

ART AND DESIGN IN SUFFOLK

Drawing Autumn Term Cycle D 2020

DRAWING Aut 2020 – YEAR 2/3/4

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To investigate different marks that can be made using pencils. 2a To compare, own work with marks made by Vincent Van Gogh in his work. 5d, 3a	To explore shading techniques and talk about and investigate light/medium/dark tone. 3a, 3b	To work from the imagination and explore ideas using a story as a starting point. 1a	As session 3 + To say what they think about their work and adapt it according to their views. 3a, 3b	To select and develop part of an image. 1a	To develop work using own images as a starting point with a focus on pattern, line and shape. 4a, 5a To discuss work and identify areas for development. 3a, 3b
Activity	INVENTING MARKS Ask the children to fold a piece of A3 paper into 8 and invent six different marks to fill 6 of the spaces. Then look at and discuss a black and white photocopy of an image by Vincent Van Gogh to compare their marks with his. Ask them to think of two marks that he has made and they have not and repeat these marks in the remaining spaces. On a different surface, using a different mark maker and starting from the centre, build ever-increasing circles. Each circle will contain one of the marks used in the first part of the session.	EXPLORING SHADING Take a line for a walk. Ask the children to work from the centre of a piece of paper outwards. Within the spaces created explore light and dark shading. i.e. holding the pencil horizontally and using the side of a pencil point and different pressures to explore a range of shades. Also show the children the technique of hatching, (making parallel lines across a shape), and cross-hatching, (criss-crossing parallel lines to achieve layers of dark tone). Ask the children to experiment with how this technique can achieve darker tones, (more crossing lines). Using these different shading techniques gradually fill in spaces between the lines.	IMAGINATIVE DRAWING - "THE HIPPOCRUMP" Read part of the poem and extend the story to a point where the face of the Hippocrump is seen in close-up. Emphasise the idea of being 'nose to nose' with the creature's facial image, as if framed in a doorway or window. Ask the children to draw what they imagine the Hippocrump would look like using A2 sugar paper and oil pastels. Draw the eyes first and discuss and compare these interpretations before completing the facial image feature by feature. Discuss the images as they progress. This may be adapted to use another story i.e. Grendel from Beowulf.	→ Discuss the images produced in session 3 and ask the children to talk about what they think and feel about their own work and that of others. Also ask them to suggest what they would like to adapt in their images. Overwork drawings with Brusho colour, ready-mix paint and pastels.	PATTERNED PAPERS Ask the children to use a viewfinder to select an interesting section of a patterned paper. Ask them to focus on the lines and shapes in the pattern and produce drawings in their sketchbooks. Use different combination of colours in experimental work. The work may be copied to produce repeated images using the computer, photocopier or by tracing. A piece of patterned paper may be scanned and the pattern developed on screen. A specific type of patterning e.g. Islamic may be studied in this way.	→ DEVELOPING AND ENLARGING PATTERNS Discuss the work produced in the previous session and ask the children to identify what they think and feel about their own and others' work. Talk about improvements and developments that they would like to make in future work. Place the viewfinder onto the patterned drawings produced in the previous session and select an interesting part to develop further. Enlarge the drawings and refer to previous experimental work to help select colours to finish the image.

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Skills, concepts, knowledge and understanding.	Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh. Sorting, selecting and comparing graphic marks	Investigating the visual element of tone (light and dark). Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.	Comparing ideas and approaches. Increasing the scale of an image by working in close-up. Developing an image using the imagination.	Discussing work and deciding what they would like to adapt and develop further in their images.	Exploring pattern by using the elements of line, colour and shape. Experimenting with different colour combinations. Using ICT as an expressive tool.	Transposing imagery from one medium to another, enlarging and layering
Vocabulary	Mark Line Compare Sort Pattern Repeat Variety	Tone Hard, soft Pressure Light, dark Graphite Horizontal Vertical Hatching Cross-hatching Parallel	Blend Brusho Oil Resist Imagination Memory Close-up Scale	Overwork Highlight Modify Develop Adapt	Pattern Repeated Interesting Section Copied	Select Image Enlarge Adapt Modify Develop Colour combination
Curriculum links	Literacy – biography, ICT – research skills.	Literacy – following instructions, Science- light and dark.	Literacy -using imagination to respond to a poem.	Literacy – speaking and listening, discussing work.	Numeracy – repeated patterns, ICT – pattern on the computer, photocopier RE – patterning associated with a specific culture.	Literacy – speaking and listening, discussing work, ICT as previous session.
Resources	A4 paper, A range of drawing pencils. Black and white photocopies of Van Gogh images - Google Images	A5 paper, Graphite sticks, Pencils.	Pencils, Oil pastels “The Hippocrump” by James Reeve	As previous session. + Brusho, Ready-mix paint, Oil pastels.	Patterned papers - (wrapping paper etc.), Sketchbooks, Pencils, Colouring media, Viewfinders.	As previous session.
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

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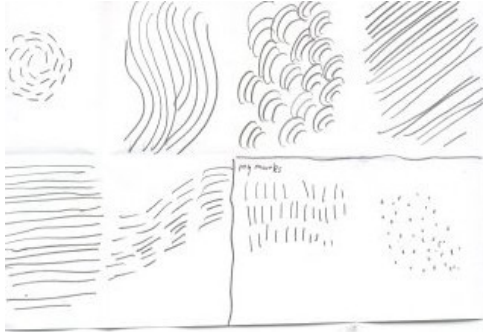
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Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to ... comment on their work and suggest ways of improving it. They will know that Vincent Van Gogh used a variety of marks in his images and will have identified and recorded examples of these. They will know some of the vocabulary and use it appropriately when discussing patterns and will record using lines, shapes and colours. After listening to a story, they will be able to respond using drawing and resist techniques to produce an image from their imagination.</p>		
<p>Most children will be able to... explore ideas, collect examples and understand the mark making techniques used by Vincent Van Gogh. They will be able to communicate their ideas and observations, comment on their own work and that of others and suggest improvements that could be made. After listening carefully to a story, they will be able to respond using drawing and resist techniques to produce an image from their imagination. They will be able to discuss different forms of patterning and record, enlarge and extend them with regard for line, shape and colour.</p>	<p>YEAR 2/3/4 DRAWING UNIT</p>	
<p>Some children will have progressed further. They will be able to... raise questions, compare ideas and discuss opinions on their and other's work and also relate this to the work of Vincent Van Gogh. They will experiment with ideas, methods and approaches to create images in his style and comment on similarities and differences that they have observed. When responding to a story starting point they will show awareness of line, shape and colour when composing their imaginative image and also an understanding of effective colour combinations when using the resist technique. They will compare and discuss different patterns and show careful observation when recording, enlarging and extending their work.</p>		

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Sketchbook work - marks made by Vincent Van Gogh in his paintings.



Class image in the style of Van Gogh produced by each child reproducing the marks made in a single strip of the painting.

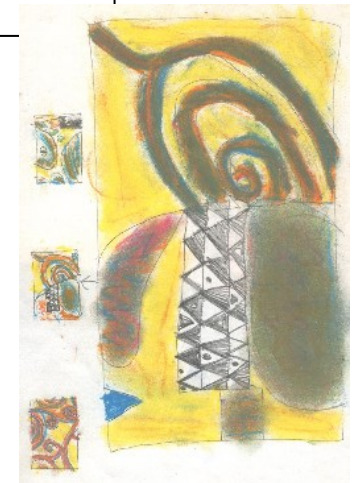


Sketchbook work – different marks between drawn lines and hatching experiments.



Facial images of “The Hippocrump” – oil pastel and Brusho colour.

Hippocrump!



Developing and enlarging patterns. viewfinder and