

Term 1

Unit Overview: LKS2 Art
Gestural Drawing with Charcoal

<p><u>National Curriculum Links</u> Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ 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; ❖ 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>Aims of pathway</u> In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That when we draw we can use gestural marks to make work. ❖ That when we draw we can use the expressive marks we make to create a sense of drama. ❖ That when we draw we can move around. ❖ That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. <p><u>Domains of knowledge:</u></p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Use charcoal and gestural movements made by the body to explore charcoal, dance and performance. ❖ Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. ❖ Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination. 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. ❖ Understand charcoal and earth pigment were our first drawing tools as humans. ❖ Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. ❖ Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). ❖ Option to explore making gestural drawings with charcoal using the whole body (link to dance). ❖ Explore the qualities of 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. 	<p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. ❖ I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. ❖ I can use light and dark tonal values in my work, to create a sense of drama. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. ❖ I can understand what Chiaroscuro is and how I can use it in my work. ❖ I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. 	<p><u>Artists</u> Heather Hansen, Laura McKendry, Edgar Degas</p> <p><u>Cross Curricular Opportunities</u> Music & Drama: Listen to music to influence marks and movement while children do the “Dancing with Charcoal”</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> charcoal, gestural, loose, expressive, wrist, elbow, shoulder, sweeping, gentle, energetic, tone, silhouette, atmosphere</p> <p><u>Medium and Materials</u> Charcoal, Paper, Body</p> <p><u>Techniques</u> Making gestural drawing, exploring charcoal as a medium. Experiment with mark making to create line, shape and tone. Use charcoal to make big loose marks. Use charcoal to explore narrative and creating a sense of drama.</p>

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<ul style="list-style-type: none"> ❖ Develop mark making skills. 		<p><u>Disciplines</u> Drawing, Sketchbooks</p> <p><u>Themes</u> Cave art, Movement, Human Body, Relationship of Body to Place</p>
<p>Prior learning Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.</p> <p><u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ❖ Use drawing to represent ideas like movement or loud noises. <p><u>KS1</u></p> <ul style="list-style-type: none"> ❖ Understand drawing is a physical activity. Spirals ❖ Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals 	<p>Future application of skills Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils also develop their understanding of how to use light and dark within their work.</p> <p><u>LKS2:</u></p> <ul style="list-style-type: none"> ❖ Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing ❖ 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. Storytelling Through Drawing <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design ❖ Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes 	<p>British Values</p> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <p>Christian Values “<u>Courage</u>,” the pioneering French artist Henri Matisse once insisted, “is essential to the artist, who has to look at everything as though he were seeing it for the first time.” <u>Spirituality</u>: Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p>