

ART AND DESIGN IN SUFFOLK

Snape 5/6 DRAWING 1

DRAWING – YEAR 6

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To make detailed, analytical observational drawings. 1a	To enlarge own drawings and use selected media to develop work. 1b	To discuss, review and modify work. 3a, 3b	To use an OHP to enlarge a selected photographic portrait. 5c To understand the visual element of tone 4a To work collaboratively in a group. 5b	To develop and extend individual and group work. 3a and 3b	To respond to portraits from different times and styles. 4c, 5d
Activity	DRAWING FRUIT OR VEGETABLES Ask the children to draw a slice of fruit or vegetable in detail	→ WORKING ON SCALED UP DRAWINGS. Ask the children to	→ CONTINUATION Review and modify work as it progresses.	These three sessions may be run together to give the opportunity for group work and access to computers and overhead projectors.		

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	<p>vegetable in detail using a magnifying glass. Encourage the children to focus on a single element (line, shape, colour, texture, tone, pattern or form) in each of their drawings. Discuss and review the images and then ask the children to work on their own image taking into account comments and suggestions.</p>	<p>ASK THE CHILDREN TO scale up the detailed drawings onto paper. Encourage them to use a wide range of media selecting those most suitable to portray the required element in each image.</p>		<p>ENLARGING WITH OVERHEAD PROJECTOR Working in groups of 4 or 5, the children select a photographic image of a face (high tonal contrast works best) The image is then photocopied onto acetate and placed on an overhead projector onto large, off-white sugar paper. Talk to the children about the tonal contrasts that make up the image and identify a light, middle and dark range. Colour the projected image as follows: Light areas – yellow. Mid-tone – orange. Dark – red. OR: Light areas – yellow. Mid-tone – green. Dark – blue.</p>	<p>→ DEVELOPING WORK</p> <p>The group images from session 4 may be painted, printed or overworked using torn magazine pages to give different tones of colour.</p> <p>Individual images may be developed by scanning into the computer and using appropriate software to extend and develop tonal contrasts. Using infill techniques the image may be worked to show areas of light, medium and dark tone.</p>	<p>PORTRAITURE Children to collect and select examples of portraits by different artists. Discuss the variety of styles and media used for portraiture over the years and ask the children to record and respond to contrasting styles in their sketchbooks. (Have a range of graphic, collage and painting media available for use in sketchbook work.) Invite the children to use reference books and ICT for research. Possible artists: Matisse Picasso Gainsborough Modigliani Schnabel Bacon Rembrandt Van Gogh etc...</p>
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Skills, concepts, knowledge and understanding.	Focusing on a single element within a design. Discussing and reviewing work and making modifications. Making detailed drawings using a magnifying glass.	Enlarging designs developed in the sketchbook. Selecting and using a wide range of media.	Reviewing and modifying work.	Working as a group. Using an overhead projector to produce a figurative image. Understanding the importance of tone in figurative imagery.	Using ICT to produce a portrait image. Working within a group to develop work using a chosen method.	Understanding and investigating the variety of methods and different media used by artists for portrait work.
Vocabulary	Element Line Shape Colour Texture Tone Pattern Form.	Enlarging Media	As previous session.	Portrait Figurative Tone Light, mid- tone, dark	Print Paint Mosaic Tone	Portraiture Media Methods
Curriculum links	Science- natural forms, magnification.	As previous session.	As previous session + Literacy- discussing work.	ICT- using the overhead projector PSHE/Citizenship - working with others.	PSHE/Citizenship – working within a group, ICT – using the computer as an expressive tool to produce a portrait.	Literacy – discussion, History- portraits as an historical source, ICT- research skills.
Resources	Fruit and vegetables, Sketchbooks, Magnifying- glasses.	As previous session+ Media, tools and choice of surfaces.	As previous session.	Photographic images (black and white, newspaper or magazine images work best). OHP for each group, Acetate sheets, Off-white sugar paper, Thick felt marker pens in chosen colours.	Printing materials, Paints, Magazines, Acetate sheets, PVA glue.	Magazines etc. for pictures of faces, Range of media, Sketchbooks. Portraits - different times and styles, Portrait images by suggested artists – Google Images Tate National Portrait Gallery Gainsborough House
Time	1hour	1hour	1 hour	1hour	1hour	1hour

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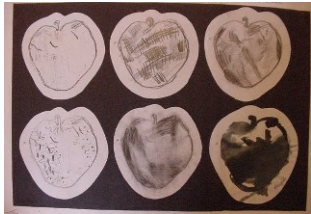
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Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to... use a variety of tools and materials for mark making and talk about what they think and feel about their work and suggest ideas for improvement. They will be able to work with others and share ideas when working on a group project and begin to understand the idea of light and dark tones in a portrait. They will have looked at and discussed portraits by a variety of artists from different times and cultures.</p>		
<p>Most children will be able to... investigate drawing materials and techniques to communicate their ideas to others focusing on different visual elements of art. They will be able to say what they think about what they, and others, have produced and suggest ways of improving the work. They will also be able to investigate the portrait imagery of famous artists and comment on the ideas, methods and approaches in their work. Working within a group, they will be able to show an understanding of tone when working on an enlarged facial image.</p>	COMPLETED DRAWING UNITS	
<p>Some children will have progressed further. They will be able to... investigate and use materials and processes to communicate ideas and meanings about an image and work on own ideas to produce a design focusing on a specific element of art to realise their intentions. They will be able to analyse and comment on their own and others' work and evaluate their achievements. They will also be able to explore the ideas, methods and approaches to portraiture of well-known artists and reflect this in their own experimental work. Working within a group, they will show an understanding of tonal qualities and reflect this in their own images.</p>		

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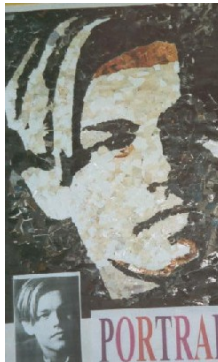
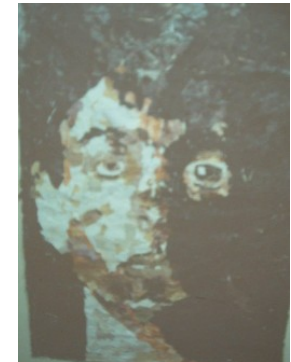
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Sketchbook work concentrating on the line, shape, colour, texture, pattern and form of fruits and vegetables.

Enlarging the sketchbook drawings and overworking in paint and pastel.

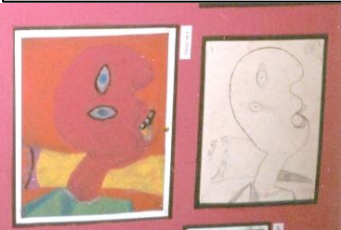


Sketchbook work on different styles of portraiture.

Pastel drawing of a Francis Bacon self-portrait.

Large portraits drawn using felt pens and the overhead projector.

Portraits completed using collaged magazine pieces.



Portrait studies from "Guernica" by Pablo Picasso.



Portraits drawn using acetate over a computer screen.

