

Year 2/3 Art Learning Sequence

Year A Term 2 – Gestural Drawing with Charcoal (Drawing & Sketchbooks)

By the end of this unit I will know...

Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. [Gestural Drawing with Charcoal](#)

Understand charcoal and earth pigment were our first drawing tools as humans. [Gestural Drawing with Charcoal](#)

Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. [Gestural Drawing with Charcoal](#)

Continue to build understanding that sketchbooks are places for personal experimentation. [All Pathways for Year 3](#)

Understand that the way each persons’ sketchbook looks is unique to them. [All Pathways for Year 3](#)

By the end of this unit I will be able to....

Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. [Gestural Drawing with Charcoal](#)

Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). [Gestural Drawing with Charcoal](#)

Option to explore making gestural drawings with charcoal using the whole body (link to dance). [Gestural Drawing with Charcoal](#)

Work in sketchbooks to:

Explore the qualities of charcoal. [Gestural Drawing with Charcoal](#)

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. [Gestural Drawing with Charcoal](#)

Develop mark making skills. [Gestural Drawing with Charcoal](#)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
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Understand drawing is a physical activity. <u>Spirals</u> Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <u>Spirals</u>	What is charcoal?	What can I do with charcoal?	How did cave people make Art?	How can I use charcoal to make gestural drawings?	How can I use charcoal to make gestural drawings?	How can I reflect on my art?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.
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Year A Term 4 – Working with Shape and Colour (Printing & Colour)

By the end of this unit I will know...

Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour

By the end of this unit I will be able to....

Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour

<u>Prior knowledge to recap...</u> Understand watercolour is a media which uses water and pigment. <u>Exploring Watercolour</u> Understand we can use a variety of brushes,	<u>Lesson 1</u> How can I respond to historical artwork?	<u>Lesson 2</u> How can I use collage to explore the elements of a work of art?	<u>Lesson 3</u> How can I use collage to explore colour, shape and composition?	<u>Lesson 4</u> How can I work into my collages to create definition and dimension?	<u>Lesson 5</u> How can I work into my collages to create definition and dimension?	<u>Lesson 6</u> How can I reflect on my work?	<u>Assessment</u> Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.
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holding them in a variety of ways to make watercolour marks. <u>Exploring Watercolour</u>							
<u>Year A Term 6 – Telling stories through drawing and making (Working in Three Dimensions)</u> By the end of this unit I will know.... Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <u>Telling Stories</u> Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <u>Telling Stories</u> That clay and Modroc are soft materials which finally dry/set hard. <u>Telling Stories</u> An armature is an interior framework which support a sculpture. <u>Telling Stories</u> By the end of this unit I will be able to.... Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <u>Telling Stories</u> Make an armature to support the sculpture. <u>Telling Stories</u>							
<u>Prior knowledge to recap...</u> Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <u>Playful Making</u>	<u>Lesson 1</u> How are artists inspired by other art forms?	<u>Lesson 2</u> How can I use exaggeration as a tool to convey the intention of my drawing?	<u>Lesson 3</u> How can I respond to literature/poetry in the form of sculpture?	<u>Lesson 4</u> How can I respond to literature/poetry in the form of sculpture?	<u>Lesson 5</u> How can I respond to literature/poetry in the form of sculpture?	<u>Lesson 6</u> How can I reflect on my work?	<u>Assessment</u> Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

Explore the qualities of different media. [Explore & Draw](#)

Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. [Explore & Draw](#)

Make visual notes about artists studied. [Explore & Draw](#)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Can use art to represent feelings Makes intentional representations, deciding beforehand what they want to depict	How are artists inspired by their environment?	How can I be inspired by my environment?	How can I record the items I have collected through drawing?	How can I use a range of materials to explore mark making?	How can I use a range of materials to explore mark making?	How can I reflect on my drawing?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

Year B Term 3 – Exploring the world through Mono Print (Printing & Colour)

By the end of this unit I will know....

Know that when we make mono prints we use mark making to create one off prints. [Exploring Mono Print](#)

Know that when we make mono prints we create an impression of a drawing. [Exploring Mono Print](#)

Understand that using a range of marks will generate different effects when creating mono prints. [Exploring Mono Print](#)

By the end of this unit I will be able to...

Use carbon paper to make mono prints. Experiment with the kinds of marks I make, and think about how they help make my drawings interesting.

Exploring Mono Print

Explore a theme and make mono prints using my imagination to make my drawings personal. Exploring Mono Print

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Is starting to think about composition and colour	How can I record the things I see in photos and film?	How can I create drawings of tiny objects?	What is a mono print?	How can I create a mono print that explores a theme?	How can I create a mono print that explores a theme?	How can I reflect on my mono print?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

Year B Term 5 – Be an Architect (Working in Three Dimensions)

By the end of this unit I will know....

Understand the role of an architect. Be an Architect

Understand when we make sculpture by adding materials it is called Construction. Be an Architect

By the end of this unit I will be able to...

Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect

Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Experiments with a wide variety of materials Uses a wide variety of tools with developing expertise	What is architecture?	What is an architect?	How can I be an architect?	How can I be an architect?	How can I be an architect?	How can I reflect on my architecture?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

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