Cycle B Project 1	Animals: Drawing, Painting and Collage	
	Year 3	**Year 4**
Focus **Artist/Designer/Craftsperson**	Megan Coyle Rosa Bonheur George Stubbs	Megan Coyle Rosa Bonheur George Stubbs
Enquiry Questions **(Learning Aims)**	1. How have different artists represented animals in different ways? 2. How does Megan Coyle use paper, colour and layering to create texture and form? 3. How can we use line and tone to make an animal appear three-dimensional? 4. How can different drawing and painting techniques represent different animal textures? 5. How have artists represented real and mythical animals, and how can this inspire our own ideas? 6. How can we combine what we have learned to create and evaluate our own mythical creature?	1. How do artists make different choices when representing animals? 2. How can we manipulate paper, colour and layering to create different effects in collage? 3. How can we control line, tone and shading to create convincing form? 4. How can we select and combine mark-making and painting techniques to represent different textures? 5. How can studying real and mythical animals help us develop an imaginative composition of our own? 6. How can we select, combine and refine drawing, painting and collage techniques to communicate our own artistic intentions?
End Points **(Learning Outcomes)**	**1.** Pupils can look closely at animal artworks and identify similarities and differences in subject matter and the artists' use of line, colour, tone and	**1.** Pupils can compare animal artworks, explaining how artists' choices of line, colour, tone, texture, form and materials create different effects, and support their

	texture, recording observations and opinions in their sketchbooks. **2.** Pupils can identify how Coyle overlaps and layers different pieces of paper and uses realistic colours to create visual and actual texture, then apply these techniques to their own animal collage study. **3.** Pupils can identify highlights and shadows and create a range of light and dark tones, using them to give a drawing the appearance of three-dimensional form. **4.** Pupils can experiment with pencil marks, including hatching and cross-hatching, and different brush marks to represent a range of textures such as fur and feathers, identifying which techniques are most successful. **5.** Pupils can identify how mythical creatures combine features from different animals and use observational sketches to develop an original creature containing different forms and textures. **6.** Pupils can plan and create a mixed-media mythical creature, combining drawing, painting and collage and applying techniques learned from the artists studied. They can identify successful	observations with evidence from the artworks. **2.** Pupils can experiment with paper type, shape, scale, colour, direction, overlapping and layering, selecting and controlling collage techniques to create intentional visual and actual textures. **3.** Pupils can control pencil pressure, hatching, cross-hatching and graduated tone to create highlights, mid-tones and shadows, deliberately positioning these to create a stronger illusion of three-dimensional form. **4.** Pupils can investigate and compare different combinations of line, mark-making, brushwork and layering, then select appropriate techniques to represent contrasting textures such as fur, feathers and skin. **5.** Pupils can use sketchbooks to investigate animal anatomy and examples of mythical creatures, develop alternative ideas and create an annotated composition explaining their choices of features, materials and techniques. **6.** Pupils can create and refine an individual mixed-media mythical creature, purposefully selecting and combining drawing, painting and collage techniques. They can evaluate how successfully their choices create the intended form and texture and explain how the artists studied influenced their decisions.

	aspects of their work and an area they could improve.	
Vocabulary	strands. mythical, layered, collage, motion, anatomy, form, light and dark, realistic, hatching, cross hatching	strands. mythical, layered, collage, motion, anatomy, form, light and dark, realistic, hatching, cross hatching
National Curriculum References	• 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] • about great artists, architects and designers in history.	• 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] • about great artists, architects and designers in history.