

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design - Year: KS1 - Year A

Drawing

Visual Elements - Line- Tone -Texture

NC/Pos:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Prior Learning (what pupils already know and can do)

Use pencils, pens, chalk and other dry media to draw shapes, lines and objects. Draw thick, thin, light and dark lines. Hold a pencil with control. Draw around shapes like hands & feet. Draw a figure such as a stickman. Draw a face with all its component features. Draw animals and birds. Notice that ears, noses and eyes of animals are different to human features.

End Points (what pupils MUST know and remember)

Know that in all parts of the world, Ancient Civilisations, drew scenes on the walls of caves - to tell stories and to communicate

Know that Renaissance artists like Michelangelo, drew portraits and still life compositions in a realistic way.

Know that an observational drawing is from a primary source object and something that is present and a secondary source object is a photograph or photocopy.

Know that a pencil grip can change how marks are applied on a surface.

Know how to draw lines and dots to create implied texture.

Know how to draw a realistic eye and how different cultures (Ancient Egyptians) drew eyes.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Know that drawing pencils have different grades, and that H means hard graphite and B means depth of black graphite

Know that the higher the number of a pencil, the harder or darker it is.

Know that 'tone' means how light or dark pencil lines or a colour can be.

Key Vocabulary to teach each session written in bold.

Session 1: Vocab; **Hatching/ observational drawing/ Realism/ Horizontal & Vertical/ Visual Element Line**

Drawing skill practice at the start of each lesson- Focus on pencil control and developing observational skills.

Teach/reinforce pencil grip and sketching techniques throughout all lessons -

Drawing - Visual Element Line

Ex. When you hold a pencil close to the tip, will increase control and detail. further towards the end creates loose sketching. Sketching is more fluid and expressive when using a grip suitable for purpose.

Use sketched horizontal & vertical lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation -refining lines increases the accuracy of drawing.

Observational drawing- Draw what you see not what you think you see. Use, hatching and an H B pencil. Draw natural form objects ex - shells.

Teacher to model all techniques. Apply sketched lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation. Refining lines increases the accuracy of their drawing.

Research in sketchbooks the first drawings made by man -**art of Ancient Civilizations - South Americans (experts think these drawings were 25000 years ago - Indigenous people of Australia. (40,000 BCE)** Is there any perspective in the drawing? Can you see detail? What was used to make the art etc? These are the first stories.

This art tells a story of how ancestors lived and what animals lived at that point in history.

America's Oldest Art - The Rock Art of Serra da Capivara (bradshawfoundation.com)

Sketchbook study pages. - Draw animals, people and symbols as observed in examples.

Use oil pastels to imply texture of surface around drawings. Add photocopies and label.

Session 2: Vocab; **Natural Form/Eye of Horus**

Observational drawing- Natural Form Objects- ex. Poppy seed heads/wheat. Introduce Shading techniques- (dark to light tone). Practice using hatching & dots with 2B/4B.)

Ancient Egyptians-3,000 BCE

Sketchbook investigation.

Note how different cultures drew eyes: Focus- **Ancient Egyptians,**

Draw the eye of Horus.

Draw with pencil add colours with oil pastels on coloured ground. Make note of colours in artwork.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 3: Vocab: **Natural Form/tone/Graded pencils/Graphite/**

Observational drawing- Natural Form Objects. Shading techniques- (dark to light tone). Use HB for initial hatching and 2B/4B for shading using hatching & dots.

Learn the difference between pencil grades 2B and 4B. HB is used for writing and simple sketching. The higher the number of on a pencil, the harder or darker it is. H means hard graphite and B means depth of black graphite.

Learn to shade by drawing in certain directions using diagonal and vertical lines.

Add detail into a drawing by using horizontal, vertical or diagonal lines or dots.

Hold the pencil close to the point for control and detail.

South Americans Ancient Art - Statues/ masks - Maya and Aztec

Sketchbook investigation. Draw Faces and Statues

Create tone with hatching and dots. Add depths of shading using 2B pencil. Add detail into a drawing by using horizontal, vertical or diagonal lines or dots.

Note how different cultures drew eyes: compare with Egyptians.

Draw with pencil add colours with oil pastels on coloured ground. Compare with Egyptian art style.

Session 4: **Renaissance / portraits/Realism/ Michelangelo**

Observational drawing- pasta **Use hatching. HB pencil.**

Shading techniques- (dark to light tone) 2B/4B.

Learn to shade and add detail into a drawing by using horizontal, vertical or diagonal lines or dots.

Hold the pencil close to the point for control and detail.

Apply different tones (dark, mid and light) by a change in pressure on the pencil. A more accurate finish occurs when a pencil is used at an angle when adding different tones.

Introduce The Renaissance (era 14th -17th Century) and **Renaissance artists** and how they drew portraits and still life compositions in a realistic way. Renaissance artists drew in a realistic style called Realism.

Realism in art- to paint and sculpt subjects realistically- techniques that make the subjects and background look like they would in real life. This also meant giving the subjects more emotional qualities.

Artist study: Michelangelo (6 March 1475-18 February 1564- portraits.

Know how to draw and eye in proportion.

Match up a half portrait photocopy of a Renaissance portrait.

Know how to draw eyes from different angles.

Focus - Pencil control/ pencil grip - See end points above.

Session 5 : Vocab: **Gradients/ blended/tone/ shade/**

Observational drawing -Seed pods. To support next weeks' work. Draw large. Use lyra to achieve tone and shade. Look for shadows on the table. Identify the light source.

Know did renaissance artists drew flowers? Discuss.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Cover tables with sugar paper. Children draw fresh flowers, twigs and leaves anywhere on paper. Add name. use chalks and pastels to add colour practice blending colours in areas around the drawings Blend colours to make gradients- (gradual change from one element to another such as light to dark or from one colour to another)

Blend tones or gradients using appropriate pressure.

Add implied texture using pencil shading techniques.

Draw 1 example in detail in detail in sketchbooks a flower head.

Discuss shadows -try to achieve tone and shade.

Session 6: Vocab: **Linear drawing/ evaluate.**

Observational drawing. Detailed flower and petal drawing using hatching. Use fresh or artificial flowers heads. **Use hatching & Dots - only HB**

Imaginative drawing- create a seed pod bursting into flower. Linear drawing. Draw on A3 paper. Add lines of colour in different weight and dry media. Model to give ideas to children. Focus on detail and accuracy and practiced/learned drawing techniques- not colouring in!

Revisit skills/evaluate progress/ finishing.

Future learning this content supports:

Development of shading techniques to add form to drawings. Draw & set up still life composition. Blend pencils, coloured chalks & pastels to make smooth gradients. Develop sketching techniques - cross hatching, stippling.

Draw 1- & 2-point perspective. Draw compositions with a horizon & vanishing point. Draw implied textural effect. Draw realistic animal images.

Use marks to imply movement.