**Subject: Art & Design. Autumn Year 2.**
**Unit: Understanding Tone and Texture.**

**NC POS**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils:

• 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.

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Expected Prior Learning (what pupils already know and can do)**

- To know how to connect lines to create shapes.
- To know how to use and recognise different types of lines when drawing shapes.
- To know how to use shapes to draw a face.
- To know how to use different pressures to make a colour lighter or darker.
- To know about the artist Brianna McCarthy's artwork.

**End Goals (what pupils MUST know and remember)**
**Intended outcome of the unit**
- To experiment with a range of materials to create marks and tones.
- To use different pressures and control to make different marks.
- To describe the texture of objects.
- To identify how artists use tone.
- To control shading to show tone.
- To sketch simple shapes lightly so that changes can be made.
- To refine a drawing by building up the outline of an object.

**Key Vocabulary:**
See individual lessons for vocabulary.

**Session 1: Exploring drawing materials**
Use resources from Kapow lesson 1: Exploring line Exploring a range of materials for mark making..

**Learning objective:**
**To explore drawing techniques using a range of materials.**
Introduce the children to artwork created by the **artist** Käthe Kollwitz using the following links:
- Link: National Gallery of Art - 'Self-portrait of Left Profile' by Käthe Kollwitz.

- Link: Mutual Art - 'Self-portrait' by Käthe Kollwitz.

Model Artist study in using and record in floorbook.

Hand out a variety of drawing **materials** and the children's sketch books. Ask the children to choose a drawing material and discuss its name with their partner before drawing three different types of **lines** with it in their sketchbook. Repeat with the other drawing materials.

Hand out the squares of sugar paper and cartridge paper (two of each paper type per child) and explain that the class challenge will be finding out as many ways to use the materials as possible. Use the prompts below to help the children with ideas.
How many different ways can you:
- Use a charcoal stick on the paper.
- Use white chalk with charcoal.
- Use wax crayons with soft pastels and blend them together.
Display the *Presentation: Using drawing materials* to remind them of the task.

Children to glue their squares of paper into their sketch books. Encourage the children to use some overlaps to create interesting compositions (they do not need to be neat).

Ask the children to use the words on the Presentation: Word bank to write notes around their creations, explaining the materials and techniques they have used.

**Adaptive teaching.**
Pupils needing extra support:
Use of Knowledge organiser

**Success criteria:**
- I can name different drawing materials.
- I can use different drawing materials to create marks and tones.
- I can change marks by holding the material in different ways.
- I can record exploring and learning in sketch book.

**Vocabulary:**
- **chalk**
- **charcoal**
- **crayon**
- **control**
- **graphite stick**
- **line**
- **mark making**
- **pastel**
- **pressure**
- **shadow**
- **tone**

**Session 2: Understanding and creating texture**
Exploring how to describe and record texture in art.

**Learning objective:**
To explore and describe texture through touch and rubbings.
Use resources from Lesson 2 Kapow: Understanding and creating texture. Recap previous lesson using *Presentation: Drawing materials.* Ask the children to discuss which drawing material they think was used to create each of the three pieces of artwork.

Place a selection of objects with different textures in the centre of each table and display the Presentation: Texture words. Encourage children to use the words as a prompt to describe textures of each object.

Play the *Pupil video: What is* texture?

Use the links below to display artwork created by Max Ernst and Sari Dienes.

- Link: World Art Foundations - Max Ernst: Natural History.
- Link: Museum of Modern Art - 'Soho Sidewalk' by Sari Dienes.

Ask the children to discuss:

- What can you see in these pictures?
- Can you identify any shapes?
- Can you describe some of the textures?
- Which drawing material do you think this artist has used?

Model how to create a rubbing by placing paper over a textured surface and colouring over the top with a wax crayon or colouring pencil.

Children create their own rubbings.

Use rubbings to create an interesting layout in sketch books. Annotate using presentation: Describing texture. Present to the class.

**Success criteria:**

- I can identify different types of lines in a drawing.
- I can draw lines reflecting what I hear in music, changing my pressure and control.
- I can select different materials to make lines.

**Vocabulary:**

See session 1:

- rubbing
- texture

**Session 3: Exploring tonal shading**

Developing tonal shading skills using control and pressure.

**Learning objective:**

To develop tonal shading skills using control and pressure.

Use resources from Lesson 3 Kapow:  Exploring tonal shading.

**Success criteria:**

- I can explain the meaning of the word 'tone' in art.
- I can describe how artists use tone in their drawings.
- I can vary the pressure to show tone.

**Vocabulary:**

See session 1 and 2.

- Grip
- shading

**Session 4: Sketching and refining a drawing**

Creating a basic outline of a drawing by sketching simple shapes first and adding more detail to gradually refine the drawing.

**Learning objective:**

To develop an initial sketch for an observational drawing of an object.

Use resources from Lesson 4 Kapow: Sketching and refining a drawing.

**Success criteria:**

- I can identify the shapes in an object.
- I can sketch simple shapes lightly so changes are easy to make.
- I can refine my drawing to build up the outline of the object.

**Vocabulary:**

**See previous sessions:**
- organic
- outline

**Session 5: Creating an observational drawing**

Applying an understanding of tone and texture to create an observational drawing.

**Learning objective:**
To use tone and texture to create an observational drawing.
Use resources from Lesson 5 Kapow: Creating an observational drawing.

**Success criteria:**
- I can use different tools to make light and dark tones.
- I can choose different materials to add texture and details.
- I can use a mixture of tools like pencils, charcoal and chalk.

**Vocabulary:**
See previous vocabulary.

**Future learning this content supports:**

- Use their observation skills to describe specific shapes, textures or patterns in objects.
- Shade with a reasonable degree of accuracy and skill following the four shading rules.
- Use mark marking to show texture and details.
- Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- Apply shading skills to show areas of light and dark (tone).
- Apply line, shape and tone with digital tools.
- Save and present digital artwork.