



OUR LADY AND  
ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL



# Art – Drawing

Year 4 – Short Term Planning –

## Art Knowledge Progression

### Disciplinary Knowledge

#### Analyse

##### **Colour**

Identify colours used by the artist and suggest reasons why – linking closely with feelings, thoughts emotions

- \*What colours have you identified in the artists work?
- \*What feelings and emotions do you link to these colours?
- \*What does the artwork make you think about?

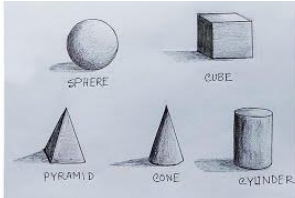

##### **Comment/link to own life**

- \*Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of
- \*Which colours remind you of happier times?
- \*Which colours remind you of sadder times?

#### Modification

\*Independently comment on parts that they would change about the artwork and why. Suggest two different ways they would modify this part

### Session 1:

<b>Learning Objective/s</b>	To use shading to show the direction of light
<b>Outcomes</b>	Children will use their understanding of shading to share a variety of shapes and will independently move to shade their own shapes without scaffolding
<b>Key Vocabulary</b>	Shading, light, dark, angles, pressure
<b>Substantive Knowledge - Specifics</b>	<p style="text-align: center;">Advanced Shading for Form: Using shading to define where the light is coming from in the sketch.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Caravaggio</b></p> <div style="text-align: center;">  </div>



### Lesson Pathway

Review	Review -what do you know about shading?
New Material (Instruction/Explanation)	New Material – What is shading? Shading is the technique used in drawing and painting to show how light and shadows fall on objects. It helps make pictures look more real and three-dimensional. We have to look at the position of the sun to see where the shadow will form. Explain that with shading we have to look at where the darker and lighter parts are.
Questioning	
Modelling	
Guided/Active Practice	Questioning through appraisal of artwork: <ul style="list-style-type: none"> <li>• Where is the light coming from?</li> <li>• What colours has the artist used?</li> <li>• What emotions does this make you feel?</li> <li>• Is here anything you would change about the artwork?</li> </ul>
Check Responses (Children Explain)	

<p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice</p> <p>Monitor</p>	<p>Modelling - Look at these drawings, where do you think the light is coming from? Model to children drawing lines where the shadow is coming from and how we know which face to colour in darker</p> <p>Guided practice – check where children have drawn the lines to show the shadow/darker lines</p> <p>Independent practice – children to use the modelled sheet to add in the shadows ensuring they are darker and lighter on different faces. Children will then draw one of their own next to each shape to see fi they can replicate this</p> <p>Monitor- go around and assess to see how children have got on</p> <p>Evaluation - Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of Which colours remind you of happier times? Which colours remind you of sadder times?</p>
<p>Resources/Weblinks</p>	<p>Caravaggio image and support sheet of shapes</p>

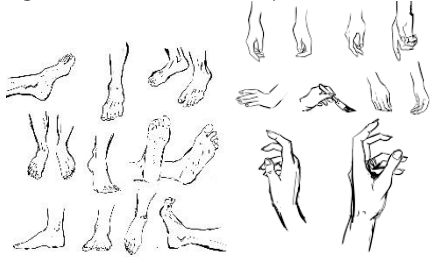
Session 2:	
<p>Learning Objective/s</p>	<p>To create depth with overlaps</p>
<p>Outcomes</p>	<p>Children will learn how to overlap images to create depth and will compose their own image</p>
<p>Key Vocabulary</p>	<p>Overlap, depth, proportion, sizing</p>
<p>Substantive Knowledge - Specifics</p>	<p>Creating Depth with Overlapping Figures: Drawing figures that overlap others to create depth.</p> <div data-bbox="782 1131 1125 1400" data-label="Image"> </div> <p>Charles Warren Eaton</p> <div data-bbox="813 1456 1093 1691" data-label="Image"> </div>
<p>Lesson Pathway</p>	

Review	Review -what do you know about shading?
New Material (Instruction/Explanation)	New Material – What is depth? Depth in art is the way artists make a picture look like it has space and distance. It helps make things in the picture look close or far away, like in real life.
Questioning	Questioning through appraisal of artwork: <ul style="list-style-type: none"> <li>• How does the artist show depth?</li> <li>• What colours have you identified in the artists work?</li> <li>• What feelings and emotions do you link to these colours?</li> <li>• What does the artwork make you think about?</li> </ul>
Modelling	Modelling - Look at these drawings, where can we see the depth within this image? Discuss the darker clouds within the images and the dark road. Explain how some areas are a lot darker
Guided/Active Practice	Guided practice – check where children have drawn the lines to show depth
Check Responses (Children Explain)	Independent practice – children to copy the images of the apples overlapping and to pick out areas of depth. Some children to use the modelled sheet to add in the shadows ensuring they are darker and lighter on different parts of the apples.
Feedback	Monitor- go around and assess to see how children have got on
Provide scaffolding/Reteach	Evaluation Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of
Independent practice Monitor	Which colours remind you of happier times?  Which colours remind you of sadder times?
Resources/Weblinks	

Session 3:	
Learning Objective/s	To sketch simple facial features
Outcomes	Children will independently sketch eyes, noses and mouths using partitioning method
Key Vocabulary	Facial features, thirds, shading
Substantive Knowledge - Specifics	<p>Simple Facial Features: Drawing basic eyes, noses, mouths on faces.</p>  <p>Rembrandt</p> 

Lesson Pathway

Review	Review -define what depth is
New Material (Instruction/Explanation)	New Material – What are facial features. Explain how they are things on our face we can see. In particular <ul style="list-style-type: none"> <li>• Eye size, eye spacing, pupil size</li> <li>• Nose length, nose width</li> <li>• Mouth shape, mouth width, mouth openness,</li> <li>• Eyebrow slant</li> <li>• Head shape</li> </ul>
Questioning	Questioning through appraisal of artwork: <ul style="list-style-type: none"> <li>• How does the artist drawn the facial features?</li> <li>• What colours have you identified in the artists work?</li> <li>• What feelings and emotions do you link to these colours?</li> <li>• What does the artwork make you think about?</li> </ul>
Modelling	Modelling - Look at these drawings of the eyes, nose and mouth. Break down the eye first, explain how it has been broken down into 4 parts. Explain what goes into each part and how to add depth. Move onto the nose which is broken down into 3 parts and explain where the heavier shading parts are to add depth. Discuss how the lips are being broken into thirds, and are angled to the right. Explain how the bottom line is a lot darker than the top line
Guided/Active Practice	Guided practice – show children picture of face and discuss darker and lighter lines on the physical features.
Check Responses (Children Explain)	Independent practice – children to watch the video of the facial features to help with their scaffolding. Children will draw one eye nose and mouth. They will then review and re-draw one feature to make it clear
Feedback	Monitor- go around and assess to see how children have got on
Provide scaffolding/Reteach	Evaluation – Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of Which colours remind you of happier times? Which colours remind you of sadder times?
Independent practice Monitor	
Resources/Weblinks	

Session 4:	
Learning Objective/s	To sketch hands and feet
Outcomes	Children will learn how to sketch hands and feet from different angles
Key Vocabulary	Hands, feet, angles, proportion
Substantive Knowledge - Specifics	<p>Drawing Hands and Feet in Simple Poses: Focusing on the basic shapes and positions of hands and feet.</p>  <p>Hans Holbein the Younger</p>

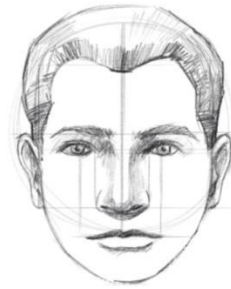


**Lesson Pathway**

<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Review - explain to your partner the facial features we looked at yesterday and how to draw them</p> <p>New Material – Discuss images about hands and feet. Why do you think we have picked images at different angles? Discuss the shading between the hands and the feet being lighter and darker</p> <p>Questioning through appraisal of artwork:</p> <ul style="list-style-type: none"> <li>• How does the artist draw the feet and hands?</li> <li>• What colours have you identified in the artists work?</li> <li>• What feelings and emotions do you link to these colours?</li> <li>• What does the artwork make you think about?</li> </ul> <p>Modelling - Look at these drawings of the hands and feet. Break down the feet and hands and explain the outlines are a lot darker than the inside. Explain how lines within the feet and hands show clear definition</p> <p>Guided practice – show children picture of hands and feet and discuss darker and lighter lines on the physical features.</p> <p>Independent practice – Explain that they will draw a hand from two different angles and show a left and right perspective. Explain how the feet will be drawn from three different angles</p> <p>Monitor- go around and assess to see how children have got on. Some children may only complete 1 hand and foot</p> <p>Evaluation – Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of Which colours remind you of happier times? Which colours remind you of sadder times?</p>
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<b>Resources/Weblinks</b>	
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Session 5:	
<b>Learning Objective/s</b>	<b>To draw from observation</b>
<b>Outcomes</b>	Children will draw a fruit bowl from observation on the table
<b>Key Vocabulary</b>	Observation proportion, sizing, shading, division
<b>Substantive Knowledge - Specifics</b>	Drawing from Observation: Sketching simple objects from observation, focusing on their basic forms.



Edgar Degas



**Lesson Pathway**

<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Review - explain to your how you sketched hands and feet and your next step with these</p> <p>New Material – What is drawing from observation? It is where you draw something directly in front of the artist,, you do not have to remember or think back or look at photos</p> <p>Questioning through appraisal of artwork:</p> <ul style="list-style-type: none"> <li>• What has the artist drawn from observation?</li> <li>• What colours have you identified in the artists work?</li> <li>• What feelings and emotions do you link to these colours?</li> <li>• What does the artwork make you think about?</li> </ul> <p>Modelling - Look at these drawings of the fruit bowl. Look at the different sizes of the fruit and how they are in proportion to the bowl. Discuss how proportion is really important and that the fruit bowl is larger</p> <p>Guided practice – show children picture of the fruit bowl, can they discuss where darker shading has been used</p> <p>Independent practice – Explain that they will draw a fruit bowl from observation and will need to include the different pieces of fruit</p> <p>Monitor- go around and assess to see how children have got on. Some children may only complete 1 piece of fruit within the bowl</p> <p>Evaluation – Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of Which colours remind you of happier times? Which colours remind you of sadder times?</p>
<p>Resources/Weblinks</p>	

Session 6:

<p>Learning Objective/s</p>	<p>To draw a person with an object/s.</p>
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<b>Outcomes</b>	Children will use the shading and overlapping skills they have learnt to draw their own image from observation
<b>Key Vocabulary</b>	Sketching, analysis, proportion, shading, lighter and grader
<b>Substantive Knowledge - Specifics</b>	
<b>Lesson Pathway</b>	
Review	Review – re-cap all prior learning from the topic on shading, darker lines, proportion, sizing
New Material (Instruction/Explanation)	New material – explain how in today's lesson we are going to be combining our learning of the human body, drawing physical features and objects to draw a person holding an apple from an observationalist point of view
Questioning	
Modelling	Children will look at different example and begin their sketch. They will need to think about lighter and darker shading and how to show how the person is feeling
Guided/Active Practice	Modelling- model an example to the children combining all of these skills
Check Responses (Children Explain)	Independent practice – children to draw their sketch of a person with an apple
Feedback	Evaluation – Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of
Provide scaffolding/Reteach	Which colours remind you of happier times? Which colours remind you of sadder times?
Independent practice Monitor	
<b>Resources/Weblinks</b>	