

Art & Design Year 4 - Medium Term Planning – DRAWING ADVENT

‘GROWING ARTISTS – ANCIENT GREECE’

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.

<i>Adapted from Kapow Y4 – power prints</i>	Lesson 1 See like and Artist	Lesson 2 Shading	Lesson 3 3D Pencil Drawings <i>Adapted from lesson 1 from Y4 Kapow Lesson Drawing – power prints.</i>	Lesson 4 Still Life Drawing <i>Adapted from lesson4 from Y4 Kapow Lesson Drawing – See like an Artist</i>	Lesson 5 Apply skills to create own still life composition	Lesson 6 Evaluate own and others artwork.
Learning intention	To recognise how artists use shape in drawing.	To understand how to create tone in drawing by shading.	To draw using tone to create a 3D effect.	To apply observational drawing skills to create detailed sketches.	To create a still life composition demonstrating from, tone and proportion.	To evaluate and analyse own and others artwork.
Recall and Retrieval	<p>Check for Understanding: That they can use observational skills to look closely and reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>That a combination of materials can achieve the desired effect.</p>	<p>Recap Discussion: Looking at previous lesson's sketches, encourage the children to use sketchbooks to demonstrate alongside discussing the drawing shapes technique they learnt in the previous lesson.</p>	<p>Brain Dump/Quiz - Pairs Can you remember the 4 rules of shading? <i>Check that children know and understand – Quiz.</i></p> <ul style="list-style-type: none"> • That tone is how light or dark something is. • Dark tones show where there is less light on an object—pressing firmly with a pencil when shading will create darker tones. • Light tones show where there is more light on the subject, and less pressure is needed when shading. 	<p>Paired Quiz: <i>How do we use observation to sketch objects quickly?</i></p> <ul style="list-style-type: none"> • Look at simple shapes – organic geometric. • Shape helps to communicate form and proportion. • Look at where there is light and dark on the image to determine tone. • Use of tonal shading to create light and dark • Different types of pencils create different lines and tone 	<p>Vocabulary Quiz Go over definitions of words learnt and test knowledge.</p>	<p>Quick Quiz A range of questions and vocabulary from the whole unit to test what children have remembered. Record this in Art Books for reference.</p>
Key Knowledge <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Form) 	<ul style="list-style-type: none"> • Know that 'tone' in art means 'light and dark' (Tone) • Shading helps make drawn objects look realistic. (Tone) • Know that tonal shading is used to create different tones 	<ul style="list-style-type: none"> • Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Tone) • Know that lines can be lighter or darker, or thicker or thinner and 	<ul style="list-style-type: none"> • Know that proportion is key part of design that explores the size between two or more elements in an artwork. (Form) • Know how to use different tools or using the same tool in different 	<ul style="list-style-type: none"> • Know that proportion is key part of design that explores the size between two or more elements in an artwork. (Form) 	<ul style="list-style-type: none"> • Know that artists evaluate what they make and talking about art is one way to do this.

		in an artwork to make it look realistic and can include hatching, cross-hatching, scribbling and stippling. (Tone)	that this can add expression or movement to a drawing. (Line+)	ways can create different types of lines.		
Key Skills	Making Skill <ul style="list-style-type: none"> Know how to use shapes identified within in objects as a method to draw. 	Making Skills <ul style="list-style-type: none"> Know how to create tone by shading. Know how to achieve even tones when shading. Know how to hold and use a pencil to shade. 	Key skill Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Making Skills <ul style="list-style-type: none"> Know how to hold a pencil with varying pressure to create different marks. Know how to use pencils of different grades to shade and add tone. How to use observation and sketch objects quickly. 	Key Skill <ul style="list-style-type: none"> Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. + Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Making Skill <ul style="list-style-type: none"> Know how to use drawing pencils to create detailed sketches. Know how to use observation and sketch objects quickly. 	Key Skill <ul style="list-style-type: none"> Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. (Using Sketchbooks) Making Skill <ul style="list-style-type: none"> Know how to make careful observations to accurately draw object/objects (still life) Know how to create drawing compositions demonstrating form and proportion. 	<ul style="list-style-type: none"> Evaluate their work more regularly and independently during the planning and making process. (Evaluate/Analyse) Understand how artists use art to convey messages through the choices they make. (Knowledge of Artists)
Disciplinary Knowledge			Know that art is influenced by the time and place it was made, and this affects how people interpret it.	Know that artists make work to explore right and wrong and to communicate their own beliefs.		Know that artists evaluate what they make and talking about art is one way to do this.
<i>Evaluate/Analyse</i>						
Main teaching activity:	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria
<i>Summary</i>	<ul style="list-style-type: none"> I can recognise and draw simple shapes in objects. I can identify both organic and geometric shapes. I can use shapes to form the basis of my own drawing. 	<ul style="list-style-type: none"> I know that tone refers to the light and dark areas of an object or artwork. I can use the side of a pencil so that the lead is flat to the paper. 	<ul style="list-style-type: none"> I can experiment with shading to create different tones. I can use contrasting tones to make a drawing look three-dimensional. I can explore more than one way of holding a 	<ul style="list-style-type: none"> I can use simple shapes to sketch the shape, form and proportion of an object. I can add detail using shading and careful observation. I can add tone using shading skills. 	<ul style="list-style-type: none"> I can create a still life composition demonstrating shape, tone and proportion. I can use shading and careful observation to add detail to my still life composition. 	<ul style="list-style-type: none"> I can use an evaluation format to evaluate my own artwork against a criteria. Understand how artists use art to convey messages through the choices they make. (Knowledge of Artists)

	<p>Show the pencil drawing picture of flowers in the Kapow presentation or select a Greek related image.</p> <p>Ask: <i>How has the artists made it look realistic? How do you think the artists started this drawing? What did they do first? How would you draw it?</i></p> <p>Ask ch to do a quick 5-minute drawing in their sketchbooks.</p> <p>Model how shapes are used by artists to represent objects.</p> <p>Step One: Lightly sketch the objects as simple shapes to place and size them on the paper; model how you are constantly looking and working out where the objects meet or overlap.</p> <p>Step two: Use more pressure or a softer pencil to darker the lines. Go back to each object, refine the shape and add more details.</p> <p>Model how to recognise and use shapes as a basis for drawing.</p> <p>Children have a go using this method in sketch books.</p>	<ul style="list-style-type: none"> I can shade in one direction, with no gaps and straight edges. I can blend from light to dark to dark light creating smooth tones. <p>Use of KAPOW presentations and teacher modelling.</p> <p>Go through stages of shading - model through use of presentation or teacher modelling.</p> <p>Shade: Model the correct way to hold a pencil and how to shade.</p> <ul style="list-style-type: none"> Detailed grip. Shading grip. <p><i>One direction, no gaps, neat edges, smooth, even tones.</i></p> <p>Use Knowledge organiser here as pre-teach.</p> <p>Tone: Model – shading light to dark. Where to put the light and dark tones.</p> <p>Throughout this – children have a go in sketch books. Time this. My turn – your turn.</p> <p>Next: Applying the skills to a drawing - children can apply all they have learned create a tonal picture.</p>	<p>pencil to create different effects.</p> <p>Lesson 1 Kapow Art Drawing Y4 – power Prints.</p> <p>Starter – shading task Organise the ch with their sketchbooks and a range of pencils for drawing.</p> <p>Demonstrate how each grade of pencil can be used to make tones that go from light to dark.</p> <p>Challenge the children to see if they can create more tones than you using the softer pencil. Can they create lines of different weight and widths?</p> <p>Looking at a piece of art that shows light and dark tone using ribbon as an example.</p> <p>Use of ribbons or other objects to place on paper, observe light and dark tones and sketch</p> <p>Use ribbons and video to model. Explain 3D effect created.</p> <p>Sketching an outline – recognising how the lines can also be lighter or darker, thicker or thinner to emphasise the form.</p> <p>Adding light tones, adding darker tones, and then shadows.</p>	<ul style="list-style-type: none"> I can draw objects in proportion. <p>Children will apply skills from lesson 1- to see like an artist. They will examine still life images and sketch part of them adding detail.</p> <p>Look at KAPOW Y4 Drawing Lesson 2 – proportion.</p> <p>Arrange objects of different sizes on a table and introduce proportion. Model this and compare objects in terms of size. Ch can have a go at sketching objects in proportion. Explain this in detail showing drawings and sketches and modelling proportion.</p> <p>Next, look at a range of still life images linked to Ancient Greece (or simpler if needed – see resources images below).</p> <p>Examine the images carefully and pick out shapes and detail and proportion.</p> <p>Look at vases and how to identify and sketch their shape.</p> <p>Demonstrate sketching part of the simple still life images of vases using the simple shape approach, using pencils lightly to form the simple shapes before working over the top in a softer and darker pencil to add the details.</p>	<p>Children can now create their full ancient Greek still life drawing on tea stained paper.</p> <p><i>Tea staining can be done with the children or prepared ahead of the lesson to make it look authentic.</i></p> <p>The children will next choose objects/ideas to create a finished drawing based on their original composition, including detail such as tonal shading, contrast and proportion.</p> <p>Model this for the children pointing out steps to success. These should be within presentation resource for children</p> <p>Use shapes for proportion and composition and form. Use of pencils to create 3D effect – tonal shading light/dark.</p> <p>Ask children to add more detail after the initial sketches using darker pencils.</p> <p>Paint can be added for those who are ready. - Challenge</p>	<ul style="list-style-type: none"> Evaluate their work more regularly and independently during the planning and making process. (Evaluate/Analyse) <p>Look at the unit disciplinary knowledge and fit this into this lesson and previous lessons.</p> <p>Talk about this as a class - <i>Know that artists evaluate what they make and talking about art is one way to do this.</i></p> <p>Discuss the elements required to create a successful still life piece:</p> <ul style="list-style-type: none"> Careful observation of objects, shape and form. Sketching skills – holding pencil correctly and creating different lines. Adding detail by tonal shading. (3d) Understanding of shape to communicate/show form and proportion. <p><i>Use this a a basis to evaluate own artwork.</i></p> <p><i>Create an evaluation format for children to complete – give prompts where needed.</i></p> <p><i>What went well. Even Better If WWW/EBI.</i></p>
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Scaffolding	<p>Should encourage them to try light sketching if children press too hard and tend to draw with thick, heavy lines; could use pencil grips or harder pencils such as H or 2H pencils which will help produce lighter marks.</p>	<p>May find it hard to shade to the edges without leaving any gaps, so encourage them to work more slowly and reassure them they don't need to rush; may find holding the pencil uncomfortable; should try a wider one or triangular-shaped pencil or use a rubber grip to soften and support their hand (a writing slope might help too); should reduce the size by half on the photocopier so there is a smaller area to work in and allow time to come back to it if needed if</p>	<p>May benefit from a one-to-one demonstration of holding the pencil, especially with lighter tones; could arrange and draw a curved and shaped card strip rather than ribbon.</p>	<p>Encouraged to focus on just one small section of still life image using view finders; may find it helpful to draw the shape on its own; can stick this down next to their work to draw the shape a few times and practise sketching with light pressure; could use the magnifying glass to study the details of the still life.</p>	<p>If needed, support by recommending children focus on one or two objects.</p>	<p>Support using an evaluation prompt sheet for sketchbooks with sentence starters and suggested vocabulary.</p>

		the templates are too daunting.				
Challenge	Could use more complex shapes to sketch.	Can be encouraged to try 3D shapes; can also try drawing shapes of their own to shade.	Should be encouraged to describe how they create tones using the pencil differently; could be encouraged to create a more complex shape to draw; could develop some observational drawings using colour as well as pencil tone.	Could be encouraged to add tones of colour to their drawing; could work in monotoness, using different tones of black ink to add shades.	Demonstrate how children who are ready can use marker or paint to enhance their still life drawing.	Challenge by encouraging children to evaluate other people's artwork and compare to artists work.
Key vocabulary:	Organic. Geometric, shade, dark, light, shape, sketch, arrangement, line, objects	Shade, light, dark, blend, even tones, grip, shading, smooth, tone	Contrast, gradient, observational drawing, shading, shadow, three dimensional (3D) tone	Blend, composition, dark, light, even, tone, shade, form, gestural, grip, light, line, magnified, object Pressure, scale, shading, shape, texture	Blend, composition, dark, light, even, tone, shade, form, gestural, grip, light, line, magnified, object Pressure, scale, shading, shape, texture	Sketch, composition, dark, even, form, geometric, organic, grip, light, line, object, scale, shading, shape
End of Unit Outcomes	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Explore more than one way of holding a pencil to create different effects. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Use tools competently, being willing to experiment. • Understand how to apply tone, with some guidance about where to use it. • Use contrasting tones to make a drawing look three-dimensional. • Know how to draw objects in proportion to each other. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 					
Resources	<ul style="list-style-type: none"> • Use the Knowledge organiser Kapow – Y3 – Growing Artists – use parts of this that are relevant. Snip the images to make a bespoke unit knowledge organiser. • Variety of different sketching pencils • Suitable objects with shape to sketch 					

