

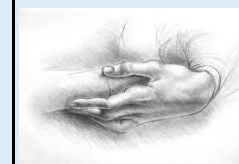
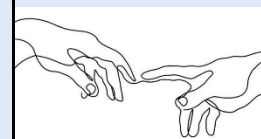
**Unit Overview for Art and Design - Subject: Drawing (Still Life and Imaginative) Year 5: Spring Term**

**Key Vocabulary:** Viewpoint, distance, direction, angle, perspective, alter, modify, interior, exterior, natural form, image, subject, portrait, mark making, observation, tones, shape, proportion, detail, hatching, cross hatching, stippling, blending.

**Media/tools:** Graded pencils, drawing pens, cartridge paper.

**Key Artists:**

Artists: Leonardo Da Vinci vs Picasso



**PRIOR LEARNING:**

Most children can use different grades of pencil to shade and show tones and textures.

Demonstrate three or more different mark making techniques.

Demonstrate that HB, 2B and 6B give different shades, depth of pigment.

Demonstrate drawing can be used as a starting point for other processes - smaller scale for larger drawings plans or models etc.

Know it is important to carefully observe when drawing from life, noting scale, shape and position of the original subject.

Curriculum Skills	Learning Intention	Knowledge
<p><b>KEY LEARNING:</b>  <b>SKILLS AND KNOWLEDGE</b>                      Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies - shading, cross-hatching and developing perspective by using different viewpoints.                      Use drawing as a starting point that may be taken forward into work with other media.                      Use a wide variety of drawing tools and media, using increased control - choosing from mark-making</p>	<p><b>Artists – evaluating, analysing and contextual knowledge</b>  <b>What was Da Vinci famous for?</b>                      Place Da Vinci in the chronology of history.                      Explore what he was famous for.                      Compare some of his inventions to modern day equivalents. Annotate images and acknowledge him as a scientist before his time.</p>	<p><b>INTENDED END POINTS:</b>  <b>UNDERSTANDING</b>                      Drawing develops spatial concepts.                      There is a difference between a stylised and accurate drawing, and they can assess their own work in the light of it.                      Different artists draw in different ways – each have their own style and technique depending on purpose and intent.</p>

<p>materials, selecting grade of pencil, blending colors etc.  <i>Work in a sustained and independent way from observation, experience and imagination;          Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.          Move away from stylisation in drawing – referring to size, scale, position and proportion.</i></p>	<p><b>Picasso versus Da Vinci</b>          Compare Picasso with Da Vinci and how both are prolific artists who created art for long periods of time.          Compare observational drawings by Da Vinci using shading and highly stylised drawings by Picasso.          Annotate images comparing own impressions of the art works.</p>	<p><i>The relationship between shape, scale and position is important.</i>  <b><u>Sticky Knowledge:</u></b>  <i>Know that when drawing from observations, the best way to record, shape, proportion, tone, shade and detail accurately is to look at the source of information. Your eyes must continually dance from the piece of paper to the object and back again.          Know the different mark making techniques – light to heavy, hatch, cross hatch, stippling, scribbles, cs and os, wiggles.</i></p>
	<p><b>Accumulation of technical skills</b>  <b>Who was the ‘Vitruvian Man’?</b>          Using digital images recreate Davinci ‘Vitruvian Man’ laying images on top of each other.          Progress to observing proportions of the body to draw outline version of ‘Vitruvian Man’.          Observational drawing of a hand/finger practising use of mark making techniques: light to heavy; cross hatching; stippling and blending.</p>	
	<p><b>Innovation and Application</b>  <b>How can you use Picasso for highly stylised inspiration?</b>          Create a stylised picture of a hand/finger in the style of Picasso.</p>	
	<p><b>Creative Reflection</b>  <b>Which do you prefer?</b>          How affective is the stylised hand/finger?          Which is your preference and why?</p>	
<p><b>Thinking Deeper:</b> How was Da Vinci ahead of his time with his inventions?</p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>• <b>Subject Specific links:</b> History and chronology; science and inventions; Literacy – annotations and reflections; Maths proportions of bodies.</li> </ul>		

<ul style="list-style-type: none"><li>• <b>Personal Development:</b> Confidence in speaking to others and considering improvements in own learning.</li></ul>
<ul style="list-style-type: none"><li>• <b>S.M.S.C.:</b> Showing an awareness of how certain artists had developed ideas ahead of their time.</li></ul>
<ul style="list-style-type: none"><li>• <b>Cultural Capital:</b> An appreciation of art and artists from different time periods.</li></ul>
<ul style="list-style-type: none"><li>• <b>British Values:</b> To respect that all children have a point a view and can make valuable contributions.</li></ul>
<ul style="list-style-type: none"><li>• <b>Careers:</b> Art as a career prospect, commercial venture.</li></ul>
<ul style="list-style-type: none"><li>• <b>Equality:</b> To have access to art and the opportunity to develop skills.</li></ul>