

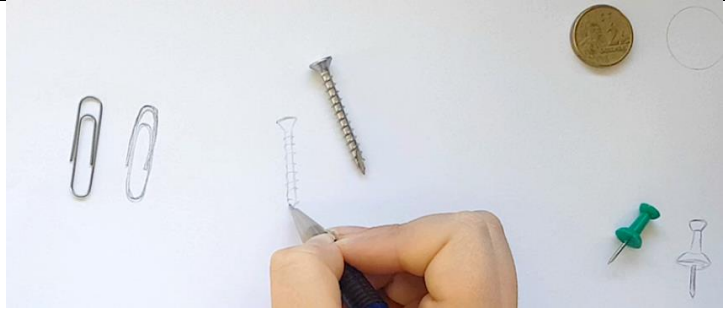





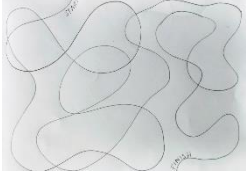

Theme: Drawing Skills

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 4 coverage: Draw demonstrating an understanding of line, tone, scale, texture and depth.</p> <p>Year 5 coverage: Work in a sustained and independent way from observation, experience, and imagination.</p>	<p>Pressure</p> <p>Magnified</p> <p>Observational drawing</p> <p>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>  <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> 

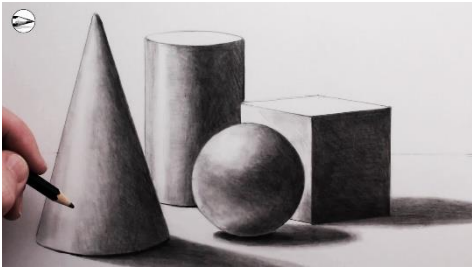


<p>understand the historical and cultural development of their art forms.</p> <p>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</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>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>
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 drawing, painting and sculpture with a range of materials [for example, 	<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>Year 5 coverage: Develop a key element</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</p>





		<p>pencil, charcoal, paint, clay.</p>	<p>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>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>
<p>3</p>		<p>• about great artists, architects and designers in history</p>	<p>Year 4 coverage: Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>With pen/charcoal/ crayons, make a variety of lines free-flowing, sweeping, broken, faint & hard.</p> <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>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 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</p>

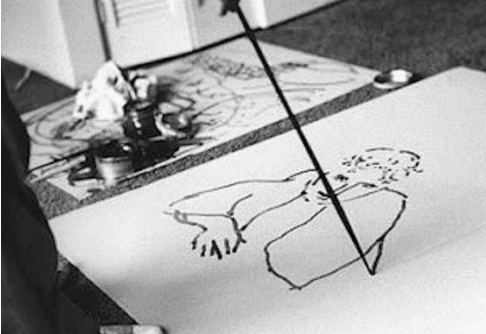



					<p>wind through the sky. Van Gogh also used short, circular lines surrounding the stars and moon. This helps suggest that they are twinkling.</p> <p>Provide the children each with a copy of the image, they need to stick this into their sketchbooks and recreate this on the same page. The children then 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>
4	<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 4 coverage: Develop drawings featuring the third dimension and perspective.</p> <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 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>	
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, 	<p>Year 4 coverage: Use shading to show light and shadow effects.</p> <p>Develop intricate patterns using different</p>	<p>Hatching</p> <p>Cross-hatching</p> <p>Stippling</p>	<p>LO: To explore third-dimension shape drawing with line techniques 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</p>	



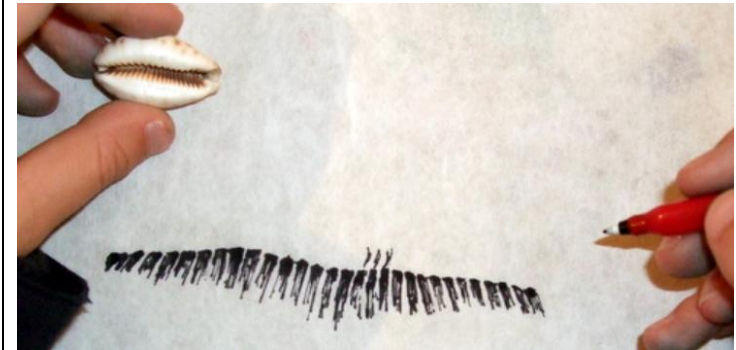
	<p>pencil, charcoal, paint, clay.</p>	<p>grades of pencil and other implements to create lines and marks.</p> <p>Year 5 coverage: Use different techniques for different purposes i.e. shading, hatching within their own work.</p>	<p>Blending</p>	<p>now need to draw the 3D shapes with the following techniques – 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>6</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 4 coverage: Draw demonstrating an understanding of line, tone, scale, texture and depth.</p> <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>Contrast</p> <p>Sphere</p> <p>Tone</p> <p>Shading</p>	<p>LO: To explore colour contrast Floorbook and sketchbook lesson</p> <p>In this lesson, children will explore creating 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>



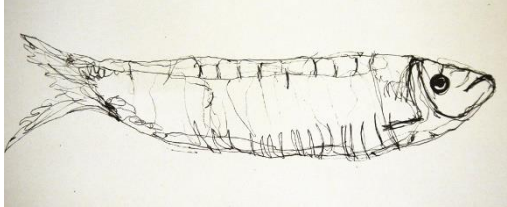
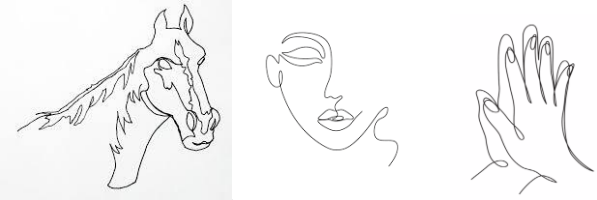
	7	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. • about great artists, architects and designers in history 	<p>Year 4 coverage: Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Year 5 coverage: Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Media</p> <p>Artist</p> <p>Stationary</p> <p>Sweeping gestural lines</p>	<p>LO: To draw with a different media (sticks)</p> <p>Floorbook and sketchbook lesson</p> <p>In this lesson, artist Elizabeth Hammond demonstrates how to draw using a stick to give life to the marks made. This way of drawing encourages bodily movement and energy on the page. It is an accessible activity for all abilities.</p> <p>This approach injects life and movement into a stationary object through uncontrollable marks creating a unique artwork that could not be replicated. Popularised by artists such as David Hockney and Matisse, using a stick creates sweeping gestural lines that extend from your shoulder, down your arm and out the end. By utilising different materials to create interest this is an easy way in to mixed media. This is about process and being in the moment with no fixed idea of outcome.</p> <p>This image is of David Hockney drawing with a stick!</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Lesson video link: https://vimeo.com/729554203</p>
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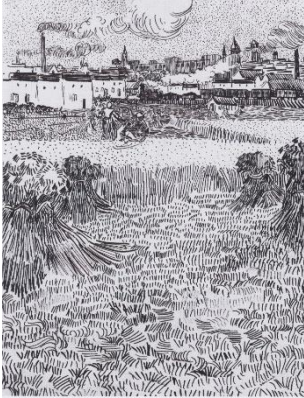

	<p>8</p>	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. 	<p>Year 4 coverage: Use mirrors, viewfinders, magnifying glasses or other to aid observation.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Year 5 coverage: Develop further simple perspective in using a single focal point and horizon.</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>
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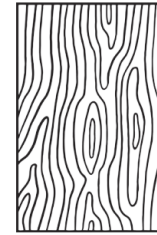
	9	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. 	<p>Year 4 coverage: With pen/charcoal/ crayons, make a variety of lines free-flowing, sweeping, broken, faint & hard.</p> <p>Year 5 coverage: Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>		<p>LO: To explore continuous line drawings</p> <p>Floorbook and sketchbook lesson</p> <p>Continuous line drawings provide an excellent way to help children develop hand eye coordination. Continuous line drawings are made by keeping the pen or pencil in contact with the paper for the duration of the exercise, and by matching speed of looking with speed of drawing.</p>  <p>Using continuous line drawing as a exercise has many benefits. It provides an effective way to help children transition from the rest of their day into a drawing session, as it is a very calm and focused activity. Try to encourage the children to be quiet during the exercise, so they can concentrate. After the first few minutes, the quiet will be effortless. With regular use the exercise helps matching speed of looking with speed of drawing effortless and encourages curious observation and thoughtful and inventive mark making.</p> <p>Try using a handwriting pen, rather than a pencil. The handwriting pen has less friction against the paper and so the pen can “scoot” easily across the paper as the eye observes. Choose small objects as subject matter and have them close at hand so the children can easily observe detail. Keys, cutlery, tools, feathers, and coins all make excellent subject matter.</p> <p>Link to the video lesson: https://vimeo.com/328459126</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. about great artists, architects and designers in history 	<p>Year 4 coverage: Explore relationships between line and tone, pattern and shape, line and texture</p> <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>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</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> <p>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.</p>  <p>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.</p>
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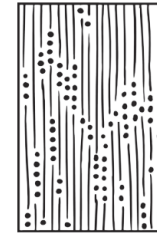
Provide the children with the handout of examples of lines, they need to stick these into their sketchbooks and have a go at recreating the lines and labelling them as so.



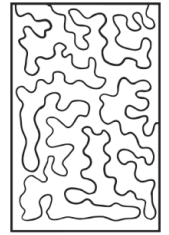
Contour Line



Broken Line



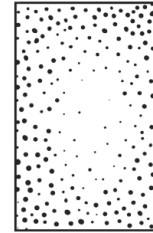
Dots and Lines



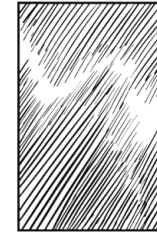
Continuous Line



Curves



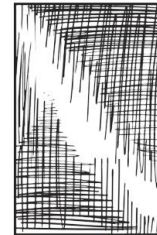
Dots



Diagonal Line



Directional Line



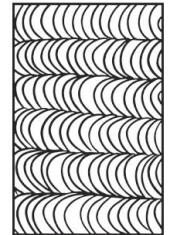
Cross Hatching



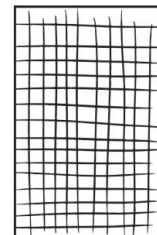
Scribble



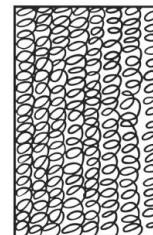
Waves



Curved Line



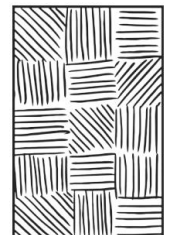
Horizontal/
Vertical



Looped Line



Thick Line





Dashes



	11	<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 4 coverage:</p> <p>Year 5 coverage:</p>	<p>LO: To improve skills of drawing larger objects</p> <p>Floorbook and sketchbook lesson</p> <p>Following on from week 1’s lesson of drawing intricate objects, this exercise gives you the chance to make much freer, larger drawings.</p> <p>It’s up to you what “large” means to you. It will depend on the space and materials you have and might just be 4 pieces of A4 stuck together, or you may have some old wallpaper/ display paper that you can draw on the back of. You could even use chalk on the pavement. Don’t worry about the “state” of the drawing surface being “perfect”. The important thing is that instead of feeling like you are making tight, small drawings, you feel like you can make drawings which are looser, and, most importantly, that when you draw you can feel yourself using your whole arm is moving at the shoulder and the elbow, as well as the wrist.</p> <p>Ideally choose a drawing material which will show up when you are drawing large. This might be a chunky chalk or wax crayon, a chunky marker pen, or a piece of soft graphite if you have one. It could even be a few felt tips or pencils taped together.</p> <p>The aim of this exercise is to experiment with making looser, more gestural drawings, by drawing using the whole arm. “Gestural drawing” is a type of drawing in which you try to capture the simplicity of the object in loose, sketchy marks. This is not a neat, tight exercise, instead have fun using free, flowing lines.</p> <div data-bbox="1420 710 1816 997" style="text-align: center;"> </div>
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				<p>Before you start drawing, spend a moment taking a close look at the object you have chosen to draw. Let your eye explore the object.</p> <p>Next, look at your blank sheet of paper, and just imagine, without making any marks, how you might create a loose sketchy version of the object on the page. Imagine your arm and hand moving quickly to create the drawing. Where will your first stroke be? How will it fill the page? Don't worry over these things, just enjoy imagining your drawing before you actually start.</p> <p>When you are ready begin to make flowing lines on the page to describe your subject matter. Be aware of how your whole arm is moving. Become aware of the rhythms made by your arm and your marks. Let your drawing build over a few minutes, and if some lines seem out of place, just create new lines in new places.</p> <p>Remember to keep looking at the thing you are drawing, as much as you look at the drawing. It's so easy just to look at your drawing but try your best to keep flicking your glance between subject and drawing, all the time you draw. Fill the page and enjoy seeing tiny made large. And keep it loose.</p> 
12 - end				<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; continuous line drawings; 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>