ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Art UNIT: Drawing TERM: Spring 1 YEAR GROUP: 3

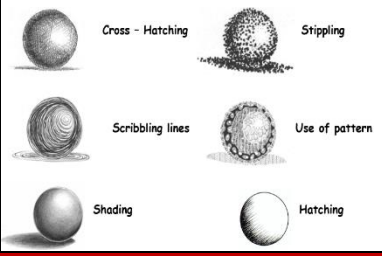
<table>
<tr><th colspan="5">THE BIG QUESTION</th></tr>
<tr><td colspan="5">How can different medias be used to create different drawing outcomes?</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="4">Observational drawings of fossils created in different media. Create an art gallery in the classroom.
</td></tr>
<tr><td>OBJECTIVES</td><td colspan="4">• To create sketch books to record their observations and use them to review and revisit ideas
• To improve their mastery of art and design techniques, including drawing and painting</td></tr>
<tr><td>CONCEPT: Achievement</td><td colspan="4">Improving our drawing skills</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>LESSON 1 QUESTION</td><td colspan="4">How do different types of line and shading create light and dark?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="4">Know that you can create different effects using pencil
• tone can be made by drawing light and dark line, light and dark patterns and light and dark shapes.
• tone can be made using different grades of pencil (HB,2B,4B)
• light can be added when drawing by ensuring that tone is added.
• there are different grades of different pencil.
• they can choose grades of pencil to support their drawing themselves</td></tr>
<tr><td>RICH TASK</td><td colspan="4">Introduce The Big Question – what do they already know?

Introduce children to different types of sketching pencils.
Get them to test them out and explain how they find them - what is different about them? Which do you prefer? Which would you use for a dark/light tone?

Use sketching pencils to experiment with different types of lines and shading (cross-hatching, scribbling lines, shading, stippling, pattern, hatching). Split page into 6 to experiment. Test each technique with 3 different pencil grades. Label pencil grades and techniques.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="4">S – support sheet with words and modelled examples (see resources)
C – experiment with the pressure of the pencil. Which pencil worked best for dark shading? Why?</td></tr>
<tr><td>KEY VOCABULARY</td><td>tone
light
dark</td><td>cross-hatching
scribbling lines
shading</td><td>RESOURCES</td><td>sketch pencils</td></tr>
</table>

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	grades (HB, 2B, 4B)	stippling pattern hatching		sketch books 

LESSON 2 QUESTION	**What is observational drawing?**		
KEY KNOWLEDGE	Know that drawings can be made from observations. • controlling the lines can create more realistic observations of objects.		
RICH TASK	Retrieval practice activity – Name the technique Which pencil is best for dark shading? How can you make a line darker without changing pencil? Explain what an observational drawing is (drawing what you can see not what you think it looks like). Complete a 1-minute, 3-minute and 5-minute observation drawing of a rock – what did you notice? Show children images of ammonite fossils and model how to complete an observational drawing starting with identifying the basic shapes. Children to complete observational drawings with different media: Pastel - oil Charcoal Pencil Black pen (biro and sharpie) Children to complete double page collage of their observational drawing with ammonite images to stick amongst it.   		
SUPPORT AND CHALLENGE	S – teacher modelling – drawing basic shape first then adding in detail C – include texture created by light and dark and encourage annotation of medium used. Repeat a drawing again thinking about what could be improved.		
KEY VOCABULARY	observations realistic	**RESOURCES**	Images Pastel - oil

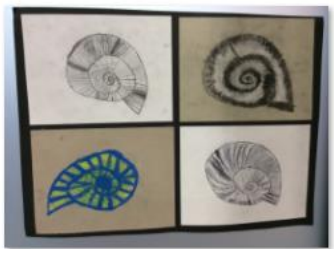
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			Charcoal Pencil Black pen (biro and sharpie) Some pre-cut ammoniate images
LESSON 3 QUESTION	**How can we use pencil and charcoal to show texture and detail in a large fossil drawing?**		
KEY KNOWLEDGE	Know that drawings can be made from observations. • controlling the lines can create more realistic observations of objects. Know that you can create different effects using pencil • tone can be made by drawing light and dark line, light and dark patterns and light and dark shapes. • tone can be made using different grades of pencil (HB,2B,4B) • light can be added when drawing by ensuring that tone is added. • there are different grades of different pencil. • they can choose grades of pencil to support their drawing themselves		
RICH TASK	Retrieval practice activity – spot the difference – show one drawing from memory and one from observation. Which is which? How do you know?  Recap observational drawing = drawing what you see. Show an image of an ammonite fossil. Model sketching large shapes lightly with pencil (filling most of the page), then adding darker texture and shadows with charcoal. Discuss: Texture, Light and dark and Scale (working big). Create 2 large scale fossil drawings one with pencil and one with charcoal.		
SUPPORT AND CHALLENGE	S – Step-by-step modelling and verbal prompts: "Where is it darkest?", "What lines can you see?" C – encourage pupils to use a range of tones and directional shading		
KEY VOCABULARY	observations realistic texture tone light dark grades (HB, 2B, 4B) scale	**RESOURCES**	Sketch books Paper Pencils charcoal
LESSON 4 QUESTION	**How can we use pen and oil pastels to show texture and detail in a large fossil drawing?**		

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KEY KNOWLEDGE	Know that drawings can be made from observations. • controlling the lines can create more realistic observations of objects.		
RICH TASK	Retrieval practice activity - What media did we use last lesson? What was good about charcoal? Did you prefer pencil or charcoal? Introduce new media: Pen – clear lines, no rubbing out, Oil pastel – bold colour, soft blending  Model drawing the fossil shape in pen (slow., confident lines). Add pattern and texture lines. Model drawing the fossil shape with oil pastel then adding texture by pressing lightly/darkly, blending colours and leaving some white for highlights. Discuss: How does this look different from pencil/charcoal? How does colour change the drawing? Create 2 large scale fossil drawings one with pen and one with oil pastel.		
SUPPORT AND CHALLENGE	S – Step-by-step modelling and verbal prompts: "What shapes can you see?", "Where will you add colour?" C – encourage pupils to use colour to suggest light and dark and depth in the spiral		
KEY VOCABULARY	observations realistic	**RESOURCES**	Sketch books Paper Pens Oil pastels

LESSON 5 QUESTION	**How can different medias be used to create different drawing outcomes?**			
KEY KNOWLEDGE	See previous lessons			
END OF UNIT OUTCOME	Put all four observational drawings together to create a piece of artwork. Create an art gallery in the classroom. Children to evaluate their artwork – what art materials and techniques have you used? Describe what you like about your artwork. How could you improve your work if you did it again?			
SUPPORT AND CHALLENGE	S – stem sentences C - Which material worked best for texture? Why? How did your work change when you used a different medium?			
KEY VOCABULARY	pencil charcoal pen oil pastel	observational drawing improve change	**RESOURCES**	Evaluation sheet

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	media shading tone blending outline detail	add practice		