A picture containing diagram

Description automatically generated<https://www.accessart.org.uk/animated-drawings/>

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| **Summer Term Year 3 Making Animated Drawings** | | **Topic: Working in 3 Dimensions** | | **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:   * 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 create drawings that move (digitally or physically)? How can we introduce narrative into our work?** | | | | | | |
| **Previous Learning:**  KS1:   * Explored mark making, introducing drawing skills using pencil and handwriting pen. Opportunities to practice dexterity skills (e.g. cutting out). | | | | | | |
| **Future Learning (KS2):**   * Continue to develop drawing skills, including creating cut-outs towards shadow puppets. Continuing building understanding of relationship between art and storytelling/narrative as a way to connect and communicate. Opportunities to use digital media in conjunction with other artforms/media to enhance exploration. | | | | | | |
| **Lesson Theme** | **Retrieval** | **Learning Target:** | **Activity** | **Success Criteria** | **Vocabulary** | **Key Concepts** |
| Lesson 1: Drawing and animation | What is the relationship between drawing and animation? | To identify how drawing can be used to animate and to practice my drawing skills. | Pupils will become familiar with the term ‘animation’ and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen. | I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel.  I can use my sketchbook to gather ideas from other artists and start to think about a simple moving drawing I might make. | Animate, Animation, Animator, | That artists can make animations by creating drawings that move in a sequence. |
| Lesson 2: Puppets | How are puppets used in animation? | To find out how puppets are used in animation and to think about how a puppet might make simple movements. | Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion. Pupils will begin to plan their own puppet and the simple movements it might make. | I can use observational skills to look at source material to inspire my character and make drawings. | Character, Movement, Pose, Action, Gesture, Intention, | That we can use mark making skills and imagination to make our drawings visually engaging. |
| Lesson 3 & 4 & 5: Make | How can I make a moveable drawing? | To make my own moveable drawings. | Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move. They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme. They will work collaboratively to create a shared background for all the puppets / They will draw their own individual backgrounds relating to their puppet. If there is time pupils will use basic digital software to capture their puppets moving. | I can use my imagination to think about how my character might move.  I can make a background for my character. | Background, Foreground,  Tools, Scissors, Paper Fastener, Tape, Stick, | That we can use our moving drawings to share narratives. |
| 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 / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. | I can share my moving drawing, either through an animation or by showing classmates how it would move.  I can reflect and articulate my thoughts about my own artwork and that of my peers. | Presentation, Performance, Share, Reflect, Respond, Feedback,  Film, Focus, Lighting, Stage, Arena, | 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. |
| **Learning Outside of the Classroom** | | | | | | |
| **Cross Curricular Opportunity:**   * **English:** Bring characters from literature to life. * **History:** Make an animated drawing / portrait of a well know historical figure. * **Maths:** Measuring, weight, position, direction, movement. * **Science:** Animals, the human body, habitats, materials. * **Music & Drama:** Link to drama to collaborate and act out short narratives. | | | | | | |
| **Impact/Assessment**   * Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. * Identify any personal challenges preventing meeting “I Can” statements * Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. * Identify areas of particular strength which might benefit from being developed. * No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks. | | | | | | |