


Unit: Making birds				
Focus	Substantive Knowledge		Implicit knowledge	
	Y1	Y2	Y1	Y2
<b>Drawing / Collage / sculpture</b>	<p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Understand when we make sculpture by adding materials it is called 'Construction'</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p>	<p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p><b>Use sketchbooks to:</b></p> <ul style="list-style-type: none"> <li>Practice observational drawing</li> <li>Explore mark making</li> </ul> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of different media</li> <li>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making</li> <li>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> </ul> <p>Make visual notes about artists studied</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p> <p>Use the Design through Making philosophy to construct with a variety of materials to make a model, considering shape, form and colour.</p>
<b>Purpose/Visual Literacy/Articulation</b>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</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>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</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>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</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 &amp; perspective.</p>

