What should I already know?

(Substantive Knowledge)

* Understand artists often collaborate on projects, bringing different skills together.
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
* Continue to build understanding that sketchbooks are places for personal experimentation.
* Understand that the way each persons’ sketchbook looks is unique to them.
* Understand that articulated drawings can be animated.

Key Vocabulary:

|  |  |
| --- | --- |
| Animation | The technique of photographing successive drawings/positions of puppets to create an illusion of movement. |
| LayeringA colorful line drawing of a book  Description automatically generated with medium confidence | Putting one thing on top of the other. |
| CollageA cartoon of scissors cutting a piece of paper  Description automatically generated | A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
| Background | The part of a picture, scene, or design that forms a setting. |
| Theme | The idea, setting or subject of something that goes well together. |
| CompositionA notebook with a pencil and a camera  Description automatically generated | The way something is put together in a piece of art or a photograph. |

What will I learn?

(Implicit Knowledge/Skills)

* 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.
* Develop mark making skills.
* Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.
* Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.
* Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well… I would have liked… next time I might...). Talk about intention.
* Brainstorm animation ideas and work collaboratively to present outcomes to others where appropriate. Present as a team.

Focus Artists

Laura Child



Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Glue here.

My Learning Ladder

|  |  |  |
| --- | --- | --- |
| Learning Objective | Pupil Voice | Teacher Assessment |
| to understand what animation is |  |  |
| to create visual notes about paper cut puppets and the work of Laura Child |  |  |
| to design the theme and characters of our animation |  |  |
| to create the background for our animation |  |  |
|  to make our animation |  |
| to evaluate our animation | See below. |  |
| Evaluation of my Final Piece |
|  |  |
|  |  |
| A yellow star with black outline  Description automatically generated |  |