


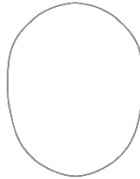




Theme: Drawing Skills

National Curriculum	Wk.	NC coverage	Knowledge and Skills	Key Vocab	Activity Outline
<p>Purpose of study: 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.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 	1	<ul style="list-style-type: none"> • 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]. 	<p>Year 3 coverage: Show an awareness of space when drawing. Use different pressures to create hard and soft lines. Developing intricate marks with a variety of media. Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Year 4 coverage: Draw demonstrating an understanding of line, tone, scale, texture and depth. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Have opportunities to develop further drawings featuring the</p>	<p>Pressure</p> <p>Magnified</p> <p>Observational drawing</p> <p>Precision</p>	<p>LO: To improve skills of drawing intricate objects Floorbook and sketchbook lesson</p> <p>The children will be drawing a collection of tiny objects – by tiny we mean things which are roughly the size of a five pence piece – things like small shells, pebbles, leaves, beads, screws. Popcorn also makes a good subject matter and even dead flies if you can find a few. Start by scattering the objects over a large, clean sheet of paper. Take a pen or sharp pencil, and make sure the children are near to the objects so that they can really see all their detail. Children could also use a magnifying glass.</p>  <p>Begin by making sketches on the page, amongst the objects themselves. They should be making tiny movements with their fingers and hands – drawing from the wrist, but other than that draw however you feel most comfortable. This exercise is just to help them focus, relax, and begin to coordinate hand and eye, so don't worry too much about results or technique. Make as many sketches as you like, on as many sheets as you like.</p> 



<p>understand the historical and cultural development of their art forms.</p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 		<p>third dimension and perspective.</p> <p>Develop drawings featuring the third dimension and perspective.</p> <p>Use mirrors, viewfinders, magnifying glasses or other to aid observation.</p>		 <p>As they draw, become aware of the relationship between looking and drawing. Let your eyes flit between looking at the object and looking at your sketch – it's easy to concentrate more on your sketch and to forget to keep looking at the object. Ideally you should look at the object for a few seconds, then your drawing for a few seconds, then the object, then the drawing...</p> <p>Also begin to become aware of how they can change the marks you make in response to what you see. For example, experiment with how much pressure you use, in different parts of the drawing. There will be no mistakes and you can't really go wrong. They are just making quick sketches. Each sketch should only take a couple of minutes.</p> <p>Video example: https://vimeo.com/413069049</p>
<p>2</p>	<ul style="list-style-type: none"> • 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. 	<p>Year 3 coverage: Show an awareness of space when drawing.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Year 4 coverage: Draw demonstrating an understanding of line,</p>	<p>Self portrait Drawing Scale Guide Lines</p>	<p>LO: To draw a face Sketchbook and Floorbook lesson</p> <p>In this lesson, children will explore drawing a face by using lines as a reference.</p>  <p>Use the visualiser and model to the children how to correctly do this in their sketchbooks. As a scaffold, provide a example for children who may require this. Alternatively, you could provide a template, such as the one on the left.</p>



		<p>tone, scale, texture and depth.</p> <p>Develop drawings featuring the third dimension and perspective.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use mirrors, viewfinders, magnifying glasses or other to aid observation.</p>		<p>Use this video to show to the children before the lesson starts, stopping and discussing the key parts of the video.</p> <p>Learn how to draw portraits - How to draw a face step-by-step - Easy tutorial for kids - YouTube</p> <p>As this is a self-portrait, provide the children with mirrors (from the maths resources), so they can observe the details from their faces.</p>
<p>3</p>	<ul style="list-style-type: none"> 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 	<p>Year 3 coverage:</p> <p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Use different pressures to create hard and soft lines.</p> <p>Year 4 coverage:</p> <p>Draw demonstrating an</p>	<p>Line</p> <p>Tone</p> <p>Hardness</p> <p>Mark making</p> <p>Artist</p> <p>Composition</p>	<p>LO: To explore line in art.</p> <p>Sketchbook and Floorbook lesson</p> <p>In this lesson, children will learn about the formal art element, line. They will also have the opportunity to create a pastiche of Vincent van Gogh's famous artwork 'Starry Night' using these mark making techniques.</p> <p>To begin, show the children Vincent van Gogh's 'View from the Wheatfields' image. Ask the children to identify what types of lines they can see; thin, thick, straight, curved, long, short, vertical, horizontal, diagonal, cross hatching, dotted lines or spirals.</p>



understanding of line, tone, scale, texture and depth.

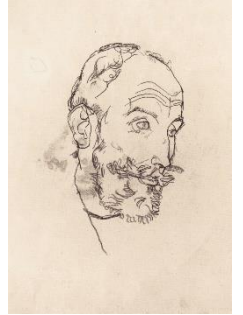
Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.

With pen/charcoal/ crayons, make a variety of lines free flowing, sweeping, broken, faint & hard.

Develop intricate patterns using different grades of pencil and other implements to create lines and marks.

Provide the children with the definition of line: A line is a connection between two points. Line is essential to the creative process, it can communicate a thought, an idea and even a feeling. A line can vary in width, length and direction. Lines can also be horizontal, vertical, diagonal, straight, curved, thick or thin. Line is used to sketch, draw and outline, they help you develop the composition of your artwork.

Show the children Egon Schiele – ‘Franz Hauer’ – 1914. This artist uses contour lines. Contour lines are the outlines of an object, shape or form. Contour drawing is a technique where the artists sketches the outline of a subject. Contour drawing focuses on the shape of the subject and the artist is not concerned with detail. The French word ‘contour’ means outline.



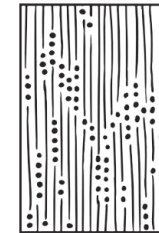
Provide the children with the handout of examples of lines, they need to stick these into their sketchbooks and have a go at recreating the lines and labelling them as so.



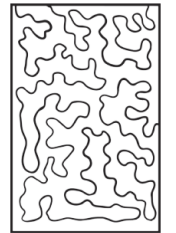
Contour Line



Broken Line



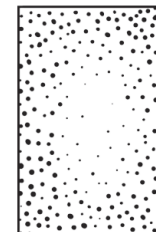
Dots and Lines



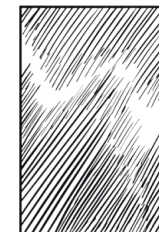
Continuous Line



Curves



Dots



Diagonal Line



Directional Line

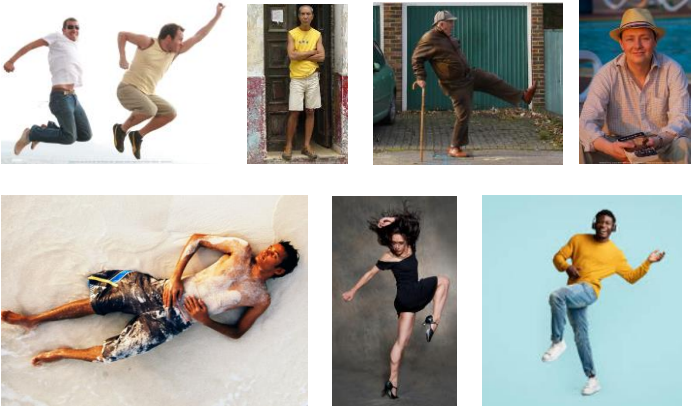


					<p>Next lesson, the children will be recreating Vincent van Gough's famous artwork 'Starry Night' using these mark making techniques.</p>
4		<ul style="list-style-type: none"> about great artists, architects and designers in history 	<p>Year 3 coverage: Show an awareness of space when drawing.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Year 4 coverage: Draw demonstrating an understanding of line, tone, scale, texture and depth.</p>	<p>Line</p> <p>Tone</p> <p>Hardness</p> <p>Mark making</p> <p>Artist</p> <p>Composition</p>	<p>LO: To recreate Vincent van Gough's famous artwork 'Starry Night'</p> <p>Floorbook and sketchbook lesson</p> <p>To begin the lesson, print off 1 copy per pair of 'Starry Night'. Allow the children, with their talk partner, to write down what line types they can observe from the art.</p> <p>Write observations on post-it notes and stick on a larger copy of</p>

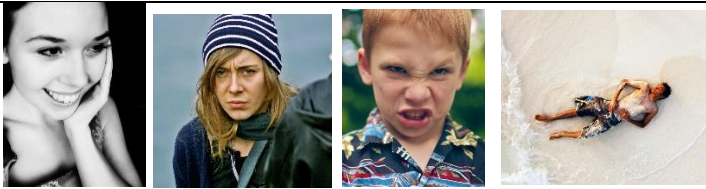
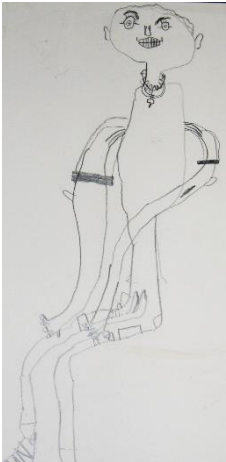



			<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p>		<p>the image. Have a whole class discussion from the feedback and discuss findings with the children.</p> <p>Van Gogh's The Starry Night (1889) is an example of how an artist can use a specialised painting technique to suggest movement. Broken, swirling lines suggest the movement of the wind through the sky. Van Gogh also used short, circular lines surrounding the stars and moon. This helps suggest that they are twinkling.</p> <p>Provide the children each with a copy of the image, they need to stick this into their sketchbooks and recreate this on the same page. The children then need to annotate their art with the line types. Only provide the children with the colours that they need, ensure that children are recreating The Starry Night with the use of lines.</p>
5		<ul style="list-style-type: none"> • 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 	<p>Year 3 coverage: Show an awareness of space when drawing.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p>	<p>Shape</p> <p>Artist</p> <p>Outline</p> <p>Colour</p>	<p>LO: To learn about the work of Julian Opie Floorbook lesson</p> <p>To begin the lesson, provide the children with information about the British artist, Julian Opie. He began drawing aged 11. He draws anything in the world around him. He remembers getting an art prize at around the age of 12 after carving a bar of soap into a Henry Moore sculpture. He thinks this first inspired him to explore art. The main themes that can be seen in his work include the human body and inspiration from art in history. Many of his works show black outlines filled with flat colour and sometimes a head is represented by a circle with a space where the neck would be.</p> <p>Provide each table with a copy of the following Opie pieces: Elena Schoolgirl; Walking Outside the Hugh Lane Gallery; Unknown; Ludivine (left), Luc (right) (2007); Alone in a Crowd.</p> <p>Children need to discuss the images in the group, provide them with question stems to answer in their groups:</p> <p>What can you see in the picture? What has the artist made the image out of? If there were sounds for this painting, what would the sounds be?</p>

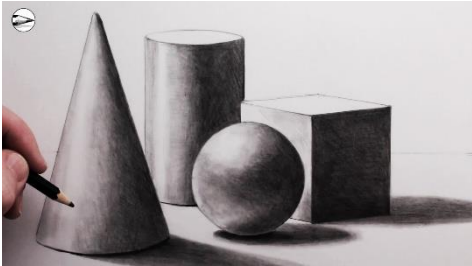


			<p>Year 4 coverage: With pen/charcoal/ crayons, make a variety of lines free-flowing, sweeping, broken, faint & hard.</p> <p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques, materials, media and effect</p>		<p>What shapes and colours can you see in the painting? Why do you think the artist made it?</p> <p>Go into the playground. Ask the children to make different kinds of body shapes. Find some interesting ones and ask those children to lie down on the playground in that shape. Draw round the body shape in chalk to get the outline. Discuss the shapes as a class. What do the shapes remind us of? Can anyone make a body shape that is happy? Who can make a body shape like a table, or a car? Ask the children to make a body shape that reminds them of a Julian Opie image.</p>  <p>Back in the classroom, the children draw themselves or a partner using simple lines like Julian Opie. Remember that often the head is detached from the body of the figure he draws. Children are to use felt-tips for this.</p>
6		<p>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</p>	<p>Year 3 coverage: Use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>Use different media to achieve variations in line, texture, tone,</p>	<p>Shape Outline Observational</p>	<p>LO: To explore pen drawing Sketchbook and floorbook lesson</p> <p>In this lesson, children will be referring to their prior learning of artist Julain Opie. Begin the lesson by showing the children the images depicting a variety of emotions. Ask the children – with their turn and talk partner – to identify what emotion is conveyed through the images.</p>





	<p>pencil, charcoal, paint, clay.</p> <ul style="list-style-type: none"> about great artists, architects and designers in history 	<p>colour, shape and pattern.</p> <p>Year 4 coverage: Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Develop drawings featuring the third dimension and perspective.</p> <p>With pen/charcoal/crayons, make a variety of lines free-flowing, sweeping, broken, faint & hard.</p>	<div style="display: flex; justify-content: space-around;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">  <div data-bbox="1675 395 2132 880"> <p>Show the children what a good body drawing in pen looks like... (Children often lack confidence when drawing bodies. They want them to look real but they often don't have the skills to achieve this. It is important that they know that they are learning about drawing rather than drawing people. Help the children to find an angle or focus to concentrate on that will improve their drawing e.g. look for shapes in what the children are drawing, to help them organise their work. – “Look, that pocket is square, start with that.”)</p> </div>  </div> <p>The children will then be going to draw a person. Choose a volunteer who sits at the front of the class for everyone to draw. The children need to go slowly as they draw, stopping and looking carefully for more detail in each area that they can see. Encourage the children to do large drawings that almost fill the paper. Make sure the children do a big enough drawing so that the detail can be seen. Look for different types of marks e.g. hard, soft, light, heavy, jagged and smooth. The more the children look at the object, the more detailed the drawing will be. Make sure the drawing nearly fills the whole page. Teacher: Draw about 4 dots on the page showing where the drawing will reach to and from when finished.</p>
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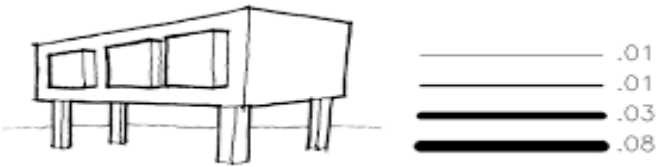



<p align="center">7</p>	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. 	<p>Year 3 coverage: Use shading to show light and shadow effects.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Year 4 coverage: Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Three dimensional (3D)</p> <p>Proportion</p> <p>Symmetry</p>	<p>LO: To explore third-dimension shape drawing</p> <p>Floorbook and sketchbook lesson</p> <p>Divide one page in sketchbook into 2 and label the first half ‘third-dimensional shape drawing’. Leave the other half for the next lesson.</p>  <p>For this lesson, the children will be drawing 3D shapes. Ensure that the visualiser is used within the lesson to model to the children the correct techniques.</p> <p>Use this video to support, stopping the video at key points for the children to complete their shapes. https://www.youtube.com/watch?app=desktop&v=9hz_GX0eD5w</p>
<p align="center">8</p>	<ul style="list-style-type: none"> • 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. 	<p>Year 3 coverage: Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Year 4 coverage: With pen/charcoal/ crayons, make a variety of lines free-flowing, sweeping, broken, faint & hard.</p> <p>Develop intricate patterns using different grades of pencil and</p>	<p>Hatching</p> <p>Cross-hatching</p> <p>Stippling</p> <p>Blending</p>	<p>LO: To explore third-dimension shape drawing with line techniques</p> <p>Floorbook and sketchbook lesson</p> <p>The children will be using the other half of the page – left from last lesson – to draw 3D shapes. However, today the children will now need to draw the 3D shapes with the following techniques – hatching, cross-hatching, stippling, blending.</p> <p>Explore the 4 techniques and allow the children the opportunity to practise in their sketchbooks (also they must annotate the techniques).</p> <p>You could also use this video to show you how to complete the techniques: https://www.youtube.com/watch?app=desktop&v=ZkGpZ4DUiVk</p>

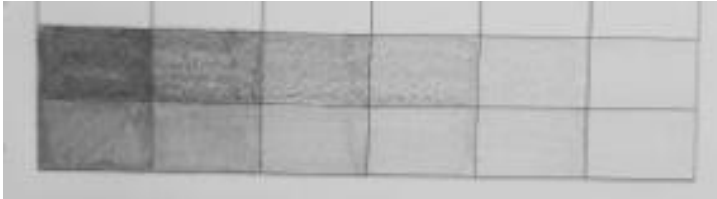
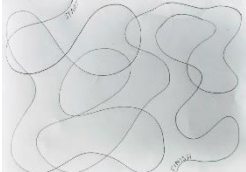



		<p>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p>	<p>other implements to create lines and marks.</p> <p>Year 3 coverage: Use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>Year 4 coverage: Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone</p>	<p>Paint</p> <p>Twigs</p> <p>Sticks</p> <p>Size</p> <p>Shape</p>	<p>LO: To draw with twigs and sticks Floorbook and sketchbook lesson</p> <p>Prove the children with a variety of sticks and twigs – varying in size and shape – and allow the children the space and opportunity to draw. The children can draw any image, this can relate to their topic they are learning about or the book they are reading. Try to make as many cross-curricular links as possible.</p>   <p>Paint Sticks are perfectly sized for the hands of children and they not only help to develop the creativity of children, but they also help to improve children's motor-skills and co-ordination, which is vital during the early years of teaching.</p>
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	<p>10</p>	<ul style="list-style-type: none"> 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. 	<p>Year 3 coverage: Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Year 4 coverage: Draw demonstrating an understanding of line, tone, scale, texture and depth.</p>	<p>Contrast</p> <p>Weight</p> <p>Thick/dark</p> <p>Medium</p> <p>Thin/ light</p> <p>Value</p>	<p>LO: To explore line weight</p> <p>Floorbook and sketchbook lesson</p> <p>In this lesson, the children will be learning about an artistic technique; line weight. Line quality is also called line weight and simply put, refers to the thickness or thinness of the line. Lines may become wider or thicker in areas where the object itself is thicker.</p> <p>The children will be learning about thin, medium and thick lines. Show the children the video which will explain in greater detail the different types of lines: https://www.youtube.com/watch?v=7m3wGpMSUY</p>  <p>Then, provide the children with this visual image. They need to copy the image of the apples below into their sketchbooks and annotate the image with where they have included a variety of line weight. The children also need to explain why they have done this, and what density of line they have used and why.</p> 
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<p style="text-align: center;">11</p>	<ul style="list-style-type: none"> • 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. 	<p>Year 3 coverage: Use shading to show light and shadow effects.</p> <p>Use shading to create tone.</p> <p>Year 4 coverage: Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use shading to show light and shadow effects.</p>	<p>Tones</p> <p>Dark tones</p> <p>Mid-tones</p> <p>Light tones</p>	<p>LO: To use shading to create tone</p> <p>Floorbook and sketchbook lesson</p> <p>In this lesson, the children will be ‘taking their pencil for a walk’. Before this, children need to learn about different tones. There is almost an infinite number of tones for any given hue of a colour, but these can be roughly divided into three parts: dark tones, mid-tones and light tones.</p> <p>Watch this video: https://www.youtube.com/watch?v=m21b153H8nI and complete the grid as outlined in the video. Provide, as a scaffold, the grid for learners who may require this.</p> <div style="text-align: center;">  </div> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p>Then, children need to ‘take their pencil on a walk’. They then need to shade in the parts of the image in different tones. After that, the children need to label the parts with the tone type.</p> </div> </div>
<p style="text-align: center;">12 – end</p>		<p style="text-align: center;">Assessment</p> <p>If the term allows it, allow the children extra sessions to complete this art assessment. Using a piece of A3 paper, the children need to divide this into 4 sections with the headings; tone; line weight; 3D shape drawing; line in art. The children then need to demonstrate their knowledge of those 4 key elements in their sections. They can use their sketchbooks to support them. Teacher/ peer support can be used to offer personalised, individual feedback which will enhance the children’s understanding. The children are then to write down their opinion of the techniques on post-it notes to stick onto the A3 assessment sheet.</p>		