# Power of Pictures – Term 3
## Southville Primary School

**Year 2**

| Local Anchor Point | Visit/ Visitor | Key Person | Key Outcome |
|---|---|---|---|
| Jeremy Cole (graphic designer) | Jeremy Cole (graphic designer) | N/A | **Art**: Children will be able to create their own comic artwork using the skills of drawing, expression, and comic layout. |

| Diversity, Equity and Inclusion | Linked Learning |
|---|---|
| Explore various cultural perspectives on comics, showing the range of emotions, characters, and themes in diverse comic styles. | **English:** Writing captions and dialogue for comics. **PSHE:** Exploring emotions through character expression. **Computing:** Using digital tools for artwork and comic creation. |

## Driver 1: Art
*What is the key question for this subject?*

### Driver 1 Objectives

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Theoretical Knowledge:**

- **Key Artist / Movement:** Comic/ Graphic Design
- **Themes / Genre:** Graphic
- **Context and Significance:** Comics are a powerful visual storytelling medium that uses sequential art to communicate narratives and emotions. The development of comic art, including graphic design and sequential art, plays a significant role in modern visual communication and culture. Comics often tackle social issues, personal stories, and fantastical worlds, making them a versatile and accessible form of art.

**Practical Knowledge**

- **Area of Making:** Drawing
- **Media:** Pencil, ink, marker pens, digital tools (if applicable), coloured pencils, paper
- **Methods and Techniques:** Line drawing, hatching, cross hatching, shading, colouring, sketching, drawing proportions, expressing emotion through facial expressions, motion lines, comic strip layout, panel division, planning, refining artwork

### Driver 1 Disciplinary Knowledge and Skills

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?
- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

## Driver 1 Key Vocabulary

- **Tier 2:** shape, position, movement, emotion, expression, draw, plan, finish, share, refine, develop, create, design, proportion, detail, character, layout, sequence, story, visual, skill, artwork, feature, action, style, choice, idea

- **Tier 3:** line, panel, gutter, tier, word balloon, thought balloon, caption, sound effects, comic strip, graphic design, motion lines, expression lines, comic panel, illustration, dialogue, scene, speech bubble, background, foreground

## Driver 1 Sequence

1. **WALT: Find out about comics through a Hook day**
   (Introduce comics with engaging activities like a holiday draw swap and creating a magical world to inspire artwork.)
2. **WALT: Consider proportion and positioning whilst drawing heads and faces**
   (Children will learn to draw heads and faces using correct proportions and positioning with guidance from Lorenzo.)
3. **WALT: Consider how to show different emotions through drawing**
   (Children will explore how to depict emotions in drawings by adjusting facial features and expressions.)
4. **WALT: Show movement through drawing**
   (Children will learn to depict motion in their drawings using movement lines and contrasting stillness with action.)
5. **WALT: Develop and refine the skills we have been learning to finish a piece of comic artwork**
   (Children will refine their comic artwork, focusing on layout, character details, and movement in the 'Funny Bunny' strip.)
6. **WALT: Develop and refine the skills we have been learning to finish a piece of comic artwork**
   (Children will finalize their 'Funny Bunny' comic, making adjustments and checking against success criteria.)
7. **WALT: Understand how different artwork is made using different shapes and styles**
   (Mr. Cole will present on how graphic design and different shapes/styles are used in artwork.)
8. **WALT: Plan our own piece of comic artwork using different shapes and skills**
   (Children will plan their own comics, considering shapes, layout, and artistic skills based on the success criteria.)
9. **WALT: Create our own comic piece of artwork using a range of skills we have learnt**
   (Children will start drawing their comic strips, applying learned skills like proportion, movement, and emotion.)
10. **WALT: Create our own comic piece of artwork using a range of skills we have learnt**
    (Children will refine their comic strips, adding detail and improving layout.)
11. **WALT: Create our own comic piece of artwork using a range of skills we have learnt**
    (Children will finalize their comics, checking for completeness and meeting success criteria.)
12. **WALT: Present and share a piece of artwork**
    (Children will present their comics to peers, discussing their creative process and reflecting on their work.)