



Autumn Term Year 3 Gestural Drawing with Charcoal		Topic: Drawing & Sketchbooks		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
National Curriculum Objectives (KS2): Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:						
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. 						
Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?						
Previous Learning: KS1:						
<ul style="list-style-type: none"> Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings. 						
Future Learning (KS2):						
<ul style="list-style-type: none"> Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling. Pupils also develop their understanding of how to use light and dark within their work. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1:	What is charcoal?	To identify the properties of charcoal and artists who use it in their work.	Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will	I have seen how artists use charcoal in their work, and I have been able to talk about the marks produced, and how I feel about their work.	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.	That charcoal can be used as a drawing material. That when we draw, we can use gestural marks to make work.

			compare the artists and will share their thoughts in peer discussion.			
Lesson 2: Explore charcoal	What can I do with charcoal?	To discover the different things that I can do with charcoal through gestural mark making.	Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.	I have experimented with the types of marks I can make with charcoal. I can work on larger sheets of paper, and I can make loose gestural sketches using my body. I can understand what Chiaroscuro is and how I can use it in my work.	Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.	
Lesson 3: Draw like a cave person	How did cave people create make art?	To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page.	Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.	I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.	Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette,	That cave people used charcoal and their fingers to draw on cave walls and we can still do the same thing today.
Lesson 4 & 5: Gestural drawing	How can I use charcoal to create gestural drawings?	To create dynamic, atmospheric gestural drawings with charcoal.	Option 1: Pupils will explore how they can use charcoal to	I can use light and dark tonal values in my work, to create a sense of drama.	Drama, Lighting, Shadow, Atmosphere, Narrative	That when we draw, we can use the expressive marks we make to create a

			<p>respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and</p>	<p>I have used my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</p> <p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p>	<p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p> <p>Photograph, Film, Composition, Focus, Lighting</p>	<p>sense of drama.</p> <p>That when we draw, we can move around.</p> <p>That when we draw, we can use light to make out subject more dramatic, and we can use the qualities of charcoal to capture this drama.</p>
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			arms. Pupils will record the action of drawing to make a multimedia performance.			
Lesson 6: Share, reflect, discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.	Present, Share, Reflect, Respond, Feedback	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.