

**Unit Overview for Art and Design - Subject: Drawing**

**Year Three: Autumn Term**

**Key Vocabulary:**

**Shading**-Shading is a technique used in art to represent light and shade by varying the colour and intensity of the medium being used. This helps create the illusion of depth and shape in an otherwise flat work.

**Pencil grades** A pencil's grade is dependent on the blend and ratio of two products: the more clay there is, the harder and lighter a pencil will be; the more graphite there is, the darker and softer it will be.

**Texture** Texture is used to describe the way a three-dimensional work actually feels when touched.

**Tone** Tone is the lightness or darkness of a colour.

**Key Words:** shading, pencil grades, mark making, tone, texture, light, dark memory, imagination and observation, fine and broad media, control, line, shape, colour, pattern, texture, form and tone, pencil grades B 2B and 6B, continuous line drawings.

**Media/tools:** B, 2B and 6B pencils, charcoal sticks, 'found pigments', drawing pens, charcoal, a range of soft and hard pencils, graphite sticks, wax crayons, coloured pencils, fine liners, oil and soft pastels.

**Key Artists:**

Artists: Lascaux paintings



**PRIOR LEARNING:**

Most children can:

Use pencils to create lines of different thicknesses.

Demonstrate that the pressure you put on a pencil determines the intensity of colour you produce.

Apply different pressure to the pencil will create different tones.

Use different techniques for pastel work which creates different effects - draw with the end of the pastel, using the edge of the pastel, cross hatching and blend pastels.

Curriculum Skills	Learning Intention	Knowledge
<p><b>KEY LEARNING:</b>  <b>SKILLS AND KNOWLEDGE</b>                      Use a sketchbook to record their ideas, observations and imaginative drawings using an increasing range of marks, lines and patterns.                      Make choices from a range of different tools and surfaces.                      Use drawings as a basis for working in other media – made pigments.                      Explore a sense of scale – people, and animals.</p>	<p><b>Artist(s) – evaluating and analysing and contextual knowledge</b>  <b>Why were these scenes selected by the artists?</b>                      Discuss who the artists were painting for.                      Discuss the conditions the artists worked under. (In the dark with another assistant holding up a torch so they could see while they worked). Worked as a community.  <b>Where did they get their materials?</b> 'found' materials                      To look at source materials, summarise how the cave paintings are presented and how they are regarded by historians.</p>	<p><b>INTENDED END POINTS:</b>  <b>UNDERSTANDING</b>                      Know these are the earliest examples of art /creativity/drawings by humans.                      Know how to use different grades of pencil to shade and show tones and textures.                      Know three or more different mark making techniques. Demonstrate that HB, 2B and 6B give different shades, depth of pigment.</p>

	<p><b>Accumulation of Technical skills</b>  <b>Can you explain how paints were made?</b>  Discuss where artists gather the materials they needed. Know prehistoric paint was created by mixing dirt, ground up rocks and minerals and animal fat. Sometimes, bits of burned wood were ground up, mixed with animal fat and used for painting as well.</p> <p><b>Innovation and application</b>  <b>How do we draw in the round?</b>  Exploring how to use soft pastel – apply overall colour with the side of the stick, precise colour with the end, layering and blending to give a naturalistic effect and highlighting and shadowing to give depth and a more 3D impression. Establish a progressive routine- outline, layering of colour, blending, shadow and highlight with white chalk.</p> <p><b>Can we use continuous line?</b>  Use typical subject matter – i.e., found animal skulls, as the basis for developing the technique – use of fine tip pens.</p> <p><b>Creative Reflection</b>  <b>What would you do to develop this artwork?</b>  Decide/assess if the artwork is effective. How will you develop your skill with future application of these techniques?</p>	<p><i>Demonstrate drawing can be used as a starting point for other processes - smaller scale for larger drawings plans or models etc.</i>  <i>Know it is important to carefully observe when drawing from life, noting scale, shape and position of the original subject</i></p>
<p><b>Thinking Deeper :</b> <i>How might other subject matter create more challenge?</i></p>		
<p><b>Links to Other Subjects:</b></p>		
<ul style="list-style-type: none"> <li>• <b>Links to other subjects:</b> <i>History – Prehistory; Literacy – communicating ideas and responses in informative annotations.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Personal Development:</b> <i>Develop the use of art as communication of ideas and imagination and learning behaviours.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>SMSC:</b> <i>Mindful practise in absorbing oneself in producing art. In the case of ore-historic people, it was also considered to be spiritual.</i></li> </ul>		

- **Cultural Capital:**

*Learn about early forms of human creativity.*

*Look at and talk about drawing within their own environment.*

*Understand that drawing has different purposes in different cultures – prehistoric paintings/ Lascaux caves.*

*Understand that drawing is used to record and inform – animals forms.*

- **British Values:** *Mutual respect for peers views and opinions.*

- **Careers:** *Art as a career prospect, commercial venture.*

- **Equality:** *New techniques introduced.*