

Art & Design Year 2 - Medium Term Planning – DRAWING ADVENT

‘GROWING ARTISTS’ – Portraits

National Curriculum Objective

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. Pupils should be taught:

- 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, with a range of materials (for example, pencil)
- about great artists, architects and designers in history.

	Lesson 1 Line and drawing techniques <i>Refer to KAPOW Lesson 1 Y2 Drawing</i>	Lesson 2 Tone	Lesson 3 Texture <i>Refer to KAPOW Lesson 2 Y2 Drawing</i>	Lesson 4 Explore Portraits Develop drawings	Lesson 5 Create a portrait	Lesson 6 Adding detail Describing own and others work
Learning intention	To develop a range of mark making techniques.	To use shading to create tone.	To explore and experiment with mark-making to create textures.	To explore portraits and use observational skills to create a drawing.	To apply knowledge and skills to create own portrait.	To describe own artwork and opinions of others.
Recall and Retrieval	Drawing skills re-cap from Y1 Drawing Describe lines. Know a range of 3D shapes.	Line drawing of different shapes.	Vocabulary Quiz. Texture – Y1 Drawing Unit – Texture means what something feels like.	Call out the following and ask children to demonstrate: <ul style="list-style-type: none"> • Cross hatching. • Hatching • Squiggling. • Stippling. • Scribbling. • Circular scribbling. • Blending. 	Features of Portrait re-cap quiz.	Knowledge of Portrait Artists quiz.
Key Knowledge <i>Sequence of knowledge throughout the lesson</i>	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. (Line) Know that drawing techniques such as hatching, scribbling, stippling, and blending	Know that tone can be added to a drawing by shading and filling a shape to make it look three dimensional. (Tone) Know that different pencil grades make different tones. (Tone)	Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create texture. (Texture)	Know that a portrait is and artistic representation of a person. <i>(Usually the head and shoulders).</i>	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. (Knowledge of Artists)	

	can make patterns and create texture. (Texture)					
Key Skills	<p>Further develop mark-making skills within a greater range of media, demonstrating increased control.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <ul style="list-style-type: none"> • Know how to hold a pencil correctly when drawing. • Know how to create line drawings using pencil. • Know how to use drawing skills such as hatching, stippling and blending to make pattern. 	<ul style="list-style-type: none"> • Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines and tone. • Know how to add tone to a drawing. • 	<p>Experiment in sketchbooks, using drawing to record ideas and make decisions about what to try next. (Using Sketchbooks)</p> <ul style="list-style-type: none"> • Know how to use drawing skills such as hatching, stippling and blending to make texture 	<p>Talk about art they have seen using some appropriate subject vocabulary. (Knowledge of Artists)</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (Generating Ideas)</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <ul style="list-style-type: none"> • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. • Know how to use drawing skills to make sketches to help make a portrait. 	<p>Create work from a brief, understanding that artists are sometimes commissioned to create art. (Knowledge of Artists)</p> <p>Begin to talk about how they could improve their own work. (Evaluate and Analyse)</p> <ul style="list-style-type: none"> • How to use marks and lines to show expression on faces. 	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. (Evaluate and Analyse)</p>
Disciplinary Knowledge <i>Evaluate/Analyse</i>				<ul style="list-style-type: none"> • Know that people make art to decorate a space. 		<ul style="list-style-type: none"> • Know that people make art about things that are important to them.

<p>Main teaching activity:</p> <p><i>Summary</i></p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can make a simple line drawing • I can experiment with pencils/charcoal to draw different marks. • I can try out different drawing materials. • I can recognise and describe shapes in an object to start a drawing. <p>Include within lesson:</p> <ul style="list-style-type: none"> • Introduce the unit about portraits in relation to Belvoir castle visit and contemporary portraits – Kehinde Wiley. • Demonstrate how to hold pencils correctly. • Line and drawing • Describe and then draw shapes that make up an object. • Line drawings using pencil. • Drawing skills such as hatching, stippling and blending to make pattern. • Children to make choices about what to mark make with. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can use a variety of pencil grades to show form. • I can draw light and dark lines. • I know how to add tone to a drawing. <p>Include within lesson:</p> <ul style="list-style-type: none"> • Use of line – light and dark. • Use of lines to create shape and form. • Look at examples of portraits including Kehinde Wiley. • Explanation/demo of tone to make object 3D. • Use of different grades of pencils (HB, 2B, 4B) • Talk about how they could improve their own work. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can describe how an object feels. • I can experiment with making different marks to make texture. • I can use mark-making techniques to add texture. <p>Include within lesson:</p> <ul style="list-style-type: none"> • Look at, feel and describe different textures. • Use relevant language to describe how an object feels. • Create different textures and patterns through drawn marks. • Discuss patterns and textures created through use of: Stippling, hatching, scribbling and blending. • Relate to Belvoir Castle Visit where appropriate. • Relate to textures Kehinde Wiley portraits – background textures. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can talk about the art I have seen. • I can describe some of the features of portraits. • I can look carefully to create a drawing. <p>Include within lesson:</p> <ul style="list-style-type: none"> • Looking at and talking about artwork and portraits seen at Belvoir Castle. • Find artworks from the picture room that are relevant and/or look at the resources provided below. • Look at features of portraits. • Bring in Disciplinary Knowledge: Know that people make art to decorate a space. • Observational drawing – this could be of an object or person. Teacher demonstration. • Resources to enable them to observe and draw. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can draw a portrait sketch. • I can use mark making skills to add expression, tone and texture. • I can look carefully to add details to a drawing. <p>Include within lesson:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Develop portrait sketches, with some support, adding details to enhance their portrait. Adding Tone and texture skills. • Use an interesting range of marks that show an understanding of how to draw different textures. • Create work from a brief, understanding that artists are sometimes commissioned to create art – Relate to Kehinde Wiley. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can add detail to my portrait • I can explain my ideas and opinions about my portrait. <p>Include within lesson:</p> <ul style="list-style-type: none"> • Use good observational skills to add details to their drawing. • Freely experiment with different tools, receiving encouragement when needed. • Disciplinary Knowledge: Know that people make art about things that are important to them. • Children to explain their ideas and opinions about their own and others' artwork. • Talk about how they could improve their own work. • Collect the children's drawings and spread them out on a table. • Ask some of the children to choose a drawing that they like and explain why they like it. (Kapow lesson 3).
---	--	---	---	--	--	---

Scaffolding	Add in here	<p>May require time to describe objects verbally to another child or adult to support thinking about the textures they will create</p> <p>could collect words in sketchbooks (from the presentation) and draw a mark next to them as a reminder of different marks; could limit the number of materials if too much choice is overwhelming; could work within a drawn box to define an area to work within; will benefit from being able to touch a similar texture if working from images.</p>	Add in here	Support children by drawing the basic shapes with them and then allow them to focus on adding the details and textures	Resources and knowledge organisers modelling the requirements.	Provide children with a sentence starter prompt to support work on evaluation in sketchbooks.
Challenge	Add in here	Encouraged to explore drawing materials they have not used before; can experiment using different surfaces to draw on and explain how they enhance or inhibit the texture they are trying to create; can be recorded in sketchbooks.	Add in here	Should encourage these children to work in colour and to use marks to imply tone.		
Key vocabulary:	Sketch, portrait, mark making, lines, blending, cross hatching, stippling, texture, thick, thin emotion, expression, features	Line, shape, form	Mark making, observation, outline, sketch, texture, tone	Sketch, portrait, mark making, lines, blending, cross hatching, stippling, texture, thick, thin emotion, expression, features	Sketch, portrait, mark making, lines, blending, cross hatching, stippling, texture, thick, thin emotion, expression, features, pattern	Opinion, idea, explain, portrait, emotion, expression, tone, form, line

End of Unit Outcomes:

- Describe and then draw shapes that make up an object.
- Use relevant language to describe how an object feels.
- Suggest ways to create different textures through drawn marks.
- Freely experiment with different tools, receiving encouragement when needed.
- Use good observational skills to add details to their drawing.
- Use an interesting range of marks that show an understanding of how to draw different textures.
- Make sketches, which may be of basic form or may imply more shapes.
- Develop sketches, with some support, adding details to enhance their portrait.
- Demonstrate an understanding of how drawing facial features in different ways conveys expressions.
- Explain what I like about own artwork and others.

Resources

The Seven Sacraments refers to two series of paintings of the [seven sacraments](#) by the French painter [Nicolas Poussin](#). On display at Belvoir castle. Next term's visit.

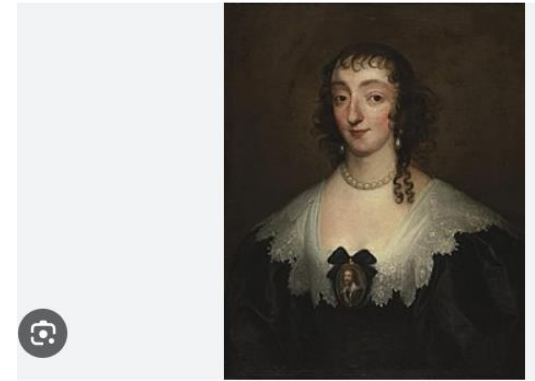
The 5th Duke's wife, Lady Elizabeth (1780-1825), who had a passion for design and architecture, refurbished the derelict building. She supervised landscaping works on the estate and employed James Wyatt (1746-1813), a neoclassical and neo-Gothic architect, to renovate the house. Wyatt was known for his improvements to Windsor Castle, some of which he replicated at Belvoir Castle. Due to these similarities, Belvoir is often used as a Windsor Castle substitute in film and television dramas.

In 1816, when the expensive project was near



Belvoir Castle, Leicestershire, UK' images and/or

Kehinde Wiley



Katherine Villiers, Duchess of Buckingham -
Wikipedia