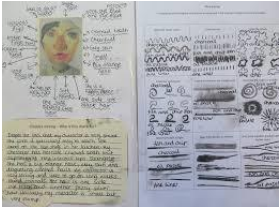


Year 5/6 – Drawing – Autumn National Curriculum links: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - about great artists, architects and designers in history.	Ideas: Linked to World War 2 topic - portraits School Threads Legacy	
The fundamental elements of art (highlighted in grey) should be taught and developed throughout each teaching sequence and media focus. These elements include: line, shape, form (in 3D), value (tone/shades), colour, space, texture and pattern. These elements should be evident in final artworks.		
Prior Knowledge 1/2 - Drawing –Pencil – Lowry Line, shape, pattern Buildings – linked to Westcliff 3/4 – Drawing – Charcoal – Mackie Steeltown ‘city scape’	Key Vocabulary Line Shape Pattern Colour Value Contrast Texture Form Hyper realism Sketch Shade Blending Proportion	Assessment Children will: - Know the 5 main styles of shading by name (stippling, scumbling, hatching, cross hatch, blending) - Practise and develop shading skills. - Practise and develop drawing proportionally - Understand about how value is used to create light/shadows - Children will be able to discuss the process of creating their art work - Know Kelvin Okafor is a modern day artist – present - Know Okafor’s style is pencil drawing – hyper realism; sharp lines, clear value/texture / - compare the similarities and differences relating to the elements of art by looking at work of different artists, designers and craftspeople - research an artist or style of art. - make notes in my sketchbook about techniques and the elements of art used by artists. - say how artists have produced pattern, colour, texture, value, shape, space, form and line - use my sketchbook to express feelings about varying subjects and to describe likes and dislikes - annotate my sketches in my sketchbook to explain my ideas and why I have used specific materials and techniques - use the language of art (linked to the elements of art) to describe mine and others’ work. - explain why I have chosen specific techniques - discuss my own and others’ work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - comment on similarities and differences between my own and others’ work.

Expectations of learning	National Curriculum Link (s)	Learning Journey
By the end of the lesson / session children should be able to: - know that Klimt, Kahlo and Durer were artists from the past. - Know that Perry and Okafor are present day artists - Discuss hyper-realism Discuss others work using technical language; Line Shape Pattern Colour Value Texture Form	Explore and Develop ideas - to create sketch books to record their observations and use them to review and revisit ideas - about great artists, architects and designers in history.	Remind children of previous work from 1/2- drawing – Some will have looked at Lowry (buildings) and 3/4 – charcoal pictures inspired by Mackie. Explain the theme is pencil drawing. Where we will be creating pencil portraits. First impressions – look at a selection of portraits by different artists Gustav Klimt, “Half Figure of a Young Woman,” Albrecht Dürer – self portrait (sketch - https://philamuseum.org/collection/object/13019) Kelvin Okafor – any of his work Greyson Perry – Sketch of Phillipa (Yellow background) OR Comfort blanket- Elizabeth II. Frida Kahlo - Portrait of Natasha Gelmand OR self portrait dedicated to Dr Eloesser 1940 What do children notice? Any similarities/differences between these portraits? Which do they prefer? Why? What don't they like about any of them? TASK Children to cut, stick, sketch small parts of work by each artist and label their thoughts and ideas – as modelled. 
Expectations of learning	National Curriculum Link(s)	Learning Journey
By the end of the lesson / session children should be able to: - research about an artist or style of art. - make notes in my sketchbook about techniques and the elements of art used by artists. - say how artists and craftspeople have produced pattern, colour, texture, value, shape, space, form and line	Explore and Develop ideas - to create sketch books to record their observations and use them to review and revisit ideas - about great artists, architects and designers in history.	Look at the work of Kelvin Okafor Model using books and internet to collate information/ideas about the artist. Create page in sketch book with pictures, images, sketches and annotations on the history/work of Okafor, the style of the artist (hyper-realism). Elements they find interesting and may influence own art. TASK Children to create research pages on Okafor adding own annotations. Word bank and model to support.    

Expectations of learning	National Curriculum Link(s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> • Develop their understanding of proportions of a face • Experiment with using guidelines to help inform their sketching	<u>Explore and Develop ideas</u> • use sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<u>SKILLS LESSON</u> – proportion Remind children how to sketch properly (don't hold the pencil like a writing one, higher up the pencil and move you whole arm not just the wrist) <u>TASK – may take more than one lesson</u> In sketchbooks First: Sketching individual features – practising different areas – e.g. eyes, lips - repeat to improve Next: Then - Children to follow a step by step tutorial on how to draw a face – pausing after each part – focus on face as a whole and proportions Use mirrors to allow children to see their face clearly