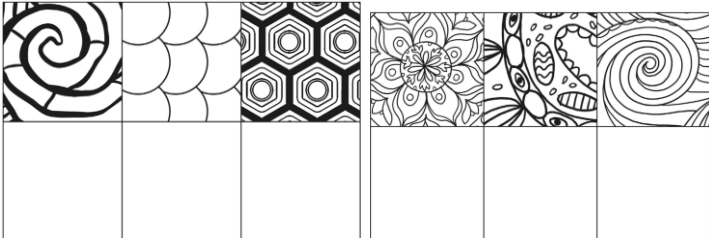
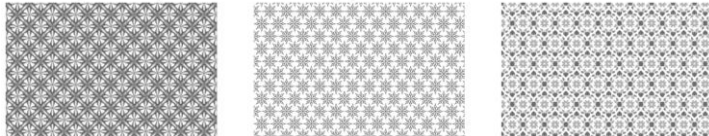





## Theme: Drawing Skills

National Curriculum	Wk.	NC coverage	Knowledge and Skills	Key Vocab	Activity Outline
<p><b>Purpose of study:</b> 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><b>Aims</b> The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and</li> </ul>	1	<ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Year 1 coverage:</b> Begin to control the types of marks made with the range of media.</p> <p><b>Year 2 coverage:</b> Experiment with the visual elements; line, shape, pattern, and colour.</p> <p>Using different materials to draw.</p>	Scale  Large  Draw  Media (twigs)  Shape  Material	<p>LO: To draw larger</p> <p><b>Floorbook lesson</b></p> <p>Some children naturally make larger, bolder marks, and some children prefer to work more tentatively, however it's equally important sometimes to get a child to work larger so that they can fully explore a wider range of mark making/materials/ techniques.</p> <p>The Exercise: Prepare some sheets of paper into A5 size – 2 per child. Place a twig on one sheet of A5 – laying it lengthways. Give each child one blank sheet of paper, plus the sheet with a twig on it. The children need a twig each as it's important that they are close to their subject matter. On each blank sheet of A5, draw two pencil marks on each side of the paper – corresponding roughly to where the twig dissects the paper it sits upon:</p> <div data-bbox="1411 853 2139 1117" data-label="Image"> </div> <p>The exercise is simple but effective – ask the children to draw the twig – carefully with slow mark making and lots of looking – right across the sheet of paper, connecting the marks on either side of the sheet. This exercise could take 5 seconds, so it's important to stress to the children that they should make careful, slow, thoughtful marks</p>
	2	<ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop</li> </ul>	<p><b>Year 1 coverage:</b> Create images from</p>	Pattern	<p>LO: To continue to investigate textures</p> <p><b>Floorbook lesson</b></p>





<p>understand the historical and cultural development of their art forms.</p> <p><b>Key stage 1</b>  <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	<p>and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>imagination, experience or observation.</p> <p>Build a repeating pattern.</p> <p>Begin to control the types of marks made with the range of media.</p> <p><b>Year 2 coverage:</b>          Record and explore ideas from first hand observation, experience and imagination.</p> <p>Use dots and lines to demonstrate pattern and texture.</p>	<p>Texture</p> <p>Observe</p> <p>Drawing</p>	<p>To begin the lesson, provide the children with a range of duplication exercises such as below. This will allow the children the opportunity to observe details carefully and apply this to their own drawings later in the lesson.</p>  <p>The children will then be creating a repeated pattern. Have some bubble wrap available to show the children. Explain that bubble wrap was initially invented to be used as wallpaper!</p>  <p>Wallpaper is created from a series of <b>repeated patterns</b>. The children need to have a go at creating their own wallpaper by designing a pattern in a box and repeating it across the grid. The children need a 3x3 grid to support with accuracy.</p>
<p>3</p>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p><b>Year 1 coverage:</b>          Use a variety of tools, including pastels and charcoal.</p> <p>Begin to control the types of marks made with the range of media.</p>	<p>Caveman</p> <p>Stone Age</p> <p>Charcoal</p> <p>Drawing</p>	<p>LO: To draw like a caveman.</p> <p><b>Floorbook and sketchbook lesson</b></p> <p>Start with a group conversation, seated around an imaginary campfire. Imagine you are Stone Age people, warming yourself around the fire. Someone grabs an old, cold, burnt piece of wood. Could they make a mark with it? Is it charcoal? Did they have paper? Where might they choose to draw with the charcoal stick? They cannot write words, so what might they use to make marks? After the initial conversation, invite the children to return to their</p>







		<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Year 2 coverage:</b> Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Use different materials to draw, for example pastels, chalk, felt tips.</p>		<p>places and to see how they might use charcoal, paper and hands to make a drawing which is unique to them.</p> <p>Challenge the children to begin in a simple way by making a drawing around their hand. Invite the children to smudge the charcoal with their other hand to create a negative space image of their handprint.</p>	
4		<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> </ul>	<p><b>Year 1 coverage:</b> Use a variety of tools, including pastels and charcoal.</p> <p>To know the names of the tools, techniques and the formal elements that they have used.</p> <p><b>Year 2 coverage:</b> Use different materials to draw, for example pastels, chalk, felt tips.</p>	<p>Charcoal</p> <p>Draw</p> <p>Media</p>	<p>LO: To draw with charcoal</p> <p><b>Floorbook and sketchbook lesson</b></p> <p>Ask the children to make a “palette” of charcoal. This is done by rubbing a piece of charcoal on a piece of paper until the surface of the paper is black. Then using the fingers on their drawing hands, the children need to remove some of the black charcoal from the “palette”, and then use their fingers as drawing tools. The children can then draw directly on their paper with their charcoal covered fingers. They can also use their knuckles, fist and side of hands in the same way to make different marks. Marks made in this way will generally be lighter than by using charcoal directly on paper.</p> <p>Pair the children up and ask them to draw their partner (or themselves) <b>only</b> using their hands.</p>	
5		<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Year 1 coverage:</b> Use dots and lines to demonstrate pattern and texture.</p> <p>Creating shadow and reflections.</p> <p><b>Year 2 coverage:</b> Draw for a sustained</p>	<p>Drawing</p> <p>Large</p> <p>Scale</p> <p>Observational</p>	<p>LO: To create a scroll drawing</p> <p><b>Floorbook lesson</b></p> <p>Start the lesson by providing each child with 1 A4 white paper each. The children then need to manipulate the paper to create a scroll (bending it).</p>	






			<p>period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>		 <p>Provide the children with 'subject matter', such as twigs, leaves etc. Children are to place their subject matter above their scrolls and carefully draw what they see. Provide children with magnifying glasses so they can carefully observe each detail of their subject matter.</p> <p>The children then need to glue their scrolls onto a harder surface, such as a piece of corrugated card or cardboard. Create this into a scroll and secure with an elastic band.</p> 
	<p>6</p>	<p>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Year 1 coverage:</b> Create images from imagination, experience or observation.</p> <p><b>Year 2 coverage:</b> Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Using key vocabulary to demonstrate knowledge and understanding in</p>	<p>Texture Drawing Rubbings</p>	<p>LO: To explore a variety of textures <b>Floorbook and sketchbook lesson</b></p>





			<p>this strand: line drawing, detail, landscape, line, bold, size and space.</p>		<p>In this lesson, the children will be provided with a variety of different textures. Take the children on a nature walk to explore the natural and man-made textures in our environment, such as bricks, bark etc.</p> <p>The children could then produce rubbings - Rubbings are made by carefully pressing paper onto a carved or incised surface so that the paper conforms to the features to be copied with a pencil.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">  <div data-bbox="1877 651 2114 890"> <p>Then, provide the children with this image. Children need to choose one of the images of recreate in their sketchbooks. Ensure that a high</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">  </div> <p>focus is placed on observing the texture and detail from the image.</p>
	7	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Year 1 coverage:</b> Create different textures.</p> <p><b>Year 2 coverage:</b> Sort and arrange materials for a particular purpose.</p> <p>Experiment with tools and techniques such as mixing media.</p>	<p>Collage Drawing</p>	<p>LO: To create a fairy collage</p> <p><b>Floorbook lesson</b></p> <p>In this activity children will be exploring a simple drawing (linked with collage) activity using flowers to create a Fairy collage.</p>



					<p>First, the children need to draw the body of a fairy (provide them with an example. Print off a copy for a scaffold). Then, using the flowers, children will need to cut and stick the flowers to create the fairies 'dress'. Ensure that children are cutting to size and not just sticking large petals down.</p> 
8		<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Year 1 coverage:</b> Begin to explore the use of line, shape and colour.</p> <p>Create images from imagination, experience or observation.</p> <p>Begin to control the types of marks made with the range of media.</p> <p><b>Year 2 coverage:</b> Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Creating shadow and reflections.</p>	<p>Observe Draw Feathers</p>	<p>LO: To draw feathers <b>Floorbook and sketchbook lesson</b></p>  <p>To begin the lesson, show the children the image of a Peacock Feather drawn by John Ruskin. His drawn feather is small but it draws you in. Peacock Feather by John Ruskin. Collection of the Guild of St George, Museums Sheffield.</p> <p>Provide the children with a range of feathers (they will need one each) Use a piece of cardboard to cover the drawing, the children then need to 'blind draw' their feather. This will ensure that children are paying close attention to the details of the feather. Stress to children before they began that they shouldn't expect their drawings to look like feathers, but the resulting drawings had a charm and beauty of their own.</p> <p>Once the children have 'blind drawn' their feathers, make sure this is labelled as so.</p> 



					Then, allow the children some time to draw another feather, this time without anything obstructing their view!
	9	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Year 1 coverage:</b> Try out a range of materials and process.</p> <p>Begin to control the types of marks made with the range of media.</p> <p><b>Year 2 coverage:</b> Draw lines of varying thickness.</p> <p>Using different materials to draw.</p>	Paint Twigs Sticks Size Shape	<p>LO: To draw with twigs and sticks <b>Floorbook and sketchbook lesson</b></p> <p>Provide 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> 
	10	<ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences</li> </ul>	<p><b>Year 1 coverage:</b> Explore the differences and similarities within the work of artists,</p>	Pablo Picasso Artist	<p>LO: To learn about Pablo Picasso <b>Floorbook and sketchbook lesson</b></p> <p>In this lesson, children will be exploring the work of Pablo Picasso. For nearly 80 of his 91 years, Picasso devoted himself to</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>



and similarities between different practices and disciplines, and making links to their own work.

craftspeople and designers in different times and cultures. Link their own product to well-known Artists.

How to use a wide variety of media and tools, including photocopied material, fabric, plastic, tissue, magazine and crepe paper.

**Year 2 coverage:**  
Look at the work of other artists and experiment with their approaches.

Use inspiration from famous, notable artists to create their own work and compare.

Use a combination of materials that have been cut, torn and glued.

Sort and arrange materials for a particular purpose.

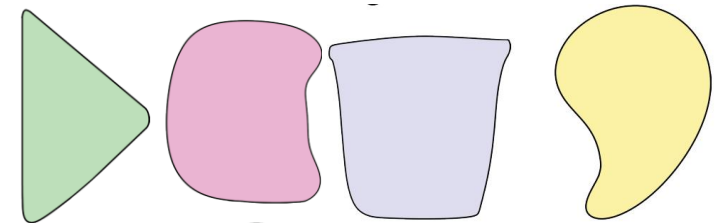
an artistic production that contributed significantly to the whole development of modern art in the 20th century, notably through the invention of Cubism. Show the children the video below:

[Pablo Picasso for Kids !🤩 | Art History for Kids \(youtube.com\)](#)

Then, provide the children with a face shape. The children need to cut out their chosen facial features and stick them on here to create your own Picasso-style self-portrait.



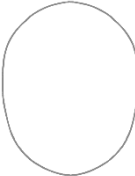
Face shapes (the children could have two slotted together)



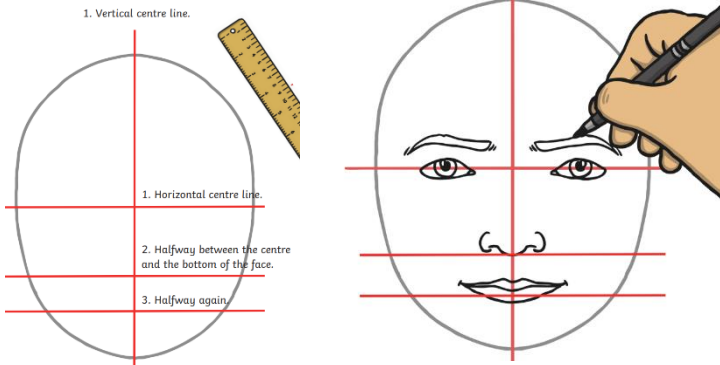

Noses and ears:





<p>11</p>	<p>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Year 1 coverage:</b> Try out a range of materials and process.  Create images from imagination, experience or observation.</p> <p><b>Year 2 coverage:</b> Experiment with the visual elements; line,</p>	<p>Self portrait  Drawing  Scale  Lines</p>	<p><b>LO: To draw a face</b> <b>Sketchbook and Floorbook lesson</b></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>shape, pattern and colour.:</p>		<p>Use this video to show to the children before the lesson starts, stopping and discussing the key parts of the video.  <a href="#">Learn how to draw portraits - How to draw a face step-by-step - Easy tutorial for kids - YouTube</a></p>  <p>1. Vertical centre line.          1. Horizontal centre line.          2. Halfway between the centre and the bottom of the face.          3. Halfway again.</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>12 - end</p>			<p style="text-align: center;"><b>Assessment</b></p> <p>Provide the children with a variety of natural materials to choose from. The children need to apply their observational skills to draw what they see in their sketchbooks. Provide the children with a range of drawing pencils and magnifying glasses.</p>		