

Topic: Drawing – Expressing Ideas

National Curriculum Objectives which are covered in this unit:

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.
- To create sketchbooks 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.

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

<p>What is Street Art? WALT: explore how street artists use art to convey messages and provoke thought.</p> <p>Exploring how street artists use art to convey messages and provoke thought.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify key features and messages of street art and murals. • I can discuss the intention and impact of street art examples. • I can sketch ideas inspired by street art. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying key features of street art and murals; discussing the intention and impact of street art; discussing how artists convey messages through their work; sketching ideas inspired by street art.</p> <p>Pupils working at greater depth indicated by: explaining what the key features of street art and murals are; discussing how and why artists convey messages through their work; considering the intention and impact of street art when sketching their own ideas;</p>	<p>How Do Artists Use One Point Perspective? WALT: understand and apply one point perspective in a drawing inspired by street art.</p> <p>Understanding and applying one point perspective in a street art inspired drawing.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I understand how perspective creates an illusion of depth. • I can apply one point perspective in my work. • I can use different shading techniques to develop texture, tone and form. • I can add details to make my drawing realistic. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using various shading techniques to show texture, tone and form; creating an illusion of depth in a drawing; applying one point perspective; adding realistic details to a drawing.</p> <p>Pupils working at greater depth indicated by: exploring a wide range of shading techniques to show texture, tone and form;</p>	<p>Scaling Up WALT: understand and use scale and proportion effectively in drawings.</p> <p>Using scale and proportion effectively in drawings.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can accurately enlarge a drawing by scaling up precisely. • I can ensure proportions remain consistent to draw objects realistically. • I can reflect on how scale affects the impact of art. <p>Assessing progress and understanding Pupils with secure understanding indicated by: accurately drawing a grid using a ruler; enlarging a drawing by scaling from an image to a drawing; keeping consistent proportions most of the time; discussing the impact of scale for the purpose of street art.</p> <p>Pupils working at greater depth indicated by: scaling up various images accurately, maintaining proportions; explaining how this method can be applied to scaling down.</p>	<p>Planning Street Art WALT: design a street-art-inspired piece using a brief.</p> <p>Designing a street-art-inspired final piece; combining skills learned.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can design a street-art-inspired piece that reflects my chosen message. • I can apply perspective, scale and proportion in my work. • I can articulate my artistic intentions and purposefully choose materials and techniques. <p>Assessing progress and understanding Pupils with secure understanding indicated by: creating a mural design that clearly reflects their chosen message; showing an understanding of perspective, scale and proportion with a level of accuracy across the design; discussing intentions, including what materials they will use.</p> <p>Pupils working at greater depth indicated by: having a clear idea about materials they want to use; explaining why and the effect they want to achieve; demonstrating a combination</p>	<p>Making a Street-Art-Inspired Piece WALT: create a street-art-inspired piece that conveys a message using perspective, scale and proportion.</p> <p>Scaling up a street-art-inspired design that conveys a message using perspective, scale and proportion.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can scale up a design into a final piece. • I can use materials purposefully and articulate my artistic intentions for my piece. • I can suggest improvements to refine my work. <p>Assessing progress and understanding Pupils with secure understanding indicated by: creating a final piece clearly developed from their original design drawing; choosing appropriate materials for their design; explaining what they could do to improve.</p> <p>Pupils working at greater depth indicated by: articulating and explaining the reasons for their materials choices; emphasising or enhancing areas of their design.</p>
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applying good visual messaging techniques in their sketches.	creating an illusion of depth in different parts of a drawing; using a one-point perspective to make a drawing realistic.		of skills within the design effectively and accurately.	
<u>Prior learning</u> <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 Year 3 – Developing Drawing Skills Year 4 – Exploring Tone, Texture and Proportion Year 5 – Depth, Emotion and Movement			
<u>Future learning</u> <i>List year groups and topics with connected learning</i>				
<u>Key vocabulary to be explicitly taught</u>	Depth; graffiti; horizon; mural; one point perspective; proportion; realism; scale; street art; vanishing point			
<u>Cross-curricular links</u>	History Pupils should be taught about: <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300. 			
<u>Enrichment</u> <i>Give visit/visitor/first hand experience and focus</i>				
<u>Useful websites/resources</u>				