

Topic: Drawing – Exploring Tone, Texture and Proportion

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

Pupils should be taught:

- 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 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.
- 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.
- 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>3D Pencil Drawings</b> <b>WALT: draw using tone to create a 3D effect.</b></p> <p>Using tone to make an observational line drawing look three dimensional.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can notice areas of light and dark on an object.</li> <li>• I can experiment with shading to create different tones.</li> <li>• I can explore using different pressures.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> observing objects closely to notice the areas of light and dark; creating a three-dimensional effect by using contrasting tones to show light and dark; demonstrating the use of varying pressure to create different lines and tones.</p> <p><b>Pupils working at greater depth indicated by:</b> showing good observational skills through careful application of tone to create 3D effects; applying a diverse range of tones to develop the form of the object; demonstrating a basic understanding of relative proportion when drawing objects next to each other.</p>	<p><b>Texture and Tone</b> <b>WALT: explore how combining lines and mark-making can show texture and tone in drawings.</b></p> <p>Exploring how combining lines and marks can show texture and tone.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can combine lines and marks to represent different textures.</li> <li>• I can use lines and marks in different ways to show darker and lighter colours (tone).</li> <li>• I can observe and replicate the texture and tone of real objects in my drawings.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> observing tone and texture on an object; combining lines and marks to represent different textures; using lines and marks in different ways to represent dark and light areas (tone).</p> <p><b>Pupils working at greater depth indicated by:</b> using a wide variety of lines and marks to replicate texture and tone of real objects; combining colours to show different tones; using different ways to show where light hits an object.</p>	<p><b>Understand Proportion</b> <b>WALT: understand proportion by observing how it is used in artwork.</b></p> <p>Understanding proportion by observing how it is used in artwork.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can explain what proportion is and identify how artists use it in their artwork.</li> <li>• I can explain how proportion affects the balance and realism of an artwork.</li> <li>• I can present my observations about proportion in artwork.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> recognising where artists have used proportion in their artwork; identifying how proportion affects the balance and realism of artwork; observing proportion in artwork and presenting these ideas.</p> <p><b>Pupils working at greater depth indicated by:</b> describing how artists have used proportion in their artwork; explaining how proportion affects the balance and realism of artwork; presenting ideas about how artists have shown proportion using a wide range of vocabulary.</p>	<p><b>Creating an Effective Composition</b> <b>WALT: understand what is an effective composition in art.</b></p> <p>Understanding how to create an effective composition.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can carefully select and arrange wrappers in an interesting way.</li> <li>• I can demonstrate effective use of space in my collage by considering the proportion and placement of each element.</li> <li>• I can add various elements to enhance the texture and overall appearance of my collage.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> selecting and arranging wrappers in an interesting way; considering where to place each element thinking carefully about the space; showing texture in the collage.</p> <p><b>Pupils working at greater depth indicated by:</b> creating a more complex collage by considering which wrappers to use; including the use of text; experimenting with various textures.</p>	<p><b>Using Texture, Tone and Proportion in Drawing</b> <b>WALT: apply an understanding of texture, tone and proportion in a drawing.</b></p> <p>Using texture, tone and proportion in a drawing.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can sketch lightly and adjust my drawing to show proportion.</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> sketching lightly and adjusting until happy with the proportions of a drawing; using varying lines and marks to add detail and texture; showing tone using shading skills.</p> <p><b>Pupils working at greater depth indicated by:</b> experimenting with shading to show tone by layering colours; considering the background and foreground of their collage when drawing; exploring using a mixed media approach.</p>
--	---	--	---	---

<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS – Drawing Skills  Year 1 – Exploring Line and Shape  Year 2 – Understanding Tone and Texture  Year 3 – Developing Drawing Skills</p>
<p><b><u>Future learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 5 - Depth, Emotion and Movement  Year 6 - Expressing Ideas</p>
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>Collage; composition; form; highlight; proportion; shadow; three-dimensional</p>
<p><b><u>Cross-curricular links</u></b></p>	
<p><b><u>Enrichment</u></b></p> <p><i>Give visit/visitor/first-hand experience and focus</i></p>	<p><b>Knowledge organiser: Art &amp; design - Y4 Drawing Vocabulary display: Power print</b>  <b>Vocabulary display: Power prints</b></p>
<p><b><u>Useful websites/resources</u></b></p>	