

**Subject: Art & Design. Autumn Year 4**

**Unit: Drawing: Exploring tone, texture, proportion perspective**

### **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)**

- 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.

### **End Goals (what pupils MUST know and remember)**

#### **Intended outcome of the unit**

- 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.
- Know that perspective allows artists to portray form in their artwork.
- Know that proportion is relative to the object it is part of.
- Consider where to place each element thinking carefully about the space.
- Show texture in the collage.

**Key Vocabulary:**

See individual lessons for vocabulary.

**Session 1: 3D pencil drawings**

Using tone to make an observational line drawing look three-dimensional.

Use resources from Kapow lesson 1: 3D pencil drawings.

**Learning objective:**

To draw using tone to create a 3D effect.

Recap:

- The term **shading** and the purpose of shading in art.
- The shading grip (how to hold a pencil for shading).
- The four rules of shading (use the side of the pencil, shade in one direction, press evenly, leave no gaps).
- Tone is how light or dark something is.
- Dark tones show where there is less light on an object; they are created by pressing firmly with the pencil when shading.
- Light tones show where there is more light on the subject; less pressure is needed when shading to create lighter tones.

Display the Presentation: Sarah Graham.

In pairs discuss the following questions:

- **What questions would you ask the artist?**
- **Where do you think the light is coming from in this image? Explain why.**
- **What do you notice about the colour of different areas of the picture?** (The colour has different tones depending on the amount of light: it is lighter and in some places, white shows areas where the light is strongest; the tone is darker in areas of shade.)
- **What is the effect of using tone?** (It helps create a drawing that looks three-dimensional – shapes with three dimensions, such as width, height and depth.)

Play Pupil video: Light and dark and discuss the skills involved.

Hand out half 3D images for children to draw the other section. Discuss how lighting has made the drawing 3D.

**Success criteria:**

- I can notice areas of light and dark on an object.
- I can experiment with shading to create different tones.
- I can explore using different pressures.

**Vocabulary:**

- form
- highlight
- observation
- observational drawing
- organic
- shading
- shadow
- three-dimensional
- tone

**Session 2: 3D pencil drawings**

Using tone to make an observational line drawing look three-dimensional.

**Learning objective:**

To develop shading skills and use them to blend tones.

Use resources from Lesson 1 Kapow: 3D pencil drawings.

**Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

Recap last weeks lesson. Hand out the pencils and soft pastels and ensure the children have their sketchbooks and colouring pencils from the previous activity. Ask them to choose any material and sketch the object in the middle of their table, using the simple shapes they can see before adding shading to show light and dark areas. Remind the children to use careful **observation** to create an observational drawing.

Repeat the drawing activity from the Main event sitting at different angles or at different times of the day to observe the effects of light on the objects further.

**Success criteria:**

- I can notice areas of light and dark on an object.
- I can experiment with shading to create different tones.
- I can explore using different pressures.

**Vocabulary:**

- form
- highlight
- observation
- observational drawing
- organic
- shading
- shadow
- three-dimensional
- tone

**Session 3: Texture and tone**

To explore how combining lines and mark making can show texture and tone in drawings.

**Learning objective:**

To use careful observation for adding detail to drawings.

Use resources from Lesson 2 Kapow: Texture and tone

**Success criteria:**

- I can combine lines and marks to represent different textures.
- I can use lines and marks in different ways to show darker and lighter colours (tone).
- I can observe and replicate the texture and tone of real objects in my drawings.

**Vocabulary:**

- cross-hatching
- pattern
- texture

**Session 4: Showing proportion**

Understanding proportion by observing how it is used in artwork

**Learning objective:**

To understand proportion by observing how it is used in artwork.

Use resources from Lesson 3 Kapow: Showing proportion.

**Success criteria:**

- I can explain what proportion is and identify how artists use it in their artwork.
- I can explain how proportion affects the balance and realism of an artwork.
- I can present my observations about proportion in artwork.

**Vocabulary:**

- balanced

- exaggerated
- proportion
- realistic
- unbalanced

### **Session 5: Using texture, tone and proportion in drawing**

#### **Learning objective:**

To apply an understanding of texture, tone and proportion in a drawing. Use resources from Lesson 5  
Kapow: Using texture, tone and proportion in drawing.

#### **Success criteria:**

- I can sketch lightly and adjust my drawing to show proportion.
- I can use different lines and marks to show detail and texture.
- I can add tone using shading skills.

#### **Vocabulary:**

See previous vocabulary.

#### **Future learning this content supports:**

- Know that objects can be affected by many light sources.
- Know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture.
- Know that scaling is applied in art when something needs to be emphasised, or when through disproportionate size the importance of the represented is highlighted.
- To know that perspective allows artists to portray form in their artwork.
- Know how to draw areas of light and shadow in an observational drawing.
- Light and shadow is captured in the correct areas with knowledge of light source.
- Show a range of techniques to create texture e.g. stippling.
- Consider perspective when creating a drawing and composition.
- Know lines generally diminish at the vanishing point. Know that the horizon line is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or outline where the sky meets the ground.
- Know how to make scaling accurate using appropriate measuring methods.
- Composition allows for a balanced artwork. E.g. the focal point may not be centred but is in the foreground to highlight its importance. Blend colours softly with no apparent definition.
- Draw light and shadow onto a portrait