



Hanslope Primary School

Art Knowledge Organiser. Autumn 2

Year 3: Gestural Drawing with Charcoal

How does this link to my previous learning?

- To use a range of materials creatively to design and make products
- To learn about famous artists and their work.

What key vocabulary will I learn:

Illustration – a picture or diagram, making something clear

Inspiration – something that makes someone want to do something

Interpretation – to show your own understanding of something

Original Source – the first instance of an object

Respond – to react or give an opinion about something

Cave Art – art that has been discovered from prehistoric times

Illustrator – a person who creates images for books, etc.

Composition – the process of composing

Articulate – to express ideas clearly and effectively

Relationship – how something is positioned in relation to something else.

Narrative – the story that can be told from looking at a piece of artwork.

Charcoal – lightweight carbon residue from burning wood at a high temperature.

Gestural Drawing – a technique used by artists to capture the form and gesture of a figure, quickly and expressively.

Chiaroscuro – an Italian term which means 'light-dark'. Artists have used it to help them to describe form and to create atmosphere or mood.

National Curriculum Links:

- To increase confidence in drawing, painting, sculpture and other art, craft and design techniques

How does this link to my future learning?

- To improve mastery of art and design techniques of drawing.
- To learn about great artists, architects and designers in history.
- To improve how I express myself creatively using different techniques.

What will I know by the end of this unit:

To understand that when we draw, we can make gestural marks to make our artwork.

To understand that when we draw, we can use the expressive marks we make to create a sense of drama.

To understand that when we draw, we can move around.

To understand that when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the materials (charcoal) to capture the drama.

To understand that we can make drawings that capture a sense of performance, using charcoal.

To know that we can create drawings in dynamic ways, like drawing the whole body so we can see drawing as a physical activity, using our imagination.



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Year 6. Shadow Puppets

How does this link to my previous learning?

- To improve mastery of art and design techniques including drawing, painting and sculpture using a range of materials.

National Curriculum Links:

To create sketchbooks to record observations and use them to review ideas.
To improve mastery of art and design techniques including drawing, sculpture within a range of materials
To learn about great artists, architects and designers in history

How does this link to my future learning?

- To increase proficiency in the handling of different materials.
- To analyse and evaluate work to strengthen the visual impact or application of work created. (KS3)

What key vocabulary will I learn:

Cut-out – a shape cut out of a board or other material.

Historical Perspective – understanding cultures and ideas from the past.

Contemporary perspective – understanding cultures and ideas from the present day.

Visual notes – to make sketches based on visual stimulus.

Manipulate – to handle or control in a skillful manner.

Character – a person in a book, play or film.

Expression – a look on someone's face that conveys a particular emotion.

Articulation – the joint where two or more areas meet that allow movement or change of position.

Collaboration – to work with someone co-operatively to produce an outcome.

Transition – to move from one place to another

Retrospection – to look back on, or review past events or experiences.

What will I know by the end of this unit:

To know about traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories.

To know that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.

To take inspiration from other artists and cultures and make the processes and techniques our own.

To use materials, tools and narratives which are important to us.

To work in collaboration with others to make a shared experience.

To explore traditional and contemporary artists and craftspeople using intricate cut-outs which is meaningful to the culture in which it is created.

To create puppets working in collaboration.

To use sketchbooks to record, generate ideas, test and reflect.