

Disciplines: Drawing, Collage, Sketchbooks

I Can...

- I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.
- I can make a drawing using a continuous line for a minute or two.
- I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.
- I can draw from observation for a few minutes at a time.
- I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.
- I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.
- I can make choices about which colours I'd like to use in my drawing.
- I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.
- I can talk about what I like in my drawings, and what I'd like to try again.
- I can take photos of my artwork.

Vocabulary:

Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful

Hand, Wrist, Elbow, Shoulder

Graphite, Chalk, Pen

Drawing Surface (Paper, Ground)

Oil Pastel, Dark, Light, Blending

Mark Making, Colour, Pattern

Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"

Observation, Careful Looking, Object, Drawing, (Water Soluble),

Reflect, Discuss, Share, Think



**Molly Haslund:
Outdoor Drawings**



Year Two

Year Two will be focussing on DT skills
this term.

Year Three

Year Three will be focussing on DT skills
this term

Disciplines: Drawing, Sketchbooks

I Can...

- I have explored the work of artists who tell stories through imagery.
- I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.
- I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.
- I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.
- I can use line, shape, and colour using a variety of materials to test my ideas.
- I can think about how I might use composition, sequencing, mark making and some text in my drawings.
- I can create a finished piece which contains sequenced images to describe a narrative.
- I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.
- I can appreciate the work of my classmates and think about similarities and differences between our work.
- I can share my feedback on their work.
- I can take a photograph of my work, thinking about lighting and focus.

Vocabulary:

Illustration, Inspiration, Interpretation, Original Source, Respond, Response
Graphic Novel, Illustrator,

Poetry, Prose, Stage, Arrange

Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen,
Quill, Brush, Watercolour, Water-soluble,

Composition, Sequencing, Visual Literacy, Narrative

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities,
Differences,

The Jabberwock, as illustrated by [John Tenniel](#), 1871



Illustrating The Jabberwocky



Disciplines: Typography, Drawing, Collage, Sketchbooks

I Can...

- I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.
- I have seen how other artists work with typography and have been able to share my thoughts on their work.
- I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
- I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
- I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.
- I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.
- I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.
- I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.
- I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.

Vocabulary:

Typography, Lettering, Graphics, Design,
Communicate, Emotions, Purpose, Intention,
Playful, Exploratory,
Visual Impact

Pictorial Maps, Identity, Symbols,

Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Louise Fili



Year Six

Year Six will be focussing on DT skills
this term