

Autumn 1 Year 2 Art Knowledge Organiser

Drawing: Tell a Story

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Charcoal	A black drawing tool made from burnt wood that can be smudged or blended.	 	Drawing can tell a story. Artists and illustrators use pictures, lines and marks to show what's happening and how people feel. Lines can do lots of jobs in a drawing. They can make shapes, show detail, fill space, and create patterns and textures. Composition means how things are arranged on the page. Where we place drawings, frames and objects helps tell the story clearly. Charcoal is made from burnt wood. It can be used lightly or smudged for soft textures, but it breaks easily, so we use it carefully. Quentin Blake is a famous illustrator. He was born in London in 1932 and is well known for drawing Roald Dahl's books. His pictures show lots of feeling with quick, expressive lines.
Cross-hatching	Drawing lines that cross over each other to make dark and light areas.		
Scribbling	Fast, wiggly lines drawn quickly to show energy or texture.		
Concertina	Folding paper backwards and forwards so it stretches out like an accordion.		
Expression	The look on someone's face that shows how they are feeling.		
Stippling	Making lots of small dots or dashes by tapping your drawing tool up and down.	Writing/Provision/ Enrichment opportunities Warrington Story Walk: Draw What You See Take children on a local walk-through Warrington. Children take sketchbooks or clipboards and: • Sketch scenes from the walk (landmarks, people, shop fronts, statues) • Use expressive lines and marks to show movement, feeling, or texture • Add speech bubbles or captions to tell part of a story through pictures Use charcoal and stippling to bring depth and detail to their illustrations Children to complete a piece of recount of the walk, focusing on what they saw, how it made them feel, and how they captured it in their sketchbook.	
Illustrations	Pictures that help tell a story.		
Illustrator	A person who draws the pictures in a book.		
Sketch	A quick drawing that shows an idea or plan.		
Mark-making	Using lines, dots, or textures to make different types of marks in art.		

Presentation	Assessment		
	To develop a range of mark making techniques.	Mark-making that is varied, showing experimentation using the charcoal stick; being able to understand and suggest the meaning of a word through independent reading or verbally spoken; being able to suggest ways to draw the word through marks and applying this to drawing, maybe with some guidance.	Mark-making that is varied and shows clear and confident experimentation of using charcoal; strong understanding of words to concisely articulate the meaning, confidently able to suggest ways to draw it and applying to paper with little or no guidance.
	To explore and experiment with mark-making to create textures.	Being able to use relevant language to describe how an object feels; suggesting ways to create different textures through drawn marks; experimenting freely with different tools but may need some guidance and encouragement to experiment further.	Using language confidently to explain how an object feels; being able to experiment with how to use different drawing materials, selected with an understanding of the marks it can make; experimenting with surfaces to draw on to explore how to enhance marks purposefully.
	To develop observational drawing.	Describing and then drawing the shapes that make up the object; using good observational skills to add details; using an interesting range of marks that show an understanding of how to draw different textures.	Using good observational skills that are shown through careful drawing and accurate representation of the object; using control and variety in the use of line, colour and tone; demonstrating an expressive use of marks to imply texture.
	To understand how to apply expressions to illustrate a character.	Being able to make sketches that may be basic stick-like figures, or with more shapes implied; being able, with some support or guidance, to develop sketches into a character; demonstrating an understanding of how drawing facial features in different ways conveys expressions on their drawings; being able to add details to enhance characters, which may include implying texture through mark making.	Being able to make sketches with more accuracy and form implied and with little if any support or guidance, develop into a character; demonstrating clearly an understanding of how drawing facial features in different ways conveys expressions on their drawings; being able to add details to enhance characters, including implying texture through mark-making; recognising how mark making techniques can also show shadows.
	To develop illustrations to tell a story.	Recounting a story and selecting key events to draw; creating scenes from their own imagination, which might be with some support and guidance; being able to draw using a range of marks; demonstrating an understanding of using mark making to imply different textures.	Recounting a story and possibly adding inferences about characters; being able to select key events with clear ideas about what to draw; creating interesting scenes from their own imagination with more detail, requiring less support if at all; using a diverse range of marks; demonstrating an understanding of using mark making to imply different textures.

