

Year Group: 5	Term: Summer	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		
Science - space History		
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 apply their existing skills in drawing techniques such as cross-hatching and hatching, exploring how to vary tones and shades. They will learn about how to make their artwork futuristic and interesting.

Possible Visits/Visitors

Visits to local art galleries; Baltic, Shipley. Visits to the planetarium - Centre for Life

Resources to be used

Drawing materials:

- Sketching pencils
- Pencils
- Watercolour paints

Essential Subject Skills to be covered

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, e.g. photography and digital art effects.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

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 understand the term retrofuturism and be able to use this as inspiration for their work.

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

- To explore the purpose and effect of imagery
- To understand and explore decision making in the creative process
- To test and develop ideas using sketchbooks

- To apply an understanding of drawing processes and improve ideas

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 and take inspiration from a style

1. Starter activity ideas for lessons:

Do a space/planet drawing, using shading to make it look 3D.

2. Discussion of the work of artists/styles

Children to look at the image in L1 - Soviet space propaganda.

Ideas for exploring the artwork:

- Can you describe what you can see?
- What could be the purpose of this image?
- Why is the hand so big and red?
- What do you think the hand is doing?
- Why is it pointing upwards?
- Do you know what language the text is in?
- What do you think it says/is about?

Allow children time to discuss their ideas. Explain to them the meaning of the text and then discuss the meaning of the image, using the information on the slides to give historical context. Once this has been shared, ask the children to discuss if their thoughts on the image have changed.

Show children the 'Family playing on the moon as imagined in the 1960s". This could be printed and put in their sketchbooks. Children to evaluate the image in their book using the following criteria:

1 What can you see? (use knowledge of line, shape, space, form, pattern, colour etc) e.g. the image uses mostly blue colour

2 Write down thoughts, opinions, and any questions using *I think* and *I wonder...* as sentence starters.

Show **RETROFUTURISM** on the board: How society in the past - often around the 1950s/60s - pictured the future, which is our present, depicting what it might be like or what they hoped it would be.

Questions for children to discuss:

- Can you identify any common themes in retrofuturistic art? (They should recognise that space features heavily, as well as pioneering technology and robotics.)
- Why do you think so many images of the future were heavily influenced by space, technology and science?
- Why do you think world events influence art, design and culture?
- Can you think of anything that has influenced art at other times in history?

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

Show children the variety of space images and ask children to decide what type of art they are e.g. painting, line drawing, AI or computer generated image etc.

4. Apply the skills

Either choose an image or allow children to choose an image of the ones displayed.

- Divide sketchbook page into four sections.
- Look at a section of the image and replicate any colours, lines, textures or shapes they can see.

Use the Pupil Video - drawing processes to support.

Encourage children to think of ways to improve their work as they go.

5. Evaluate and analyse

Children to reflect on their work and discuss the following questions:

- How would an artist describe drawing?
- What would your definition of drawing be?
- "It is only a drawing if it looks like something." Agree or disagree?
- "It is only a drawing if you use a pencil." Agree or disagree?
- "Drawings must be neat." Agree or disagree?

Ideas for Lessons 3-4

1. Starter activity ideas for lessons:

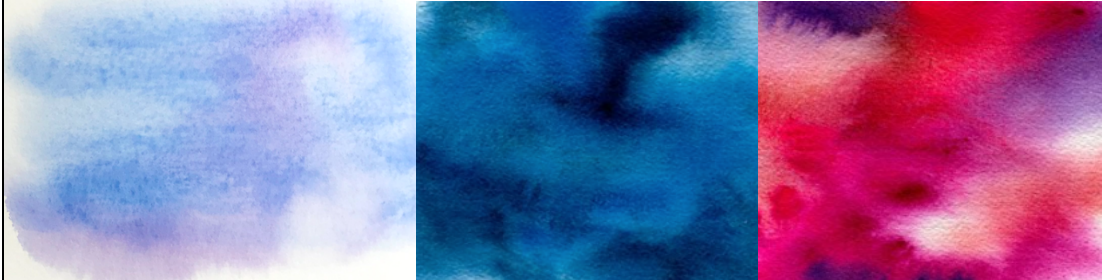
Children to continue a doodle picture - give them a line and ask them to finish it by drawing and applying different levels of pressure to their pencil.

2. Look at the work of artists/artwork

Recap on the definition of *Retrofuturism*. Show images to support children's understanding and to explore the concept. Children to work in groups to imagine what the world might be like in fifty years time. Jot down ideas in a mindmap.

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

Children to draw 4-6 sections on a sketchbook page. In this they are going to experiment with doing different coloured watercolour washes - examples below. (This part of the lesson replaces the collagraph printing lesson). Encourage children to think about suitable colours that link to their ideas of retrofuturism.



Children to make visual notes in their sketchbooks about what will be included on their final drawing. Children can choose the media that they want to draw with - e.g. charcoal, ink, pen, graphite pencil, chalk, pastels.

Children to sketch ideas in their sketchbook using their visual notes and the class mindmap.

4. Apply the skills

Children to complete a final drawing on a new page in their sketchbook, starting with a wash then drawing their image using their chose media.

5. Evaluate and analyse

Allow children time to reflect on their work, discussing and sharing their successes.

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