

Autumn Term Year 6 2D Drawing to 3D Making	Topic: Drawing and 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:

- 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 transform 2d drawings into 3d objects?

Previous Learning:

Years 3, 4 & 5:

- Explored relationship between 2d and 3d. Explored challenges faced by working in 3 dimensions. Explored drawing and mark making skills and seen how they transfer to different disciplines and genres.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Sculpture option: Introduce Artists Working From 2D to 3D	How do artists create 3D objects from 2D drawings & paintings?	To explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object.	Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.	I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists	2D Drawing 3D Object	That drawing and making have a close relationship. That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.

<p>Packaging Option: Introduce Food Packaging</p>	<p>What different types of food packaging are there and what colours and patterns can I identify on the boxes?</p> <p>How do artists create the designs for food packaging?</p>	<p>To identify the variety of features in food packaging</p> <p>To understand that artists design food packaging.</p>	<p>Pupils will explore the colours and patterns on different types of food packaging.</p> <p>They will learn about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks</p>	<p>use.</p>	<p>Packaging</p>	
<p>Lesson 2&3: Sculpture option: Draw flat yet sculptural artwork</p> <p>Lesson 2,3,4 &5: Redesign Your Own Food Packaging</p>	<p>What key drawing techniques support seeing and drawing, and enable me to scale up my drawing?</p> <p>How can I build packaging nets whilst experimenting with drawing, composition and type?</p>	<p>To learn two key techniques that support seeing and drawing: 1) using negative space and 2) the grid method.</p> <p>To understand that food packaging is made using a net.</p> <p>To deconstruct a net and use materials and lettering techniques to redesign it.</p> <p>To use sketchbooks to record and refine ideas</p>	<p>Pupils start creating "flat yet sculptural" artwork.</p> <p>Pupils redesign existing food packaging items by building nets, whilst experimenting with drawing, composition and type.</p>	<p>I can use negative space and the grid method to help me see and draw, and to scale up my drawing.</p> <p>I can explore typography and design lettering which is fit for purpose.</p>	<p>Negative space Grid method Scaling up</p> <p>Net, Typography, Graphic Design</p>	<p>That we can use methods such as the grid method and looking at negative space to help us draw.</p> <p>That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</p>

Lesson 3:						
Lesson 4&5 Sculpture option: Mark Making, Tonal Value & Structure	How can I add both texture and form to a simple outline shape? How can I transform a 2D drawing to a 3D object?	To add texture and form to simple outline shapes. To understand that structure and balance can make a 2D drawing become a 3D object	To use the paper as a collage material To use methods of construction to transform them into sculptures.	I can transform my drawing into a three-dimensional object	Collage Structure Balance	That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.
Lesson 6: Reflect, Share and Discuss	How can I reflect on my 3D object?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work. Pupils will work in pairs or teams to document their work using cameras or I pads.	I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.

Learning Outside of the Classroom?

-

Cross Curricular Opportunity:

- **English:** Create characters inspired by literature.
- **History:** Create characters inspired by theme.
- **Maths:** 2D and 3D shapes, measuring, symmetry, angles, plot points.
- **PSHE:** Collaboration, Peer Discussion.

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.