

## Subject Specific Vocabulary

|                   |   |
|-------------------|---|
| Cartoonist        | An artist who makes a series of drawings or illustrations.                  |
| Character         | A description of a person   |
| Minimal           | A very simple design without many colours                                   |
| Opaque            | A solid surface which you cannot see through                                |
| Puppet            | A doll moved by your hand or strings  |
| Sketching         | A fast, light drawing which is often made as a plan for drawing or painting |
| Style             | The way in which something has been drawn                                   |
| Three dimensional | A solid object, with height, length and width                               |
| Tint              | The adding of white to make a colour lighter                                |
| Tone              | The lightness and darkness of a colour                                      |
| Evaluate          | Review and identify strengths and weaknesses.                               |

### Artists' work looked at:



**Diego Velazquez**  
A Spanish painter known for painting very life like pictures.

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**Walt Disney**  
An American animator and cartoonist.

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**Carl Giles**  
A British cartoonist.

**Sam McBratney**  
British author of children's books (including the book 'Guess how much I love you').

## 'Drawing Designing Crafting'

### Knowledge Mat

Year 3/4 – Year B – Spring



### 'Sticky Knowledge' about Drawing, Designing and Crafting

Carl Giles is a cartoonist

Cartoonists use simple identifiable features to make a character or image stand out.

Cartoons tell a story and do not always have to be funny.

It helps to draw cartoons in a simple, minimal style

Shadows are formed by shining a light at an object

A silhouette is a dark, solid shape that you can see when there is a bright light behind an object.

### Skills to be taught:

Designing, analysing and planning ideas.









- Investigating sculptures and patterns by different artists. (What can you see?, how does it make you feel?, What is the artist saying about him/herself?)
- Investigating how objects and collage can be used to add detail in sculptures (asking and answering questions about famous sculptures)

Working with tools, equipment, materials and components

- Experimenting with lines and etching marks to show pattern and texture
- Collaborative design of a large sculpture using careful observation ( Exploring mark making and etching techniques)
- Exploring colour to show natural forms using paint and colour mixing to lighten and darken.

Evaluating processes – Verbal and written

- Evaluate their work – who is it influenced by
- Identifying strengths and areas for development. I like... I dislike... I think... went well because... I think... did not go well because...
- I think... Would like to see my self portrait

| Lesson                                    | Detail   | Outcome   | National Curriculum links   |
|---|--|---|---|
| <b>Learning About...Carl Giles</b>        | Looking at the Carl Giles cartoon 'Mother's Day' that depicts a family picnic, children consider the humour of the piece and explore the concept of family, drawing their own family having a meal in a cartoon style and giving each member a distinguishing feature.     |    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• About great artists, architects and designers in history.</li> </ul> |
| <b>Painting: Tints and Shades</b>         | Learning that a 'tint' is made by adding white to a colour and a 'shade' by adding black, pupils mix their own colours to paint the template of an animal, working across the image from light to dark and completing a contrasting background.                            | <br>  | <ul style="list-style-type: none"> <li>• To develop a wide range of Art and design techniques in using colour, pattern, line, shape, form and space.</li> </ul>   |
| <b>Drawing: My Toy Story</b>              | Bringing in their favourite soft toy from home, children draw from observation, first positioning the toy so they have their preferred vantage point, then sketching in the basic shape outlines using the natural movement of the wrist before finally adding in details. | <br>   | <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</li> </ul>                                 |
| <b>Craft and Design 1: Craft Puppets</b>  | Using a polystyrene ball, a selection of paints, card, dowel rods and grey felt, children make a puppet mouse inspired by the book 'The Dark at the Top of the Stairs' by Sam McBratney.   | <br>  | <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</li> </ul>                                 |
| <b>Craft and Design 2: Shadow puppets</b> | Children create cat and mice shadow puppets from templates or by drawing their own silhouettes, then make and decorate a puppet theatre using a cereal box, ready for a performance.   | <br><br> | <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</li> </ul>                                 |