

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

**Subject: Art & Design – Year: Phase 1 – Year B unit 1 of 4**

**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)

Use pencils, pens, chalk and other dry media to draw shapes, lines and objects. Draw thick, this, light and dark lines. Hold a pencil with control. Draw around shapes like hands & feet. Draw a figure such as a stickman. Draw a face with all its component features. Draw animals and birds. Notice that ears, noses and eyes of animals are different to human features.

Know that **Leonardo Da Vinci** (Renaissance artist) painted portraits and animals in a realistic way.

Know that in all parts of the world, Ancient Civilisations, drew scenes on the walls of caves - to tell stories and to communicate

Know that an observational drawing is from a primary source object and something that is present and a secondary source object is a photograph or photocopy.

Know that a pencil grip can change how marks are applied on a surface.

Know how to draw lines and dots to create implied texture.

Know how to draw a realistic eye and how different cultures (Ancient Egyptians) drew eyes.

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Know that drawing pencils have different grades, and that H means hard graphite and B means depth of black graphite  
Know that the higher the number of a pencil, the harder or darker it is.  
Know that 'tone' means how light or dark pencil lines or a colour can be.

**Key Vocabulary; to teach each session written in bold.**

**Session 1: Natural Form/observational drawing/Visual Element Line/ Parietal Cave Art Lascaux/Carving/ uneven, rough, coarse/**

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

**Observational drawing-** Draw what you see not what you think you see. Use, hatching and an H B pencil. Draw natural form objects ex - shells.

Teacher to model all techniques. Apply sketched lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation. Refining lines increases the accuracy of their drawing.

**Teach/reinforce pencil grip and sketching techniques throughout all lessons -**

Drawing - Visual Element Line

Ex. When you hold a pencil close to the tip, will increase control and detail. further towards the end creates loose sketching. Sketching is more fluid and expressive when using a grip suitable for purpose.

Use sketched horizontal & vertical lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation -refining lines increases the accuracy of drawing.

**Discuss early art from Britain and other 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.**

Drawing in ancient Britain was done by carving marks into stone.

Ancient Britons and people in other parts of the world, drew scenes and stories in caves.

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

Some of the most well-preserved examples of cave art are the Caves at Lascaux.

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

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: Hatching/ horizontal, vertical & diagonal/ graphite/ graded pencils/ gradients/ tones/Implied texture**

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**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.

Shading techniques- (dark to light tone). Use HB for initial hatching and 2B/4B for shading. Learn the difference between pencil grades 2B and 4B. HB is used for writing and simple sketching. The higher the number of on a pencil, the harder or darker it is. H means hard graphite and B means depth of black graphite.  
Learn to shade by drawing in certain directions using diagonal and vertical lines.  
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.

Draw cave art animals.

Blending Tones & gradients (use colour)  
Chalk or oil pastels. Add implied texture -

### Session 3: Renaissance artists-Artists Study - Leonardo Da Vinci/ Realism

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

#### **Renaissance artists-Artists Study - Leonardo Da Vinci-15 April 1452 - 2 May 1519**

Show children a selection of his drawings including his self-portrait.

**Introduce The Renaissance** (era 14<sup>th</sup> -17<sup>th</sup> Century) and **Renaissance artists** and how they drew portraits and still life compositions in a realistic way. Renaissance artists drew in a realistic style called Realism.

**Realism** in art- to paint and sculpt subjects realistically- techniques that make the subjects and background look like they would in real life. This also meant giving the subjects more emotional qualities.

**Sketching techniques** - hatching.

Refer to the self-portrait as an example. What lines and marks does the artist make? Find the marks the Artists 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: Secondary Source/Imaginary

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

**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: Museum Taxidermy/ Exhibits

**Observational drawing**

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

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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: **Evaluate/ proportion**

**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:

Development of shading techniques to add form to drawings. Draw & set up still life composition. Blend pencils, coloured chalks & pastels to make smooth gradients. Develop sketching techniques - cross hatching, stippling.

Draw 1- & 2-point perspective. Draw compositions with a horizon & vanishing point. Draw implied textural effect. Draw realistic animal images.

Use marks to imply movement.