

Topic: Drawing – Developing Drawing Skills

**National Curriculum Objectives which are covered in this unit:**

**Art and design**

Pupils should be taught:

- To create sketchbooks to record their observations and use them to review and revise 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.

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

<p><b>See Like an Artist</b> <b>WALT: recognise how artists use shape in drawing.</b></p> <p>Understanding how to use simple shapes to draw objects and developing observation skills.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can recognise simple shapes in objects.</li> <li>• I can use shapes to help me draw.</li> <li>• I can sketch my drawing before adding details.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> demonstrating a good knowledge of shapes by recognising them in objects and drawing them accurately; recognising differences between organic and geometric shapes; using simple shapes as a basis for drawing objects on a page while not necessarily considering the size and scale of the objects in relation to each other. <b>Pupils working at greater depth indicated by:</b> drawing shapes with minimal support; noticing that not all objects are geometric shapes; identifying some basic shapes within more complex organic shapes.</p>	<p><b>Shading</b> <b>WALT: develop shading skills and use them to blend tones.</b></p> <p>Learning how to shade, understanding how it is used to create light and dark tones in drawings.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use the side of a pencil so that the lead is flat on the paper.</li> <li>• I can blend between light and dark to create even tones.</li> <li>• I can press evenly and shade in one direction.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> demonstrating a sense of light and dark in their work; shading with a reasonable degree of accuracy and skill following the four shading rules; being able to shade from light to dark, blending tones smoothly, mostly gradually and without sudden changes. <b>Pupils working at greater depth indicated by:</b> being able to describe the different tones in their work and that of others, demonstrating how this reflects light and dark in a drawing; following all four shading rules accurately and independently, with minimal teacher input; blending smoothly with minimal</p>	<p><b>Take a Closer Look</b> <b>WALT: use careful observation for adding detail to drawings.</b></p> <p>Understanding the importance of observation to notice pattern, texture and tone to add detail to drawings.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can observe objects carefully to notice all the details.</li> <li>• I can use simple shapes to sketch the form of an organic object.</li> <li>• I can use shading and mark making to show texture and tone.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> using their observation skills to describe specific shapes, textures or patterns in objects; using simple shapes to sketch the form of organic objects; shading to create smooth tones; using mark marking to show texture and details. <b>Pupils working at greater depth indicated by:</b> adding details to their sketches to show specific shapes, textures or patterns they observe in objects; using even tones to show light and dark areas observed; exploring different ways to make marks to show texture.</p>	<p><b>Imagination in Bloom</b> <b>WALT: use line, shape and tone in an imaginative drawing.</b></p> <p>Applying line, shape and tone through imaginative drawings of plants and flowers.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use simple and organic shapes to sketch imaginative forms.</li> <li>• I can use different lines and marks to show detail and texture.</li> <li>• I can add tone using shading skills.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> using simple shapes to sketch the basis of their imaginative drawing before using lines and marks to add detail and texture; applying shading skills to show areas of light and dark (tone). <b>Pupils working at greater depth indicated by:</b> using a combination of materials within their imaginative drawing, showing an understanding of material properties; making independent drawing decisions and choosing materials deliberately to create a specific effect.</p>	<p><b>Paper to Pixels</b> <b>WALT: explore digital media techniques to develop drawings.</b></p> <p>Recreating imaginative drawings using digital art techniques.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can select appropriate tools to recreate elements of my drawing digitally.</li> <li>• I can apply line, shape and tone with a range of digital tools.</li> <li>• I can save and present my digital artwork.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> selecting appropriate tools to recreate elements of their drawing digitally; applying line, shape and tone with digital tools; saving and presenting digital artwork. <b>Pupils working at greater depth indicated by:</b> using complex tools to achieve a specific effect; adding details using effective layering; producing an outcome clearly inspired by an original artwork.</p>
---	---	--	---	--

	noticeable changes, displaying a confident use of tools.			
<b><u>Prior learning</u></b>  <i>List year groups and topics with connected learning</i>	EYFS – Drawing Skills Year 1 – Exploring Line and Shape Year 2 – Understanding Tone and Texture			
<b><u>Future learning</u></b>  <i>List year groups and topics with connected learning</i>	Year 4 - Exploring Tone, Texture and Proportion Year 5 - Depth, Emotion and Movement Year 6 - Expressing Ideas			
<b><u>Key vocabulary to be explicitly taught</u></b>	Blend; even tones; observation; organic			
<b><u>Cross-curricular links</u></b>	<p><b>Mathematics</b>  <b>Geometry-</b> properties of shapes  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> </ul> <p><b>Science</b>  <b>Light</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise that they need light to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> </ul> <p><b>Plants</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>			
<b><u>Enrichment</u></b>  <i>Give visit/visitor/first hand experience and focus</i>				
<b><u>Useful websites/resources</u></b>	<a href="#"><b>Knowledge organiser: Art &amp; design - Y3 Drawing</b></a>			