

Ashtree Primary School and Nursery Medium Term Plan for Art

Year 6 – Drawing - Autumn

Key Vocabulary

Thick, thin, brush, secondary colours, primary colours, back ground, fore ground, detail, fade, line pattern, hatch stipple, scumble,

Prior Knowledge

National Curriculum: KS1 pupils should be taught:

1. To use a range of materials creatively to design and make products
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Knowledge

In addition to the above, the National Curriculum: KS2 pupils should be taught to

- a. Produce, evaluate and analyse creative works using the language of art, craft and design
- b. know about great artists, craft makers and designers, and understand the historical and cultural development and impact of their art forms as well as make links to their own work.
- c. Develop a sketchbook of observation and ideas

Key Skills

Children can be taught key knowledge by learning the skills below:

Work in a sustained and independent way to create a detailed drawing, using different techniques for different purposes and from a variety of sources.

Use a sketchbook to collect and develop ideas, and develop observations skills. Reflect on what techniques (e.g. Shading, hatching, marks, lines) work best and why for each project

Produce increasingly accurate drawings of people and objects by using their understanding of concepts like light, shade, tone, composition, perspective, scale and proportion

Identify artists who have worked in a similar way to their own work. (c)

Continue explore how to show reflections in a drawing (b)

Suggested Activities /Steps

To learn/review shading and blending techniques – hatching, cross hatching ,stipple, scumble, to achieve 3D in drawing objects

To review drawing/sketching techniques and observational skills for drawing portraits

To use shading techniques to achieve 3D in landscapes

To use combine their knowledge of scale and proportion to create large scale drawings

To use a combination of knowledge and skills in shading and blending to begin making accurate 3D drawn representations of an object showing where a shadow is created by the light source

To use a combination of knowledge and skills in shading and blending to begin making accurate 3D drawn representations of an people showing where a shadow is created by the light source – eg profile pictures, portrait sketches, complete stance etc

Curriculum links

Science – plants, light/shade

Maths - Shape

English – Oracy – use of adjectives

Misconceptions

That children understand the difference between all the different forms of shading and how it can be used effectively

That children understand the position of shade in relation to light source

That children understand the term 'perspective' – this needs to be taught (objects appear larger when nearer, angles of objects, lines that are parallel may not appear parallel as an object moves into distance etc)

Curriculum Enhancements and Artists

<https://www.youtube.com/watch?v=CbYBtvygBiQ> – drawing shapes in perspective

<https://www.youtube.com/watch?v=JeVTHkYLcns> – one point perspective

<https://www.youtube.com/watch?v=cVEZScaUJ10> – two point perspective

<https://www.youtube.com/watch?v=Fhfx35Lwux8> – drawing faces for beginners

Suggested artists: Van Gogh, Picasso, Da Vinci