

Essential Knowledge

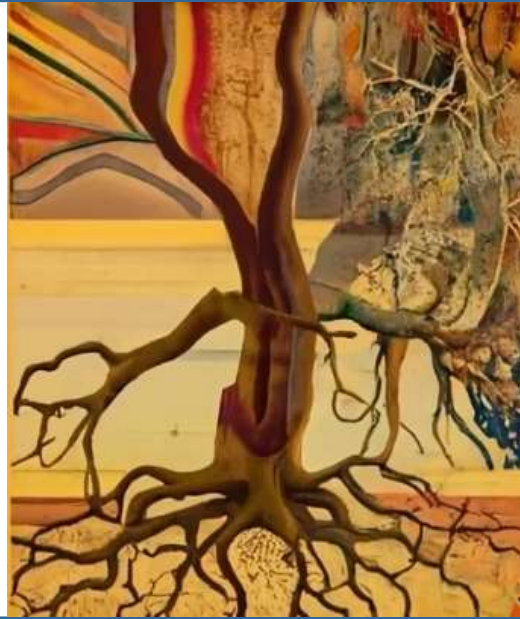
By the end of this unit children will

Unit outcomes

Pupils who are **secure** will be able to:

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. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.



Vocabulary

- abstract
- composition
- frame
- gestural
- mark making
- scale

viewfinder

- botanical
- botanist
- flower
- form
- magnified
- petal
- scientific shape

- frottage
 - pressure
 - rubbing
 - surface
 - tear
- texture

Intention

The intent of the *Growing Artists* topic in Year 3 is to develop children's confidence and skills in drawing through the exploration of natural forms. Pupils will learn to observe closely, record from first-hand experiences, and experiment with line, texture, and tone using a variety of materials. This unit aims to encourage creativity, improve fine motor skills, and foster an appreciation for the beauty and complexity of nature, laying the groundwork for more advanced artistic techniques in future learning.

Lesson 1

To recognise how artists use shape in drawing.

SC:

- 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.

Ask the children to look around at different items in the classroom, such as doors, windows, stationery and so on. Then ask them to draw the shapes they see in sketchbooks. Extend this to explore more of the school and outside on the grounds if you can.

- Why are so many things in school made up of straight lines, rectangles and squares?
- Did you find anything that wasn't made up of straight lines, rectangles and squares?
- What other shapes did you find?
- Are things outside made up of straight lines and geometric shapes?
- Why do you think this is?

Demonstrate to the children the steps to complete their drawing using the *Pupil video: Drawing with shapes* or by modelling yourself.

- 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 more pressure or a softer pencil to darker the lines. Go back to each object, refine the shape and add more details
- Vocabulary:
- **Arrangement**
- **Geometric**
- **Line**
- **Objects**

Lesson 2

To understand how to create tone in drawing by shading.

SC:

- 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.
- 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.

Skills part one: Shading with the correct grip and using the four rules Either model or use *Pupil video: Shading Part 1* to demonstrate holding a pencil in the shading grip and practising shading by applying the four rules.

The children then try this on a page in their sketchbooks or provide them with the printable *Activity: Shading skills* to use the shapes on page one to practise shading. While the children work, you can walk around and help the children with their grips and shading techniques.

Skills part two: blending from light to dark

Model yourself or use the *Pupil video: Shading Part 1* to demonstrate this using the rectangles on page two of the *Activity: Shading skills*.

Work from one end to the other, using the shading grip and smoothly changing the pressure to change the tone.

Applying the skills to a drawing

Now the children can apply all they have learned to create a tonal picture. Provide the children with one of the templates from the printable *Activity: Tonal picture templates*. Use the *Pupil video: Shading Part 2* or model how to shade one of the outline shapes.

Vocabulary:

- blend
- dark
- even tones
- grip
- light

Lesson 3

To understand how texture can be created and used to make art.

SC:

- I can create different textures on paper by using a rubbing technique.
- I can change the tool or colour that I use to change how my rubbing looks.
- I can apply the technique of another artist.
- I can tear and shape my rubbings to create a final piece.

Give the children a few sheets of paper and let them search for as many different textures as possible within the chosen space you are working in, extending this to outside if you can.

The children need to be using a variety of colours. Wax crayons work well, but they could try other drawing tools such as graphite sticks, but they need to make sure the texture is bold and easy to see. They are aiming for at least four different textures per sheet.

When everyone returns to class, give them a few minutes to share what they found with their peers. Ask if anyone thinks they might have found textures that look like the ones used by Ernst.

The children will be working with their rubbings and 'tearing' and cutting to create shapes to form their final picture (see the Teacher knowledge in Before the lesson for ideas).

Use the *Pupil video: Creating texture pictures* or demonstrate how to 'tear' in this context as it is not the same as ripping. The children could use A3 paper to compose their final piece, giving them enough space to work within or consider working on coloured paper, depending on the theme of the children's creations.

Vocabulary:

- cut
- frottage
- pressure
- rubbing
- surface

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| <ul style="list-style-type: none"> • Organic • shape | shading smooth tone | <ul style="list-style-type: none"> • tear • texture |
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Lesson 4

Focus: To apply observational drawing skills to create detailed studies.

SC:

- I can use simple shapes to sketch the form of an organic object.
- I can add detail using careful observation.
- I can add tone using shading skills.

Inspired by Linnaeus and Darwin, the children draw flower studies on loose paper or in their sketchbooks. The 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.

Use the *Pupil video: Botanical drawing* or model yourself drawing one section of the flower; this might be a petal or the seed head.

Demonstrate 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. This can also be done with fineliners or inks.

The children may naturally use the shading skills they have learned to include tones in their drawings. Encourage them to do this after they have completed their sketches.

As a further extension, their studies could include a drawing of the complete flower or using watercolour paints to add subtle colour.

If the children are learning about or know the parts of flowers, these can be added as notes to accompany their sketches.

At the end of the lesson, the children can stick some pieces of the flower parts into their sketchbooks.

Vocabulary

- botanical
- botanist
- flower
- form

Lesson 5

Focus: To explore composition and scale to create abstract drawings.

SC:

- I can select an interesting composition.
- I can draw in a large scale.
- I can experiment with drawing skills and tools.

Explain to the children that they will make their own **Max Ernest** inspired abstract drawings. This is demonstrated in the *Pupil video: Abstract drawing*, but this can also be modelled.

Provide the children with one of the flower pictures in the printable *Activity: Flower photographs*.

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.

They repeat this, choosing a new area to draw within the rest of their rectangles to have a range of compositions to choose from.

The children choose one composition to draw as a final piece. Ideally, this should be onto large scale paper, at least A3 in size. As this is a piece at the end of the unit, it is a good opportunity to let them apply all they have learned and experiment with their drawing and their tools.

Vocabulary:

- abstract
- composition
- frame

- magnified
- petal
- scientific
- shape

- gestural
- mark making
- scale
- viewfinder