

Year Group: 2	Term: Autumn	Topic: Drawing: Using art to tell stories
NC Links		
<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space' • 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 • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 		
Other Curriculum Links		
Literacy (the work of famous illustrators/sequence of events in books/familiarity with a range of genres)		
Additional links within art		
Observational drawing		
Links to Rights Respecting		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
Caedmon Curriculum Drivers		
<p>Aspirations and Careers</p> <ul style="list-style-type: none"> -embracing challenges that help us to grow -understanding that resourcefulness can help us to be the best version of ourselves -understanding how our learning links to the wider world <p>Healthy minds and bodies</p> <ul style="list-style-type: none"> -knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face 		

(linked to using art as a stress relief/mindfulness etc)

Links to North East Ambition

Link a lesson to the career of an illustrator or animator. What does the job entail? What branches of animation are there? What skills are needed in the job? What route does an illustrator or animator take in their education? Invite a local illustrator to visit school and speak of their career.

Gatsby Benchmark 4 - Linking curriculum learning to careers

Gatsby Benchmark 5 - Encounters with employers and employees

Gatsby Benchmark 6 - Experiences of workplaces

Topic Overview

Children will look at a range of famous artists and their work. Children will explore a range of different drawing media such as charcoal, chalk, ink and pencil. They will explore and experiment how different techniques create different effects which can change the overall composition of a piece. They will create drawings and discuss the different effects. Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will discuss their ideas.

Possible Visits/Visitors

Visits to local art galleries; Baltic, Shipley. Illustrators to visit school - Liz Million is a local artist who works with schools and libraries in the community (liz@lizmillion.com)

Resources to be used:

- Charcoal
- Sketching pencils
- Pastels
- Charcoal
- Chalk
- Paint/ink
- Interesting tools (sticks, feathers, sponges, toothbrushes)

Essential Subject Skills to be covered

- Use different media to mark make and experiment with lines and textures.
- Draw from observation adding texture.
- Explore human emotions (in cartoons and photographs) and replicate using line drawings.

Overall Learning Outcomes

By the end of this unit, children will have explored a range of different artists and discussed their work. They will explore a variety of materials and learn how they can adapt their techniques - such as blending, shading, smudging - to achieve different effects.

Links to artists

Children could be shown and discuss the work of the following artists (please choose only one or two for both charcoal and illustration). Local artists can be contacted/invited for workshops or to discuss their careers:

Charcoal artists:

Sandro Botticelli

Leon Kossoff

Lucinda Kelly (local artist - contact via <http://www.lucindakelly.co.uk>)

Alison Wilding (could try to contact via Karsten Schubert website)

John Mclean Story (local artist - johnmcleanstorey.co.uk)

Illustrators:

Quentin Blake

Nick Sharratt - links to drawing human emotions in Nick Sharratt's style <https://www.nicksharratt.com/drawing-tips>

Liz Million (local artist - can be contacted [via http://www.lizmillion.com](http://www.lizmillion.com))

Learning Intentions (for use in self assessment at end of topic)

- To develop a range of mark-making techniques
- To explore and experiment with mark-making to create textures

- To develop observational drawings
- To understand and apply expressions to illustrate a character

Sequence of lessons

Ideas for Lesson format:

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)
4. Apply skills (link this to the work of artist)
5. Evaluate and analyse

Ideas for Lessons 1-2 Explore line

1. Starter activity ideas for lessons:

Explore mark making (link to lessons in Year 1) - children to use pencils or charcoal to see how they can sketch, smudge and blend.

2. Look at the work of artists

Look at the charcoal work of one or two artists - suggested artists Sandro Botticelli/Leon Kossoff/Lucinda Kelly (local artist - contact via <http://www.lucindakelly.co.uk/>)/Alison Wilding (could try to contact via Karsten Schubert website)/John Mclean Story (local artist - johnmcleanstorey.co.uk)

Ideas for exploring their artwork:

- What words would you use to describe the colours and shades in the work?
- How does the art make you feel?

- What I like about the picture/ what I dislike about the picture
- Describe how the colours/shapes/lines make you feel.

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

4. Apply the skills

Explore the charcoal - teacher to model how to use the charcoal, using their art sketchbook.

Ask the children to discuss in small groups or pairs what the word, 'wrinkles' means. They should tell each other how they would draw it, and then have a go using the charcoal.

Explain to the children that they will now repeat this process, drawing a series of different words given to them by the teacher in their sketchbooks.

The children should use the charcoal in different ways to express the meaning of the words in an abstract way (not as pictures - just marks), making samples that fill a page in their sketchbooks. Model this to the class in teacher sketchbook before children begin.

5. Evaluate and analyse

Organise the children into pairs or ask them to lay their work on a table and move around the room, comparing and contrasting their marks with those made by others. How differently have they drawn the same words?

This is a good chance for the pupils to learn from each other and reflect on their work. Be mindful of less confident children, reiterating that there is no such thing as 'bad artwork' and that their work is a reflection of them and their ideas.

Ideas for Lessons 3-4 Explore line

1. Starter activity ideas for lessons:

Recap on observational drawing from Year 1. Children to choose an object in the classroom to do an observational drawing of without looking at the paper they are drawing on. Children to repeat but flit their eyes between the paper and the object- did this improve their work?

2. Look at the work of artists

Reflect on the charcoal artists looked at last week and how they use techniques to shade their work. Draw attention to any cross hatching/squiggling/stippling/scribbling you can see. Explain that making marks can make patterns and create surface textures (link to observational drawings from Year 1)

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

4. Apply the skills

Children to explore the cross hatching/squiggling/stippling/scribbling in their sketchbooks.

Give children objects to explore texture of. In sketchbooks, children draw the object(s), focusing on creating the texture using a range of different marks. Encourage children to apply cross hatching/squiggling/stippling/scribbling skills to add texture and shadows to their work.

5. Evaluate and analyse

Jot down/annotate reflections in sketchbook.

Ideas for Lessons 5-6 - creating a character

1. Starter activity ideas for lessons:

Draw four blank faces - can you portray four different emotions in the circle. What made the face look angry/sad/happy/anxious?

2. Look at the work of artists

Explore the work of one or two illustrators listed in recommended artists (Nick Sharratt's video tutorials explore how you can portray emotions and facial expressions).

Ideas for exploring their artwork:

- How do the artists show emotions?
- How do you know how the characters feel?
- What is the difference between depressed and happy? Anxious and relaxed? What differences in the way the artist has drawn the expression?

Explain to the class that story characters find themselves in different situations, so the illustrator needs to draw them reacting by showing emotions such as fear, happiness, shock, embarrassment, anger or sadness. The reader, or viewer, will know how story characters are feeling from their facial expressions.

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

4. Apply the skills

Children to practise making their own characters in their sketchbook - reflecting on their starter activity and how they have improved since this from looking at the work of illustrators. Children to spend time applying these learned skills.

Once happy with their work, children to apply shading skills (cross hatching/squiggling/stippling/scribbling) and details to their work e.g. show textures in fabric and clothes/shading on the face etc.

5. Evaluate and analyse

Children to write what worked well and what they improved on in their work.

Suggested Strategies for Recording Learning

- Explore photos/illustrations and explore different human emotions and what they look like
- Look at drawings within famous books.
- Research artists and record key facts
- Photograph work