

Topic: Drawing – Understanding Tone and Texture

National Curriculum Objectives which are covered in this unit:

Pupils should be taught to:

- 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.
- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- 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 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.
- to use a range of materials creatively to design and make products.

This unit focuses on helping pupils develop their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Exploring Drawing Materials WALT: explore drawing techniques using a range of materials.</p> <p>Exploring a range of materials for mark-making.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name different drawing materials. • I can use different drawing materials to create marks and tones. • I can change my marks by holding the material in different ways. • I can record my exploring and learning in my sketchbook. <p>Assessing progress and understanding Pupils with secure understanding indicated by: experimenting with a range of materials to create marks and tones; naming some drawing materials; using different pressures and control to make different marks; using a sketchbook to record ideas.</p> <p>Pupils working at greater depth indicated by: creating a wider range of different marks by using varying pressure and control; naming and describing different drawing materials; clearly identifying differences in marks produced by different drawing materials; describing colours as either a warm or cool colour.</p>	<p>Understanding and Creating Texture WALT: explore and describe texture through touch and rubbings.</p> <p>Exploring how to describe and record texture in art.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can observe and feel different surfaces and record them by making texture rubbings. • I can describe the surfaces I used and the textures I created. • I can explain what texture is. <p>Assessing progress and understanding Pupils with secure understanding indicated by: explaining what texture is; describing the texture of objects; making rubbings of different textures.</p> <p>Pupils working at greater depth indicated by: comparing different textures; explaining why they think a word matches a texture; presenting work visually.</p>	<p>Exploring Tonal Shading WALT: develop tonal shading skills using control and pressure.</p> <p>Developing tonal shading skills using control and pressure.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain the meaning of the word 'tone' in art. • I can describe how artists use tone in their drawings. • I can vary the pressure to show tone. <p>Assessing progress and understanding Pupils with secure understanding indicated by: describing what tone is and identifying how artists use it; using the side of a pencil correctly; controlling shading to show tone.</p> <p>Pupils working at greater depth indicated by: demonstrating precise control over shading; showing confidence in creating a wide range of tones, even within small areas; explaining their choices and how they achieved different effects.</p>	<p>Sketching and Refining a Drawing WALT: develop an initial sketch for an observational drawing.</p> <p>Creating a basic outline of a drawing by sketching simple shapes first and adding more detail to gradually refine the drawing.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify the shapes in an object. • I can sketch simple shapes lightly so changes are easy to make. • I can refine my drawing to build up the outline of the object. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying the shapes they can see in the toy; sketching simple shapes lightly so that changes can be made easily; refining a drawing by building up the outline of an object.</p> <p>Pupils working at greater depth indicated by: describing shapes they can see in an object; explaining how they can use different pressure to sketch simple shapes lightly; using a wider range of drawing materials; refining a drawing by making adjustments as they draw.</p>	<p>Creating an Observational Drawing WALT: use tone and texture to create an observational drawing.</p> <p>Applying an understanding of tone and texture to create an observational drawing.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use different tools to make light and dark tones. • I can choose different materials to add texture and details. • I can use a mixture of tools like pencils, charcoal and chalk. <p>Assessing progress and understanding Pupils with secure understanding indicated by: testing different materials in their sketchbooks or on the side of their A3 paper; using these test areas to explore and refer to when refining their mark making techniques by adding texture and details.</p> <p>Pupils working at greater depth indicated by: exploring different techniques and tools in unique ways; showing confidence in creating a wide range of tones, even within small areas; explaining their choices and how they achieved different effects; showing insight into the process and critiquing their work.</p>
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<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS – Drawing Skills Year 1 – Exploring Line and Shape</p>
<p>Future learning</p>	<p>Year 3 Developing Drawing Skills Year 4 Exploring Tone, Texture and Proportion Year 5 Depth, Emotion and Movement Year 6 Expressing Ideas</p>
<p>Key vocabulary to be explicitly taught</p>	<p>Grip; mark-making; materials; refine; shading; sketch; texture; tone</p>
<p>Cross-curricular links</p>	<p>Mathematics Geometry – properties of shapes Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ○ 2-D shapes [for example, rectangles (including squares), circles and triangles]. ○ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ discussing the sequence of events in books and how items of information are related. ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
<p>Enrichment</p>	
<p>Useful websites/resources</p>	<p>Knowledge organiser: Art & design - Y2 Drawing Vocabulary display: Tell a story</p>