help me see and draw, and to scale up my drawing.</p>	<p>Negative space Grid method Scaling up</p>	<p>That we can use methods such as the grid method and looking at negative space to help us draw.</p>

<p>Lesson 4&5</p> <p>Sculpture option: Mark Making, Tonal Value & Structure</p>	<p>How can I add both texture and form to a simple outline shape?</p> <p>How can I transform a 2D drawing to a 3D object?</p>	<p>To add texture and form to simple outline shapes.</p> <p>To understand that structure and balance can make a 2D drawing become a 3D object</p>	<p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p>  <p>Continue the project by collaging and making the drawings into sculptures. Full instructions via the "Flat Yet Sculptural" resource.</p> <ol style="list-style-type: none"> 1. Scale up image chosen  <ol style="list-style-type: none"> 2. Add collage materials to large outline. 	<p>I can transform my drawing into a three-dimensional object</p>	<p>Collage</p> <p>Structure</p> <p>Balance</p>	<p>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.</p> <p>That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</p>

3. Encourage children to make marks over the collage.



4. Cut out collages (adult may need to do this with scalpel).



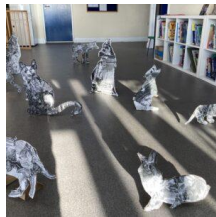
5. Make a stand for collage



Lesson 6:
Reflect,
Share and
Discuss

How can I
reflect on my
3D object?

To display the work
made through the
half term and reflect
on the outcomes.



Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.

Pupils will work in pairs or teams to document their work using cameras or I pads.



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.

Present,
Share,
Reflect,
Respond,
Articulate,
Feedback,
Crit,
Similarities,
Differences,

That when we
reflect on our
own work and
the work of
others, we can
think about
what we are
good at and
what we might
do differently
next time.

Learning Outside of the Classroom?

- N/A

Cross Curricular Opportunity:

- **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.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.