

Subject: Art & Design. Autumn Year 3.

Unit: Developing drawing skills.

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.

Key stage 2

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]
- about great artists, architects and designers in history

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

- Can use 2B & 4B pencils to add tone and use shading techniques to imply form and texture.
- Can use hatching drawing techniques.
- Can use Pens & graphite sticks for drawing.
- Can refer to an artists' work to observe drawing styles.

End Goals (what pupils MUST know and remember)

Intended outcome of the unit

- To use their observation skills to describe specific shapes, textures or patterns in objects.
- To shade with a reasonable degree of accuracy and skill following the four shading rules.
- To use mark marking to show texture and details.
- To use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- To apply shading skills to show areas of light and dark (tone).
- To apply line, shape and tone with digital tools.
- To save and present digital artwork.
- To use materials to create a design inspired by The Sun.

Key Vocabulary:

See individual lessons for vocabulary.

Session 1: See like an artist. Understanding how to use simple shapes to draw objects and developing observation skills.

Use resources from Kapow lesson 1: See it like an artist.

Learning objective:

To recognise how artists use shape in drawing.

Play the *Pupil video: See like an artist*. Explain that the children will look for shapes around them. Ask if they can spot shapes in objects in the classroom, such as the doors, windows or stationery. Invite them to share what **geometric** shapes (regular shapes with straight **lines** and angles) they can see. Next, encourage the children to point out objects with **organic** shapes (irregular natural shapes).

Discuss the following questions:

- Can you see any objects which have more than one shape?
- Are there any shapes you can see which are not on the activity?

Use presentation: *See it like an artist*. Discuss the following questions:

- How do you think the artist drew the picture?
- Can you see any shapes in the drawings?

Hand out the children's sketchbooks and place a selection of sketching pencils (include HB, 2B, 4B and 6B) on each table. Explain to the class that they should either complete a range of small sketches across no more than two sketchbook pages, or choose to concentrate on one larger drawing.

The children may want to start with pictures of half an object.

Display the *Presentation: Discussion* with sentence starters. Invite volunteers to share their sketches and encourage them to complete the displayed sentences to help them explain their work.

Success criteria:

- I can recognise simple shapes in objects.
- I can use shapes to help me draw.
- I can sketch my drawing before adding details.

Vocabulary:

- artist
- geometric
- line
- refine
- shape
- sketch
- organic

Session 2: Shading

Learning pencil control to develop tonal shading skills to create even tones.

Learning objective:

To develop shading skills and use them to blend tones.

Use resources from Lesson 2 Kapow: Shading.

Success criteria:

- I can use the side of a pencil so that the lead is flat on the paper.
- I can blend between light and dark to create even tones.
- I can press evenly and shade in one direction.

Vocabulary:

- blend
- even tones
- grip
- pressure
- shade
- tone

Session 3: Take a closer look

Understanding the importance of observation to notice pattern, texture and tone to add detail to drawings.

Learning objective:

To use careful observation for adding detail to drawings.

Use resources from Lesson 3 Kapow: take a closer look.

Success criteria:

- I can observe objects carefully to notice all the details.
- I can use simple shapes to sketch the form of an organic object.
- I can use shading and mark making to show texture and tone.

Vocabulary:

- mark making
- observation
- observational drawing
- pattern
- texture

Session 4: Imagination in bloom

Applying line, shape and tone through imaginative drawings of plants and flowers.

Learning objective:

To use line, shape and tone in an imaginative drawing.

Use resources from Lesson 4 Kapow: Imagination in bloom.

Success criteria:

- I can use simple and organic shapes to sketch imaginative forms.
- I can use different lines and marks to show detail and texture.
- I can add tone using shading skills.

Vocabulary:

See previous sessions:

- inspiration
- line
- materials
- shape

Session 5: Paper to pixels

Recreating imaginative drawings using digital art techniques.

Learning objective:

To explore digital media techniques to develop drawings.

Use resources from Lesson 5 Kapow: Paper to pixels.

Success criteria:

- I can select appropriate tools to recreate elements of my drawing digitally.
- I can apply line, shape and tone with a range of digital tools.
- I can save and present my digital artwork.

Vocabulary:

See previous vocabulary.

Future learning this content supports:

- Create a three-dimensional effect by using contrasting tones to show light and dark.
- Combine lines and marks to represent different textures.
- Use lines and marks in different ways to represent dark and light areas (tone).
- Comparing the sizes of different objects to draw them in proportion.

- Represent the size of one object relative to another.
- Consider where to place each element thinking carefully about the space.
- Show texture in the collage.
- Use the impasto technique to create textured effects.