

ART AND DESIGN IN SUFFOLK

DRAWING – YEAR 2/3/4

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To try out a range of marks on different surfaces using different media with the focus on tone. 2a, 2b	To explore ideas and imagination using music as a stimulus for mark making. 1a To try out tools and techniques. 2b To explore line and mark. 4a	To investigate and use the expressive marks from session 2 on a range of different surfaces. 2b To use ICT as a tool for mark making. 2b, 5c	To work from the imagination in response to a story. 1a, 5a	To look closely, talk about and draw a group of objects and how they are arranged. 1a, 2a To investigate and describe texture. 4a	To observe and record objects from different viewpoints. 1a To review what they and others have done and say what they think and feel about it. 3a
Activity	DIFFERENT MARKS IN RESPONSE TO DESCRIPTIVE VOCABULARY Ask the children to use different marks using brushes, sponge brushes and black ready-mix paint in response to given descriptive words. Experiment with the range of painted marks that can be made using different tools.	MARKS IN RESPONSE TO MUSIC Ask the children to listen to and move in response to different snippets of music. After each explain that they are going to make marks in response to each type of music. The chosen tool is an extension of their arm and will record the movement they have made. Record the marks on a piece of paper folded to divide into sections, one for each piece of music. After they have finished get the children to look back at the work done in week one and find how the marks compare.	→ MARKS ONTO A PREPARED SURFACE Give the children a range of papers and ask them to produce a surface on which to work. Tear and stick the pieces onto a backing sheet of sugar paper. Encourage the use of a variety of tools and media. Reproduce the favourite marks from session 2, one on each different surface. Explore the use of ICT as an expressive tool for mark making.	IMAGINATION – “THE OWL WHO WAS AFRAID OF THE DARK.” Tell a chosen part, or remind the children of the story of “The Owl Who was Afraid of the Dark.” Working on black sugar paper with white paint and brushes, ask the children to paint what they think he would see. Encourage the use of marks explored in previous sessions. Draw Plop with a focus on the texture of his feathers.	COLLECTING SHAPES AND USING MARKS TO SHOW TEXTURE Display a group of objects, toys that have different textures, soft toys, lego etc. Talk about the type of marks that may be used to show each one. Also, discuss the arrangement of the display and use appropriate vocabulary i.e. alone, next to, behind etc. Use fingers to collect shapes (YEAR 1-session 4) before using chalk as an extension of the finger to draw the shapes onto the paper. Ask the children to comment upon and discuss their work with others.	→ DRAWING FROM DIFFERENT ANGLES Discuss the work produced in the previous session and ask the children to comment on their own and the work of others. Explain that they are going to work again from the arrangement of toys but this time looking from a different viewpoint. Move around the display and discuss how the view changes. Ask the children to work as in the previous session but looking from a different chosen viewpoint.

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S k i l l s , c o n c e p t s , k n o w l e d g e a n d u n d e r s t a n d i n g	Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language.	Using mark making techniques and understanding that different marks can represent different moods and movements. Applying different marks in response to music.	Applying different marks and lines in response to a piece of music and be able to use appropriate vocabulary.	Understanding how to represent texture by using a variety of different marks. Using a story as a starting point for artwork.	Working co-operatively with a partner and be accepting of each other's ideas. Identifying what they might change in their work.	Applying previously acquired skills to draw objects in different arrangements.
V o c a b u l a r y	Mark maker Thick/thin Hard/soft Dark/light Texture Repeating Wavy Flowing Jagged Shiny Furry Prickly Bumpy etc...	Dance Freeze Respond Record Compare	As previous session + Surface Reproduce Tools Media	Texture – children will describe and use appropriate vocabulary as learned in sessions 1 and 2.	Display Arrange Toys Beside Next to Between In front of Behind etc... Words associated with the texture of the chosen objects.	As previous session + Different Viewpoint Back Front etc...
C u r r i c u l u m l i n k s	Literacy- responding to descriptive language.	Music – responding to different types of music. PE – movement in response to music.	Science – different materials to make a surface. ICT – using tools for mark making.	Literacy- listening and responding to a story.	Literacy/PSHE/ Citizenship – discussing toys, Numeracy /Literacy – verbalising shapes.	Literacy/PSHE/ Citizenship – talking about own work and that of others.

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Resources	Brushes, Sponge brushes, Sponges, Cotton buds, Black ready-mix paint, Paper.	Various types of music, Paper, Variety of mark makers (including chalks, charcoal, pastels and pens).	A variety of types of paper, PVA glue, Mark makers as in previous session.	Black sugar paper White ready-mix paint. Brushes. "The Owl Who Was Afraid of the Dark" by Jill Tomlinson.	Variety of toys, Backing fabric/paper, Table (the children need to see the display from different viewpoints.)	As previous session.
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

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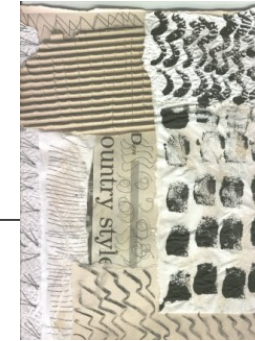
Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to... talk about their work and say what they think and feel about it. They will know that different mark makers produce a different image and start to link these to purpose. They will give ideas on the arrangement of objects for a still life and use appropriate vocabulary when discussing position and texture.</p>		
<p>Most children will be able to... explore mark making using paints, brushes and other tools and investigate and use materials and processes to communicate ideas and meaning. They will be able to explore expressive mark making in response to music and begin to explore and record objects and arrangements from different viewpoints. They will be able to suggest ways of improving their work and say what they think and feel about their own work and the work of others.</p>	<h3>YEAR 3 - DRAWING UNIT</h3>	

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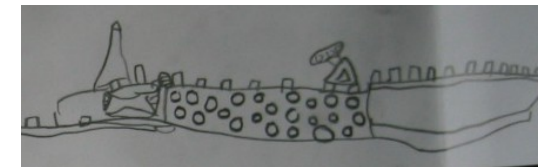
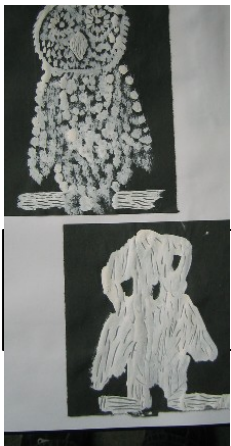
Some children will have made more progress. They will be able to...explore



materials and use an i
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made in response to music
ed on different surfaces.

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Plop the Owl -
white paint on
black paper.

Toys still life –objects drawn
unconnected rather than as a
group.

Panda

Single, favourite
objects picked out
from a group.

Hedgehog

Lego speedboat