

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

**Subject: Art & Design - Year: KS1 - Year B**

**Drawing**

**Visual Element - Line - Texture - Tone**

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.

**Subject content - Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.

Prior Learning (what pupils already know and can do)

Artists Study - Know the work of **Leonardo Da Vinci** 15 April 1452 - 2 May 1519 and other **Renaissance Artists** how they painted portraits and animals. -  
Know how ancient peoples drew with different materials in caves, rocks etc.

**Focus- Caves in Lascaux**

Know that art conveys meanings or stories.

Know that drawing in ancient Britain was done by carving marks into stone.

Know that in other parts of the world, people drew scenes and stories.

Know that the term Parietal art is art from prehistoric times found on the walls of caves.

Know that some of the most well-preserved examples of cave art are the Caves at Lascaux.

Know that this art tells a story of how our ancestors lived and what animals lived at that point in history.

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Know that they painted with Earth Paints were made from natural pigment found in the earth, mixed with - vegetable juices, plant oils, tree sap, animal fat, bone marrow, blood or eggs.

Know that the textured appearance of stone can be created on paper with oil pastel.

Know how to draw a story using images e.g. of the route to school.

Know that pencils have different grades. H means hard graphite/B means depth of black graphite.

Know difference between 2B - 4B. HB is used for writing and simple sketching.

Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have.

Know that when you hold a pencil close to the tip, will increase control and detail. further towards the end creates loose sketching.

Know how to shade by drawing in certain directions. Know how to sketch by holding the pencil further towards the end for loose sketching. Sketching is more fluid and expressive when using a grip suitable for purpose.

Know that when lines are refined, they will appear sharper.

Know what 'tone' means. Know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones. know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.

Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.

Begin to blend tones or gradients using appropriate pressure. Can begin to follow the contour lines of a shape when shading (directional shading). Can choose a position of the pencil based on purpose. E.g. angled to apply tone.

Know how to apply different tones (dark, mid and light) by a change in pressure.

Learn how to look carefully and to draw what you see not what you think you see.

Know how dots can be used to add tone (to make something look darker/lighter). Know what hatching is and its effect in making drawings. Know the effect of diagonal and vertical lines when drawing.

Add detail into a drawing by using horizontal, vertical or diagonal lines or dots.

Hold the pencil close to the point for control and detail.

Know that an Observational Drawing is from primary source object. (something that is present that can be observed)

Apply sketched lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation. Know that refining lines increases the accuracy of their drawing.

Draw implied texture.

Know how to draw a cat or a dog in proportion.

Know that sketchbooks are used to collect ideas, formulate designs and to practice skills.

Know how to annotate sketchbook work by adding dates and simple labels and art materials used.

Know famous artists and craftspeople create sketchbooks.

### Key Vocabulary

Natural Form, visual element line - wavy, broken, zig-zag, solid, continuous, overlapping, uneven, rough, coarse, observational drawing, graphite stick (Lyra), graded pencil, diagonal and vertical. natural binders, vegetable juices, plant oils. Positive and negative handprint. implied texture.

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**Drawing Media-** Dry Media. Pencils HB, coloured biro, pens, for sketching. 2B & 4B to achieve tone.

Chalk pastels (gradients & blending tones). Oil Pastels (textural effects & blending)

Work on sugar paper - brown paper- coffee-stained paper.

Session 1

**Drawing skill practice at the start of each lesson- Focus on pencil control and developing observational skills.**

**Teach sketching techniques throughout - hatching with HB ONLY.**

**Teach pencil grip throughout lessons. (Details to cover in the end points above)**

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**Discuss early art from different areas of the world-** Add examples to sketchbooks and add labels and words. (Storytelling). Discuss how figures were depicted.

**Focus- Parietal Cave Art Lascaux -35,000 BCE.**

Is there any perspective in the drawing? Can you see detail? What was used to make the art etc? These are the first stories.

**Draw human figures** in different positions as seen in the art examples HB pencil. Work on sugar paper.

Add implied textured effects around drawings with oil pastel to represent the cave walls. Use oil pastels. Identify/ choose & experiment with earth colours.

Session 2:

**Observational drawing - Hatching & shading techniques (light to dark tone)**

**Create tone** with hatching and dots. Add depths of shading using 2B pencil. Add detail into a drawing by using horizontal, vertical or diagonal lines or dots.

Draw cave art animals.

**Blending Tones & gradients (use colour)**

Chalk or oil pastels. Add implied texture.

Session 3:

**Observational drawing- hatching. Work on coffee-stained paper.**

**Renaissance artists-Artists Study - Leonardo Da Vinci-**Show children a selection of his drawings including his self-portrait.

**Sketching techniques - hatching.**

Refer to the self-portrait as an example. What lines and marks does the artist make? Find the marks the Artist Makes (Access Art)

From the artist self-portrait- or Mona Lisa sketches. Add pen lines as they did with pencil.

Complete a sketchbook page of drawings. Children to be encouraged not to rub out or turn the page. Guided draw of a face.

Session 4

**Observational drawing - bark. Implied texture- Add tone. Use secondary source examples of trees.**

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**Focus - Renaissance artists** - How do they depict trees? Draw trees with and without leaves.

**Draw an imaginary journey** - A Story in pictures, ex- from home to school. Use pencils and ball point pens. Add colour with pencil crayons- optional. Include trees.

Session 5:

**Observational drawing**

**Focus Renaissance Artists** - How they draw animals. (Museum loan exhibits)

Draw implied texture.

**Create tone** with hatching and dots. Add depths of shading using 2B/4B pencil.

**Blending Tones & gradients** (add colours with chalks) of fur and feathers, claws, etc (Museum loan exhibits) **Draw animal eyes** from observation. Add shading and tone.

Session 6:

**Observation Drawing**- Fur or feathers use hatching & dots.

Guided Draw - cat, dog in proportion - Draw implied texture. Add colour with minimal oil pastel.

**Revisit skills/evaluate progress/ finishing.**

Future learning this content supports: