



## The Heath Family Art – Year 6 – Drawing – Paul Kenton (Perspective) and Escher (Shading)

### National Curriculum

Pupils should be taught:

To create sketchbooks to record their observations and use them to review and revisit their ideas.

To improve their mastery of art and design techniques, including, drawing, painting, and sculpture with a range of materials.

To learn about great artists, architects and designers in history.

### Substantive Knowledge

Crosshatching uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing.

The term "tone" describes the quality of colour. It has to do with whether a colour is perceived as warm or cold, bright or dull, light or dark and pure.

Abstract art breaks away from traditional representation of physical objects.

### Disciplinary Knowledge

#### Drawing

Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.

Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.

Use Lines, Marks, Tone, Form and Texture

Use dry media to make different marks, lines, patterns and shapes within a drawing.

Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Explore colour mixing and blending techniques with coloured pencils.

Use different techniques for different purposes i.e. shading, hatching within their own work.

### Concepts

Line

Space

Form

Tone

Abstract

Shading



## The Heath Family Trust –Curriculum Medium Term Overview

	<p>Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their work e.g., foreground, middle ground and background.</p>	
<b>Trust Vocabulary and Definition</b>		
<p>Composition Scale Proportion Tonal contrast Perspective Foreground Background Middle ground Abstract Architecture</p>		
<b>Trust Values</b>	Aspiration, Respect	
<b>Linked Texts</b>		

## Misconceptions

<b>Pre-requisite Knowledge</b>	<b>Key Questions</b>	<b>Future Learning</b>
<p>In Lower Key Stage 2 children have learned to plan, refine, and alter their drawings as necessary. They have experimented with different media to explore relationships and achieve variations in line, texture, tone, colour, shape, and pattern.</p>	<p>How does it make you feel? Can you describe what you can see? Can you describe what you like? Why? How do you make a lighter/darker shade/tone? How have you used tone and texture in your piece?</p>	<p>In Year 7 Children will: Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas; Use a range of techniques and media, including painting; Increase their proficiency in the handling of different materials;</p>



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Children have learned to experiment with different grades of pencil and other implements to create lines and marks, including charcoal, pencil, crayon, chalk pastels, pens etc.

Children have been introduced to tone and have experimented with different grades of pencil and other implements to achieve variation in tone.

Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work; About the history of art, craft, design and architecture, including periods, styles, and major movements from ancient times up to the present day.

<b><u>Lesson 1</u></b>
<b><u>Activate</u></b>
<b><u>Aims</u></b>
<b><u>Vocabulary and Knowledge</u></b>
<b><u>Explicit Strategy Instruction</u></b>
<b><u>Independent practice</u></b>
<b><u>Reflection</u></b>

# Teaching Ideas

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
<p><b>Sticky knowledge:</b>  <b>Abstract art breaks away from traditional representation of physical objects.</b></p> <p>Look at some of the work by Famous Artist. Get the children to describe what they can see and how it makes them feel. Discuss what we mean by <b>abstract, architecture and composition.</b> Talk to the children about the life of famous artist. Talk about what inspires them, types of pencil shades they use to create their drawings and why. Talk about their use of tone and texture. Describing the differences and similarities between different drawings in the past.</p> <p><b>Composition</b>  <b>Abstract</b>  <b>Architecture</b></p>	<p><b>Sticky knowledge:</b>  <b>Crosshatching uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing.</b></p> <p><b>The term "tone" describes the quality of colour. It has to do with whether a colour is perceived as warm or cold, bright or dull, light or dark and pure.</b></p> <p>Children to explore pencil marks using varying grades of pencils and shading in various black tones.</p> <p>Children to look at the skills of cross hatching and smudging.</p> <p>Recap with children how to hold pencil for shading.</p> <p>Children to look at skill of sketching through observation. Look at how to create depth through shading foreground and background. Give children examples of still life sketches for children to apply their skills.</p> <p><b>Tonal contrast</b></p>	<p><b>Sticky knowledge:</b>  <b>Foreground is the part of the scene which is nearest to the viewer. Background is the part of a scene or picture that is farthest from the viewer.</b></p> <p>Define: <b>Scale</b>  <b>Proportion</b>  <b>Perspective</b>  <b>Foreground</b>  <b>Background</b>  <b>Middle ground</b></p> <p>Children will look at sketches of buildings and skylines. Focus on foreground and background and scale used in the drawings. Children to be given different media including charcoal to draw their own buildings and create</p> <p><b>Scale</b>  <b>Proportion</b>  <b>Perspective</b>  <b>Foreground</b>  <b>Background</b>  <b>Middle ground</b></p>	<p><b>Sticky knowledge:</b>  <b>Recap previous knowledge through the session</b></p> <p>Children will look at skyline pictures and create their own. Focus on perspective, focal point and horizon. Look at composition, scale and proportion in their work e.g. foreground, middle ground and background.</p>	<p><b>Sticky knowledge:</b>          Children to look at examples of abstract drawings. Focus on famous artists. Children to replicate a piece in sketchbooks using skills taught so far.</p>



## The Heath Family Trust –Curriculum Medium Term Overview

### BIG Question: Assessment Opportunity and enhancements, link to values and pupil premium barriers

ART-Showcase their work-Create an art Gallery

Can you use your sketches to produce a final piece of work?

Review what they have and what others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Annotate their sketchbooks.

**Respect** Talk about the landscapes that inspire PK. What do we mean by 'respect'; in the context of the buildings in our area, towns and cities.

**Raising aspiration:** contact the artist? Find out why drawing is so important to him and what this art form has done to enhance his way of life.

*Paul showed an interest in painting from an early age; while others wanted to be doctors or pilots he clearly remembers telling a teacher that he wanted to be an artist. This was cemented when, at the tender age of twelve, he won a national colouring competition – winning a prized set of paints. It was also around this time Paul began his lifelong fascination with the sea and surfing. He continued to draw and paint all through school painting in watercolour and focused on capturing the many moods of the North Devon Coast*

**Language/ vocabulary deficit:** key vocabulary taught, learnt and applied. Good preparation for work in KS3.

*It's not the location that entices my eye, per se, but the way the light reacts on a whole spectrum of surfaces. That is the city to me.*

*Discuss the above quote from PK. What does he mean about light? Can we find some examples of how light is reflected in famous art work?*