
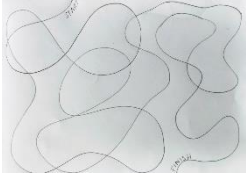
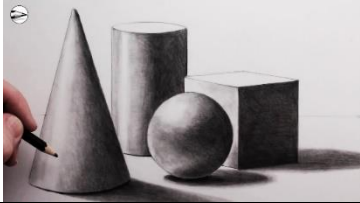




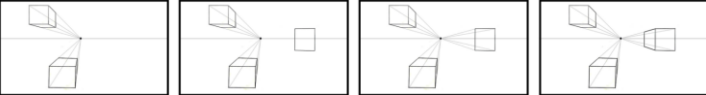

Theme: Drawing Skills

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 5 coverage: Develop a key element of their work: line, tone, pattern, texture.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Year 6 coverage: Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</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=m21b53H8nI and complete the grid as outlined in the video. Provide, as a scaffold, the grid for learners who may require this.</p>   <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>
	2	<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 	<p>Year 5 coverage: Begin to develop an awareness of composition, scale and proportion in their paintings.</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>For this lesson, the children will be drawing 3D shapes on one half of their page in their sketchbooks. Ensure that the</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. 	<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p>	<p>Year 6 coverage: Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching.</p>	<p>Hatching Crosshatching Stippling Blending</p>	<p>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>The children will be using the other half of the page to draw 3D shapes. However, 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>3</p> <p>• about great artists, architects and designers in history</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 5 coverage: Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Year 6 coverage: Explain why they have chosen specific drawing techniques.</p> <p>Work in a sustained and independent way to</p>	<p>One-point perspective Technique Develop</p>	<p>LO: To explore one-point perspective Floorbook and sketchbook lesson</p> <p>https://www.studentartguide.com/articles/one-point-perspective-drawing</p> <p>In this lesson, children will be exploring one-point perspective. One point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single ‘vanishing point’ on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic.</p> <p>Drawing in one point perspective is usually appropriate when the subject is viewed ‘front-on’ (such as when looking directly at the face of a cube or the wall of building) or when looking directly down something long, like a road or railway track. It is popular drawing method with architects and illustrators, especially when drawing room interiors.</p>



		<p>develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p>		<p>Drawing rectangular blocks is often the first one-point perspective lesson given to students. It is a simple exercise that provides a solid foundation for things to come.</p>  <p>By the completion of this exercise, children should be able to use appropriate line weights (light lines for construction lines; dark lines for outlines) and position a vanishing point and horizon line correctly.</p> <p>Then, provide children with a range of examples of one-point perspective art. Allow the children to choose one image to focus on and recreate in their sketchbooks. Ask children to write down their thoughts of the art perspective on post-it notes to stick in their sketchbooks.</p> 
<p>4</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, 	<p>Year 5 coverage: Work in a sustained and independent way from observation, experience, and imagination.</p> <p>Year 6 coverage: Develop their own style using tonal contrast and mixed media.</p>	<p>Pressure Magnified Observational drawing Precision</p>	<p>LO: To improve skills of drawing intricate objects</p> <p>Floorbook and sketchbook lesson</p> <p>The children will be drawing a collection of tiny objects – by tiny I 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>

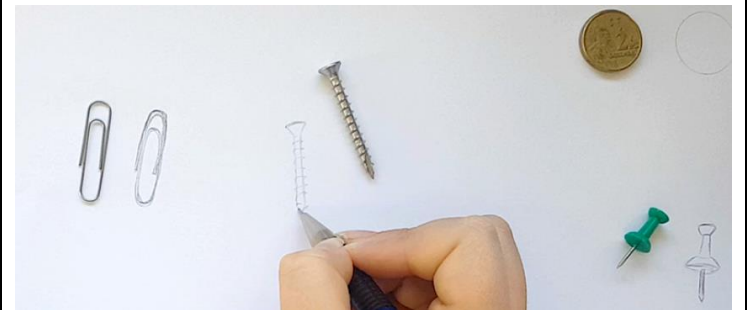


pencil, charcoal, paint, clay.

Develop their own style of drawing.




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.






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



					<p>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>
5		<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 5 coverage: Use mirrors, viewfinders, magnifying glasses or other to aid observation.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Year 6 coverage: Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p>	<p>Observational drawing</p> <p>Precision</p> <p>Viewfinder</p>	<p>LO: To improve skills of observational drawing</p> <p>Sketchbook and floorbook lesson</p> <p>With drawing shells, children will be having to place a high focus on the shells and get right back down to detail and explore the potential of making small, deliberate marks. This is also an opportunity to introduce more traditional drawing mediums and explore contrasting hard and soft pencils as well as ink and nib and handwriting pens.</p>  <p>Allow the children the opportunity to create smaller drawings, focused on a specific aspect of the shells.</p>



					 <p>Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the shells. Children could also be exposed to using viewfinders or a magnifying glass. A viewfinder is a simple square or rectangle cut out of card that you can look through. Using a viewfinder helps you to focus on something and not get distracted by what’s around it. It will help you pay close attention to the image that you are trying to create.</p> 
6		<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 5 coverage: Use research and knowledge on different artist styles to experiment in their own work.</p> <p>Year 6 coverage: Look at the work of other artists to generate ideas.</p> <p>Give detailed observations about notable artists’, artisans’ and designers’ work.</p>	<p>Evaluate</p> <p>Develop</p> <p>Charcoal</p> <p>Media</p>	<p>LO: To explore charcoal</p> <p>Sketchbook and floorbook lesson</p> <p>Working together as a group, and keeping to the same pace, take the students through the following exploration. Allow 1-2 minutes for each exploration. Keep a sense of flow and momentum. Walk around the room as you guide the students with your voice. By watching how the students respond to your voice you can, with experience, suggest and guide when necessary.</p> <p><i>Action 1</i> - Rub the charcoal on its side across the paper, and then move the dust around with your hand, to create a grey background.</p> <p><i>Action 2</i> - Use an eraser to take away the charcoal leaving whiter marks on</p> 



Demonstrate a wide variety of ways to make different marks with dry and wet media.


your sheet. How white can you make the marks?
Action 3 - Hold the charcoal like a pencil and using the end, work back into the sheet, this time creating darker lines. How dark/fine can you get the marks?
Action 4 - Use the compressed charcoal pencil to create even blacker lines.
Action 5 - Work back in with the eraser over all the layers, moving the charcoal dust around the page.
Action 6 - Use the dry brush to move the charcoal around, rather than your hand. Once the children have completed each action in their sketchbooks, the children need to annotate their work and explain how they achieved this.

Explore the artist Käthe Kollwitz (1867-1945), who was a German artist, who saw much suffering throughout her life. Kollwitz depicted her experiences through expressive art, which included the use of charcoal. Living in Berlin throughout the first World War, the events of the time prompted her to depict her struggles with hunger and poverty through art. Kollwitz was primarily a graphic artist, confining her work to black and white imagery. The world that she depicts in her art is veiled in shadow, and rarely touches any sight of colour. As such, it is no wonder that charcoal was a frequently used medium of hers throughout her work. Kollwitz's art makes such incredible statements, whilst only using bold strokes of light and dark charcoal. She mostly uses charcoal in portrait pieces of work.

Have this image printed off, children to use their turn and talk partner to discuss the image. Talk about the emotions portrayed and stick this into their books. Produce a class mind-map about the image. Children to write this into their books.




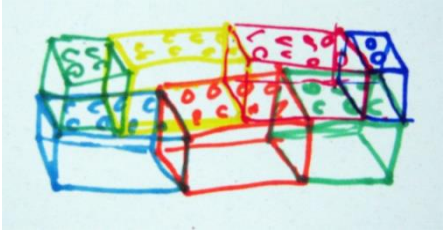


	7	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. • about great artists, architects and designers in history 	<p>Year 5 coverage: Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Give observations about notable artists', artisans' and designers' work.</p> <p>Year 6 coverage: Develop their own style using tonal contrast and mixed media.</p> <p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Confidently offer facts about notable artists', artisans' and designers' lives.</p>	<p>Form</p> <p>2-dimensional drawing</p> <p>Volume</p> <p>Henry Moore</p>	<p>LO: To explore form through drawing (hands)</p> <p>Sketchbook and floorbook lesson</p> <p>This lesson enables pupils to consider how 2-dimensional drawing can convey a sense of form/mass and volume. By looking at the drawings of Sculptors' Henry Moore, and Christo and Jeanne-Claude we can explore the ways in which they portrayed an illusion of form and meaning in their drawings. Pupils will explore a range of mark-making, taking inspiration from artists' work and will have the opportunity to experiment with a variety of materials.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>To begin, introduce Henry Moore's Shelter Drawings. Print off enough copies for each pair and allow the children opportunity to discuss the image and the effect on the viewer. Write thoughts on a post-it. Stick in sketchbooks along with the post-it.</p> </div> </div> <p>Then, children will be creating some simple continuous line drawings of cupped hands. Have a quick reminder about how to make a continuous line drawing: Keep the pen in contact with the paper, Make a drawing using one continuous line, Use careful looking – let your hand travel at the same speed as your eye sees, The drawing is not finished until the facilitator says stop. Continuous drawings are about process, and less about outcome.</p> <p>Ask the children to cup their non-dominant hand, as if gently holding a ball made of air. Spend a few minutes becoming aware of the sensations hands in this position, and of the internal shape</p>
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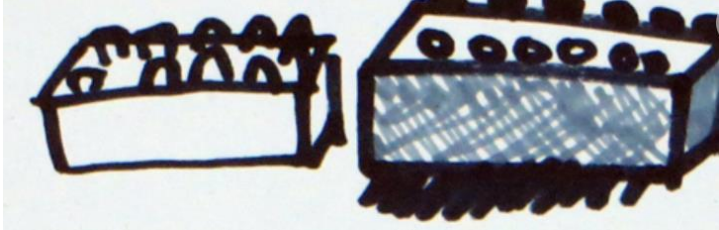


				<p>that was created by cupped hands (or the negative space made by our hand).</p> <p>Using a handwriting pen, children make two drawings: 1) the first drawing a continuous line drawing made using their dominant hand, using their non-dominant hand as the subject matter, and 2) the second drawing was made using a continuous line drawing made using their non-dominant hand, using their dominate hand as the subject matter.</p> <p>Ask the children to look carefully, observing and using the lines on the palm and fingers to help create a network of continuous lines.</p>  <p>https://www.accessart.org.uk/pathway-drawing-form/</p> <p>https://www.accessart.org.uk/drawing-hands/</p>
8	<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 	<p>Year 5 coverage: Develop a key element of their work: line, tone, pattern, texture.</p> <p>Explore the potential properties of the visual</p>	<p>Contrast</p> <p>Sphere</p> <p>Tone</p> <p>Shading</p>	<p>LO: To explore colour contrast</p> <p>Floorbook and sketchbook lesson</p> <p>In this lesson, children will explore creating</p> 



	<p>techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p>	<p>elements, line, tone, pattern, texture, colour and shape.</p> <p>Year 6 coverage: Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Develop their own style using tonal contrast and mixed media.</p>		<p>stunning 3D spheres on black card. Using white pencil on black paper can be really satisfying and a great way to inspire students. It's a valuable way to teach your students how to create smooth shading, the importance of being able to make that shading go imperceptibly from light to dark, i.e. tonal/value scales, and how shading creates form.</p> <p>To begin, show the children a tone strip that displays the journey from white to black. Allow the children the opportunity to recreate this in their sketchbooks.</p>  <p>There is a video tutorial to create the spheres here: https://www.youtube.com/watch?v=VSMeOOHQ8U8</p>
<p>9</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 5 coverage: Develop a key element of their work: line, tone, pattern, texture.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Year 6 coverage: Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Depict movement and perspective in drawings</p>	<p>3-dimensional Perspective Dimension</p>	<p>LO: To explore 3 dimensional with Lego Floorbook and sketchbook lesson</p>  <p>In this lesson, children will be exploring 3D perspective and dimension with Lego pieces. To begin, ask the children to make simple small drawings of single Lego blocks. Talk briefly about perspective and viewpoint: how if you lie down on the floor and view a piece of Lego you can angle it so that you can see three sides.</p> <p>Before they begin drawing, have a few children stand in the room – one in the foreground, one in the middle ground, and one at the back. The rest of the children to stand near you at the front, looking out at the standing children. The children need to observe that the children in the background seemed of course smaller than children in the foreground. BUT they were also able to observe that ALL children remained VERTICAL. They did not lean</p>



					<p>(Often when children draw shapes in perspective, they make the mistake of angling the vertical lines). Use this observation when looking at and drawing the Lego blocks. Vertical lines stayed vertical – it is the angle of horizontal lines which we need to change to help describe perspective.</p>  <p>Once children had the basic concept, ask to shade in one or two sides, to help give their blocks solidity.</p> 
10		<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 5 coverage: Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use hard and soft lines to show the detail in the distance and foreground.</p> <p>Year 6 coverage: Develop their own style of drawing.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture,</p>	<p>Illustration</p> <p>Tone</p> <p>Drawing</p> <p>Texture</p> <p>Storytelling</p>	<p>LO: To story tell through drawing Floorbook and sketchbook lesson</p> <p>This lesson aims to enable pupils to think about how they can create sequenced drawings to share or tell a story.</p> <p>Watch the video of artist Laura Carlin explaining her process of telling a story through illustration. https://www.accessart.org.uk/talking-points-laura-carlin/</p> <p>Questions to Ask Children Do you like the illustrations in The King of the Sky? Why? How do they make you feel? What colours might you feature in an illustration if the story was about being hopeful? Fearful? Lonely? Happy? How has Laura’s use of materials and composition helped with the storyline?</p> <p>The children can use different forms of media (charcoal, felt-tips, handwriting pens, biro pens or pencils) to create their own illustrations using well-known texts, or create their own. The</p>

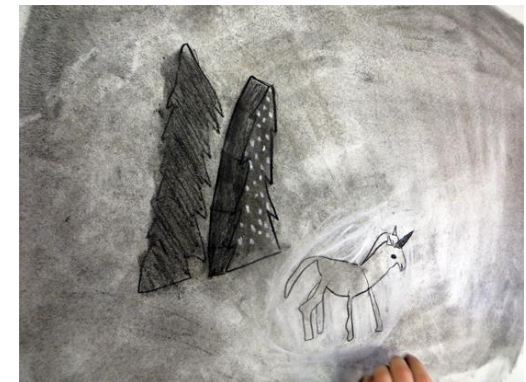


form, space, colour and shape.



children took their inspiration from a simple sentence: either a line of poetry, or a descriptive sentence which they had written themselves. Provide some sentences as a scaffold for the children, e.g.: Lavie climbed up the hill; Ellie duck sat down in her baggy chair...; The bicycle crashed against the waves...; Unicorn in the forest; I've got a blue whale which I keep in the bath.



<https://www.accessart.org.uk/drawing-stories-illustrations-by-children/>





<p 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 5 coverage: Work in a sustained and independent way from observation, experience and imagination.</p> <p>Year 6 coverage: Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p>	<p>Textures</p> <p>Senses</p> <p>Touch</p>	<p>LO: To draw blind Floorbook and sketchbook lesson</p> <p>Put your hand in the bag and start to explore its' contents – explore the different textures. Enjoy the exploration of what you are feeling and the sense of surprise to your finger tips. Try to visualise what you are feeling but not to be 'literal' in what you are thinking.</p> <p>Now put your graphite onto the paper and start to draw what you feel using your sense of touch. Don't worry about the finished drawing, just enjoy the variety of marks you are making.</p>  <p>Now empty the contents of the bag and have a really good look at what you've been drawing. Now that you have studied the contents of your bag and the potential of graphite and pencils, choose either an individual, or selection of the autumnal objects to draw. Draw either large or small but think about the marks you are making and the journey your tool is making over the paper. Work big (on larger pieces of paper), or work small (on A5 paper). When you feel your drawing is complete and your graphite has finished its' journey across the page, stop work. Now it's time to look at your own work and that of your friends – you will learn more from each other than anyone! Provide feedback to peers with a post-it note and stick it on their work.</p>
<p align="center">12 – end</p>		<p align="center">Assessment</p> <p>If the term allows it, allow the children extra sessions to complete this art assessment. The children are to create a 4 page storytelling illustration based on their own ideas (or a popular text). The children are free to choose whichever media they prefer. They must include the key skills from this term: tone, texture, 3-dimensial, perspective, form and shape.</p>		