

Y3 Drawing

About the unit – This unit develops an understanding of light and shade to begin to develop a 3D look. Children are beginning to draw what they actually see. “True drawing”.

Vocab

Shape
Form
colour
line
tone
pattern
three- dimensional
space
shade
cross hatch
viewpoint

Resources

Sketchbook
Variety of pencils
6B-B

Charcoal
Crayon
Pencil crayon
Quality drawing
paper
Collection of objects
to draw 1 between 2.
Evaluation sheet
Photocopies of line
drawings.

Copies of the artist's
work.
Biography of the
artist.
Any books relating to
the artist.

Suggested artists

Giorgio Morandi



Vincent Van Gogh



van

Explore and develop ideas

Lesson 1.

- First impressions – The children stick a picture of the artist's work in the middle of a page in their sketchbook. Record what they think, feel, see in the picture by the artist. What stands out? What do they like/dislike? Why? Jot words/sentences around the picture.
- Appraisal- Discuss their ideas with a partner, then the class as a whole.
- Introduce the artist, background, show other works by them. Do the children know any other similar artists? Any other artists who have used the same techniques, subjects etc.

Investigating and making

Lesson 2

1. Give each child a small copy of Van Gogh's shoes still life. to stick in the middle of the next page in their sketchbook. Start to investigate the techniques the artist has used.
 - Do they recognise any drawing techniques they know? Look back in their sketchbooks to look at their last drawing project in Y2.
 - How does the artist make the drawings look solid/3 dimensional? Recap on drawing techniques from previous years, line, hatching crosshatching etc.
 - Look at the lines the artist has drawn and draw lines from the picture to label their findings. Where have they found evidence of shading, shadows, different tones? Why has the artist positioned the objects in that way? (more interesting, catch the light, show darker/lighter shadows, harder to draw from those positions?) Can they do a small sketch of the type of marks used next to each label?
 - Share their findings with the class.
2. Show the children that a shadow comes from a light source using a torch or lamp. Ask them where is the shadow in relation to the source? Make shadows from different sides of an object, why does the shape of the shadow change?
 - Choose an object and look at it from different viewpoints front/back, upside down, from inside. Draw what you see, not what you think should be there. Look carefully at where the shadows are to include them in the picture.

Prior learning

Made drawings from observation
Used shape and pattern in other design work
Talked about their drawings and paintings as they develop.
Looked at other artists work and talked about how they think or feel about it.

Future learning

The children will build on previous units on tone, shade, hatching, crosshatching and a knowledge of light and shade, to develop contour drawing to add further detail to create 3D images.

- **You model doing it right and getting it wrong first. Do the children notice?** Then let them have a go. Just do a line drawing, no need to shade. Try at least three sketches.

Evaluating and developing work.

Lesson 3 -Preliminary sketches



- Choose a different item this time. Take an object, ed mug, teapot, trainer etc and set it at an unfamiliar angle. Do a line drawing of the shape first.
- Where is the light source? Shade the shadow by using tones of pencil.
- Choose the techniques they liked the best or which would look the best shading, lines and crosshatching techniques to draw the object, including shadows cast by their the object in their sketchbook. Do at least 3 drawings of the full or parts of the object from different angles(see above).

Lesson 4 – Experiment with different drawing media

- **Pre lesson, make a photocopy of each child's line drawings fro previous lesson**, so they don't have to draw them again.
- Ask the children to now use 3 different media , one for each drawing- pencil, ink pen, charcoal to add detail to each outline .Look at how Van Gogh did it. They could use hatching like him or cross hatching and shading with different tones too.
- When they have finished choose which sketch they liked best.Which media gave best results? Annotate their work with comments.Then stick this sheet in their sketchbook.
- Share with class.

Lesson 5- Final piece

- Look at their preliminary work. Reproduce the two drawings they liked the best on good quality paper, showing shadows, and shading to make them 3 dimensional.
- Children choose the media, eg pencil, charcoal, pen, pencil crayon etc which they felt gave the best results in the last lesson.

Lesson 6

Prepare an evaluation sheet for them to record their learning in this unit.

- Ask the children to identify the places where they their work was most/least successful.
- Do they think they have managed to capture the essence of the artist? We are not aiming for a carbon copy of the artist's own picture, but the children's own interpretation of it. When they have filled in in, stick it in the sketchbook.

Put their final pieces out on their tables and the class walk around and look at each other's work. Choose their favourite and say why they have chosen it. Encourage the children to use key vocab.

Can they write a few sentences appraising their work and any modifications they would make when they cover drawing again. As these are in the sketchbook it means they can be used for future reference.