

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design - Year: LKS2 - Year B

### 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.

#### 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.

Pupils should be taught:

- 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

Prior Learning (what pupils already know and can do)

Can use 2B & 4B pencils to add tone and use shading techniques to imply form and texture.

Can use hatching drawing techniques. Can use Pens & graphite sticks for drawing. Can refer to an artists work to observe drawing styles.

#### End Points (what pupils MUST know and remember)

Know how artists create movement using pencil marks and effects in their art works.

Know difference between, effects made and uses of drawing materials such as graded pencils (2B, 4B, 6B and HB) erasers and putty rubbers.

Know how to draw animals such as cats, dogs and birds with realism and detail using different mark making.

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Know how to create and add tone to drawings to show light and dark and to achieve form.

Know how to add 1- and 2-point perspective to a drawing to portray form.

Know that a horizon line runs horizontally, and vanishing points are where lines meet.

Know how to portray distance in a composition and to draw correctly sized objects and features.

Know how to add tone to achieve form to drawings of still life compositions and architectural drawing.

**Key Vocabulary to teach in each session, written in bold.**

Session 1: **Observational Drawing/ Hatching, dots & cross hatching/putty rubbers/tone/ form/ visual elements/ MC Esher/op art/ perspective/visual notes**

**Observational Drawing** - at the beginning of every lesson. Use pencil /pens etc Sketch objects with different pencil marks to test which is the best for an effect. Revise H and B pencil meanings and differences between drawing materials.

Drawing skills ongoing throughout.

Try the different marks in drawing. Develop sketching skills. **Hatching, dots & cross hatching**. Experiment with putty rubbers.

Refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome. When drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion. Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.

Add tone & colour.

Identify areas of shadow and light and blend tones accurately to create soft gradients.

Dots, cross hatching and hatching can be used to show areas of light and dark - Tone.

Adding different tones must be completed with a pencil at a shallow angle - increases surface area of pencil point and produces a softer finish. Tone can create contrast in a drawing (difference between light and dark).

Close and layered lines show darker areas of an object.

Use shading techniques to show areas of dark and light areas of an object.

Contrast means and how the blending of tones is smooth without clear intervals of contrast.

**Observational Drawing-** Coils of torn paper- focus on shading techniques. See above. Forwards/ backwards drawing. Hatching & cross hatching.

**Artists Study MC Esher-** Maurits Cornelius Escher-Graphic Artist. Modern Art. Surrealism & Op Art 17.6.1898- 27.3.1972.

Talk about and describe artwork using, correct art vocabulary such as the visual elements, texture, line, colour, form.

Annotate the work of artists in sketch books and explain how they created their art, the meanings and symbols, how they create perspective. Famous for his intricate mathematically detailed work that includes 3-point perspective and optical illusion.

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### Complete simple perspective drawing-

Ref Escher. Draw tubes- op art.

### Session 2 & 3: **Architecture/Architects Study/Lady Elizabeth Wilbraham/ Sir Christopher Wren**

**Observational Drawing-** Groups, stacks, arrangements of geometric shapes. Focus adding tone to achieve form. Forwards/ backwards drawing. Hatching & cross hatching. Use directional line shading. (See above)

#### **Architects Study**

**Lady Elizabeth Wilbraham** 14.2.1632- 27. July 1705. Accredited to be the first lady architect and to have tutored Sir Christopher Wren- link to Christopher Wren (St Pauls Cathedral)

Reference Warrington, Liverpool or London Architecture. Use pens and pencils. Include soluble pen and add water with a thin brush to create a tonal effect (See Gomersal Primary.) Extend to a linear elongated skyline from city to countryside. Include trees, plants, flowers, farms etc.

Use pens and pencil/ felt pens. Add extra colour to drawing when finished.

### Session 4 : **1- and 2-point perspective/ composition/ horizon line and vanishing points/fore, mid and background/**

**Observational Drawing** – tubes and cylinders, bottles, teapots etc .

**Draw perspective.** Learn/ practice simple 1- and 2-point perspective.

**Drawing composition.** Imaginary city scape. (Consider size to ensure work is completed.) Making reference to architecture in Lesson 2, create an imaginary city scape. Include perspective drawing as practiced. Include foreground /mid and background placement.

Composition allows for a balanced drawing. Know that the composition of an artwork can affect its focal point.

Draw objects that are correctly sized in comparison to others within an artwork (portray distance).

**Perspective.** Perspective allows artists to portray form in their artwork.

Types of perspective: • 1-point perspective • 2-point perspective. Scale will change relative to distance and depth. Proportion is relative to the object it is part of.

When creating perspective in drawings, a horizon line and vanishing points are used.

A horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point.

Create objects in the foreground that appear larger than those in the back and midground.

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Session 5: **Edgar Degas/ French Impressionist/ Charley Mackay/in proportion/**

**Observational Drawing/warm up- Degas**

**Finding Marks Through Drawings Made by Artists**

**Degas Artists Study -French Impressionist-19. July.1834-27. Sept.1917** Famous for pastel and chalk drawing style. Annotate the work of artists in sketch books and explain how they created their art, the meanings and symbols, how they create perspective. Know how artists create effects through drawing. Talk about and describe artwork using, correct art vocabulary such as the visual elements, texture, line, colour, form.

**Drawing horses**

Introduction to drawing movement. How has the artist shown this? What marks and lines help to capture movement.

**Artist Ref- Charley Mackay.** Create Composition with horses adding trees and plants in proportion to each other.

Session 6: **Evaluate/annotate.**

**Observational Drawing- Learn/ practice how to draw horses in proportion.**

**Finish work from last week.**

Finish /recall /revisit/evaluate.

Future learning this content supports:

Draw 3-point perspective. Draw transparent objects like glass. Develop imaginative drawing and refine drawing style. Draw realistic portraits in a variety of dry media. Draw human figure accurately using scaling technique. Draw features like hands and faces in accurate proportion. Development of scale within a composition. Drawing animals, birds and insects with realistic scale.