

Year Group: 3	Term: Autumn	Topic: Drawing: shading, tone and form
NC Links		
<ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revise ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 		
Other Curriculum Links		
Mathematics - geometry and properties of shapes		
Science - light and dark, natural world		
Links to Rights Respecting		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
Links to North East Ambition		
Link a lesson to the career of a Concept Artist. What does the job entail? What skills are needed in the job? What are the specialised areas a concept artist can focus on?		
Gatsby Benchmark 4 - Linking curriculum learning to careers		
Caedmon Curriculum Drivers		
Aspirations and Careers		
-embracing challenges that help us to grow		
-understanding that resourcefulness can help us to be the best version of ourselves		
-understanding how our learning links to the wider world		
Healthy minds and bodies		
-knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face (linked to using art as a stress relief/mindfulness etc)		

Topic Overview

Children will build upon previous knowledge and experience of artists and drawing; they will become familiar with different grades of pencils and use them to show line, tone and texture in their work. They will develop skills in drawing techniques such as cross-hatching and hatching, exploring how to vary tones and shades. They will research the work of artists and use this as a basis for their own work.

Possible Visits/Visitors

Visits to local art galleries; Baltic, Shipley.

Links to artists:

- Max Erns, Maud Purdy
- Georgia O'Keefe

Resources to be used

Drawing materials:

- Sketching pencils to include HB, 2B, 4B, 6B
- Ink
- Wax crayons
- Pastels
- Charcoal
- Chalk
- Magnifying glasses)
- Fineliner pens

Essential Subject Skills to be covered

- Use different hardness of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).

- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Overall Learning Outcomes

By the end of the topic, children will have developed techniques in using pencils to sketch, hatch, cross hatch and add tones and shades. They will use the work of artists as a starting point for their ideas and replicate the styles of artists.

Learning Intentions (for use in self assessment at end of topic)

- To recognise how artists use shape in drawing
- To understand how to create tone by shading
- To apply observational drawing skills to create detailed studies
- To apply understanding of composition to create abstract drawings

Sequence of lessons.

Ideas for Lesson format:

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)
4. Apply skills (link this to the work of artist)
5. Evaluate and analyse

Ideas for Lessons 1-2 Exploring artists' work and practising sketches

1. Starter activity ideas for lessons:

Do an observational drawing made up entirely of lines/dots/continuous lines

2. Look at the work of artists

Children to learn about the life and works of Georgia O'Keeffe (L5).

Ideas for exploring the artwork:

- What adjectives can you use to describe the art?
- What verbs could you use to describe the art?
- If the art had music playing, what would the music sound like?
- How do colours make you feel?
- How many colours can you see? How many different shades and tones of a colour can you see?
- Why do you think she chose to paint this?
- What is your favourite thing/least favourite thing?
- Describe how the overall artwork makes you feel.

Show children the sketch (L1). How does this differ from Georgia O'Keeffe's work? Is there anything similar?

How has the artist made this look realistic? (Adding light and dark areas to make it look 3D.)

- How has the artist looked at the subject to draw it? (They may say things such as 'carefully' - this is drawing out whether any children consider or use a method, like using shapes, to draw.)
- How would you draw this? (This will help identify if any children notice shapes in objects and consider this as a method to draw.)

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Children to do a quick drawing of a items they can see around the classroom in their sketchbooks - refer to the observational drawing skills they've learned in Y1 and Y2.

4. Apply the skills

Demonstrate to the children the steps to complete their drawing by modelling in sketchbook.

- 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.
- Step two - Use either more pressure or a softer pencil to make the lines darker. Go back to each object, refine the shape and add more details.

5. Evaluate and analyse

- Children to reflect on their work - does it look realistic? Does adding pressure make it more detailed? What went well/could be improved.

Ideas for Lessons 3-4 Practise shading

1. Starter activity ideas for lessons:

Children to continue a doodle picture - give them a line and ask them to finish it by drawing and applying different levels of pressure to their pencil.

2. Look at the work of artists

Recap on the artist's work from last session.

Show children *Shading* presentation. Encourage the children to talk in pairs or small groups about what they think of this drawing. Use the key questions to prompt as needed.

Key questions

- What do you like about the drawing?
- What do you think the artist has done well?
- What makes this drawing look more realistic?
- Can you tell if there is a light source? How do you know?

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Explicitly model how to hold a pencil in the shading grip and practise shading by applying the four rules. Children to practise shading directly into their sketchbook.

Children to then practise shading and blending from dark to light - model this in teacher sketchbook and monitor children's work throughout to ensure they are holding pencil and applying different pressures.

4. Apply the skills

Children can now draw a picture directly into their sketchbook and apply their shading and tonal skills. Encourage children to think about where the light source may have come from and how this would affect the light and dark shades on the picture.

5. Evaluate and analyse

Jot down and annotate successes and areas of improvement in sketchbook.

Ideas for Lessons 5-6 Botanical drawings

1. Starter activity ideas for lessons:

Give children half a drawing - can they complete the drawing?

2. Look at the work of artists

Recap on the work of Georgia O'Keeffe. Introduce the term botanical drawings (show children examples of this).

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

4. Apply the skills

Children select a flower they want to study. If possible, provide the children with magnifying glasses to look closely at all the parts of the flower, and prompt them to start looking for the simple shapes they can see.

Model drawing one small section of the flower - seeds/petals etc. Use a 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, reminding children of the skills acquired in previous lessons - this could be practised before applying to their flower. Encourage children to add shading skills. Children can add colour using crayons/pastels/pencils.

Children will then use *Georgia O'Keeffe* as inspiration for an abstract drawing. In sketchbooks, the children start by drawing at least 3 rectangles on a page. These represent the paper of their final drawing.

With their picture lying flat in front of them, the children use a viewfinder to move over the picture to select an interesting composition. When they have framed a section, they sketch what they can see, including the lines and outlines of shapes into one of the rectangles. These can be very simple line drawings or more detailed with colour

5. Evaluate and analyse

The children will have created expressive and unique pieces of art. Display the children's work in a large open space and give the children time to walk around to look at what everyone has produced

Suggested Strategies for Recording Learning

- Research artists and record key facts
- Photograph work
- Compare the work of artists
- Drawings and annotations in sketch book
- Explore different media