

Subject: ART

Year group: 3

Term: Autumn

Unit name: Gestural drawing and charcoal



Prior knowledge:

R -Painting, mark– making drawing, exploring colour, finger puppets, self portrait photography, printmaking shapes.

Y1– Drawing spirals, exploring water colour and making birds

Y2—Explore and draw, expressive painting, stick transformation

Isiah 64:8

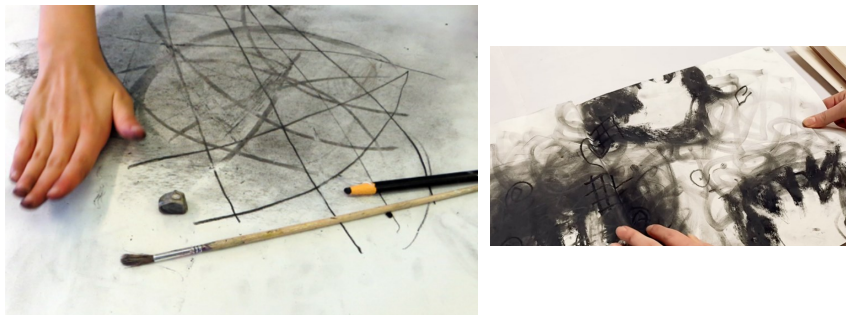
'Yet you, Lord, are our Father. We are the clay, you are the potter; we are all the work of your hand.'

Big ideas:

Children discover how to make drawings that capture a sense of drama or performance using charcoal.

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.



Implementation:

- 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.
- Children can compare artists as well as evaluate and form opinions about their own work

\*Suggested teaching time would be all day or blocked to an afternoon.

Key vocabulary:

Gestural drawing

Light and dark tone

Light and composition

Key Artists:

Edgar Degas

Laura McCendry