


Subject: Art & Design	Portrait's and Drawing Skills 	
Class: E1elephants	Teacher: Sukhi Lall	Term: Autumn term 1
Key Vocabulary: Draw, drawing, lines, vertical, horizontal, shades. Tones, portraits, artists, lines, marking, pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils. Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat Sketches, sketch book, Doodles, mark making	Alternative Learning Environments School ground - environment Local area (weather permitting)	Resources: Graded pencils Paper Drawing patterns and techniques Art4kidshub videos clips

Unit Aim: Exploring and Developing Ideas: • We will select and record our ideas in our sketch book, together with notes and ideas about our work and any information we find out about specific artists Evaluating and Developing Work: • We will compare ideas, methods and approaches from amongst the class and with known artists and say what we think and feel about them, adapting them as needed Drawing: • We will make marks and lines using a wide range of media and experiment with different grades of drawing media to create lines, marks, forms and shapes and begin to show an awareness of working in 3D • We will apply tone in our drawing in a simple way for effect and create textures and patterns using different media
Prior Learning: pencil control, simple marking
Future Learning: Ability to draw different graded pencils for particular purpose when drawing or sketching-
Unit Expectations: All: All children should be able to create a portrait that includes the key features

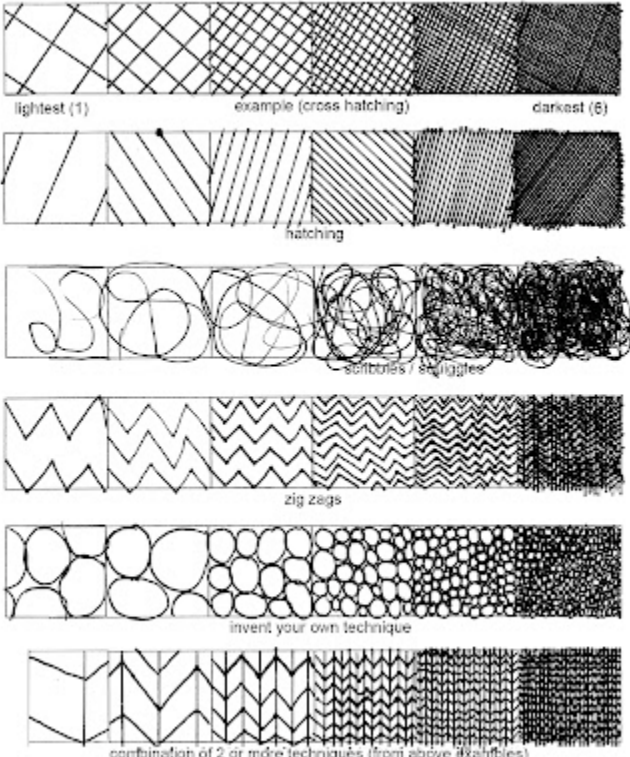
<p>Some: Most children will be able to create different portraits using a range of techniques, including drawing, painting, and collage</p> <p>A Few: Some children will be able to talk about the work of a range of portrait artists and describe differences and similarities between different practises</p>
<p>Links with other subjects:</p> <p>ICT: Use of computer skills for research, word documents and Power Points.</p> <p>Literacy:</p> <p>Art: Looking at adverts, colours and images.</p>

<p>Pupil Asset Milestones to be achieved:</p>
<p>Subject English Writing composition</p>
<p>Stage 3</p>
<p>I enjoy experimenting with a wide range of materials, colour, texture, shade and taught techniques</p>
<p>I can make choices about given medium, materials and tools</p>
<p>I can use a sketch book to collect, record and trial ideas</p>
<p>I can make decisions about colours and texture</p>
<p>I can make decisions about materials and technique to create effect (e.g. weaving, fabrics)</p>
<p>I can make sensible choices about the size of tool for the given task</p>
<p>I can make sensible choices about the size of tool for the given task</p>
<p>I can use a range of materials to add line, texture and colour</p>
<p>I can experiment by making shades of the same colour</p>
<p>I can add light and dark to create tone</p>
<p>I can begin to draw familiar things from different view points</p>
<p>I can use overlapping and layering to create depth and shade</p>
<p>I can manipulate images using digital media for the given topic of theme</p>
<p>Stage 2</p>
<p>I enjoy experimenting with a wide range of materials, colour and taught techniques</p>

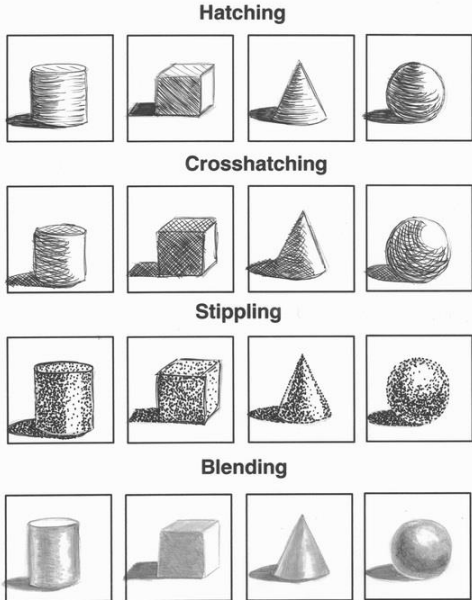
I can use a sketch book to collect and record ideas
I reflect on my work as it progresses
I improve my work with direction
I can select an appropriate tool for a given task
I can use a range of materials to add line, texture and colour
I can recognise and name the primary and secondary colours
I can mix primary colours to make secondary colours
I can make a simple collage using textured materials
I can create images using digital media on a given theme or topic
I can print an organised pattern involving contrasting colours and materials
I can compare artists, craft makers and designers studied
I can identify similarities and differences across pieces of the same discipline
I can explain how I could improve my work next time using a wider range of taught key vocabulary
I can compare artists, craft makers and designers studied
Stage ... 1
I enjoy experimenting with a wide range of materials and taught techniques
I can talk about my art work as it progresses
I can use a sketch book to collect and record ideas
I understand that different materials have different qualities (e.g. rough, soft, big)
I respond creatively to given starting points
I can recognise and name the primary colours
I can experiment with mixing colours
I can draw lines to represent objects and ideas observed or imagined
I can use a selection of given materials to create a simple collage
I can create images using digital media
I can print repeating patterns using given materials
I can create a simple 3D representation using everyday materials

I can recognise and name the primary colours

Week		
1 Session 1	<p>Lesson Objective</p> <p>I can use different graded pencils and experiment and explore a range of lines techniques</p> <p>I can develop different lines to improve my skills when shading or creating tones and textures</p> <p>We will make marks and lines using a wide range of media and experiment with different grades of drawing media to create lines, marks, forms and shapes and begin to show an awareness of working in 3D</p> <p>We will compare ideas, methods and approaches from amongst the class and with known artists and say what we think and feel about them, adapting them as needed</p>	<p>Activities</p> <p>Starter- take a pencil for a walk (show me all the different ways/ shapes you can make with your pencil) – guided experiment in mark making- teacher tells a story of an Amazon rainforest monkey swinging through trees</p> <p>Discuss kinds of marks with a partner and share with class- when heavy marks? When light? What shapes used and why?</p> <p>Today experiment with pencil making different kinds of marks. Experimenting grid; light-heavy, hatch, cross hatch, stippling, scribbles loose/tight, patches of hatching in different directions, zig zags, any others the children can think of . Fill in a grid making light to dark tones.</p> <p>HA- use several grades of pencil to do this – can they discover some grades are good for dark and some for light?</p> <p>MA- grid independently</p> <p>LA- supported to mimic style (less style on the grid)</p>

		<p style="text-align: center;">value scales using line</p>  <p>Draw/sketch different leaves</p> <p>Review – mini class gallery on table – appraise each other’s work – silent choose one to comment on something you really like – where a light/dark technique has been used really well. Discuss how we could apply these methods when drawing our final Brazil style Chas Jacobs piece.</p>
<p>2 Session 2</p>	<p>Lesson Objective I can make marks and lines using a wide range of media and experiment with different grades of drawing media to create lines, marks, forms and shapes and begin to show an awareness of working in 3D</p>	<p>Activities Starter 100 colours: with a partner chn need to make 100 different colours using only red, blue, yellow, black and white pencil crayon (10 min challenge) – encourage use of different shading techniques from last week – do they discover that mixing colours, different pressure and mixing more than 2, using black to darken or using white to lighten- can all make different colours and shades? Add quick notes afterwards about the techniques they discovered.</p>

I can apply tone in our drawing in a simple way for effect and create textures and patterns using different media



Name: _____ 7th Gr. _____

Using different colours and techniques chn practise shading – cube, cone, sphere in different media (20 mins) discuss light source and work from dark to light. – use lamp and observational drawing to practise.

3
Session 3

Lesson Objective

I can select and record my ideas in my sketch book, together with notes and ideas about my work and any information I find out about specific artists

Activities

KWL drawing and Chas Jacobs as a class/in groups.
Then in sketch books children make notes on Chas Jacobs style, including colour, and composition (things not next to each other)- making notes on images of his work.
Some research LA one image with support –notes as a group – could crop a bigger image into several smaller ones to simplify
MA one image notes with a partner

		HA- compare 2 or 3 of his images (could extend to sketching areas that they like/mimicking colour)
4 Session 4	<p>Lesson Objective</p> <p>We will select and record our ideas in our sketch book, together with notes and ideas about our work and any information we find out about specific artists</p>	<p>Activities</p> <p>Group to select images they want to use and arrange them as a Chas Jacobs stlye composition in their sketch books.</p> <p>Adding notes to their design about composition, shading technique/s (shading, cross hatch, stippling etc.)and colour (colour that reflects chas Jacobs bright style). NB chn include sun a light source to aid with their shading.</p> <p>LA- select images and arrange composition as a group with support and then sketch into a final composition</p> <p>MA- select images and arrange into a simple composition and then sketch into a final composition</p> <p>HA- look carefully at layering of Chas Jacobs compositions when arranging their own – can they create a layered composition with objects up front, middle and background. and then sketch into a final composition</p>
5 Session 5	<p>Lesson Objective</p> <p>I can colour sketch and explore techniques using colouring pencils</p>	<p>Activities</p> <p>Explore colour pencil techniques using the 5 main ways to make marks: stippling, hatching, cross-hatching, back and forth</p>

stroke, and **scumbling**. You can see examples of these 5 techniques on the left!

Once you master these coloured pencil techniques, you can use these coloured pencil techniques to layer colours over top of one another to create a rich, luminous depth.

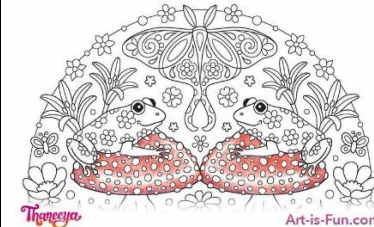



Ideas for sketch book – share these ideas with pupils and they can draw into their sketch book



Use the different steps to colour in the Frogs

Watch the tutorial <https://www.art-is-fun.com/frog-colored-pencil-tutorial>



<p>6 Session 6</p>	<p>Lesson Objective</p> <p>apply tone in our drawing in a simple way for effect and create textures and patterns using different media</p>	<p>Activities</p> <p>Model identifying light and dark areas of each object by using the light source probably un in the sky.</p>  <p>LA encourage to use pencil crayon and a couple of simple shading techniques</p> <p>MA choose a media to work in stick to one.</p> <p>HA encourage to mix media if they want to (felt tips, wax crayons, pastels etc.) May take several lessons- at the end of each lesson children self-evaluate their progress and their success at shading.</p>
	<p>Compare ideas, methods and approaches from amongst the class and with known artists and say what we think and feel about them, adapting them as needed</p>	<p>Evaluate our work</p> <p>Set up class room as a gallery- each piece with a title and name tag</p> <p>Children choose a piece to evaluate (ensure everyone's is evaluated) give 2 stars and a wish. C</p> <p>hn then use their feedback to self-evaluate- composition, colour in chas' style, shading/3d, final finish.</p>

		LA- support to evaluate
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		MA- sentence starters/ display success criteria to evaluate against.
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		HA- allow to give feedback in a more open way- could write an art review
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