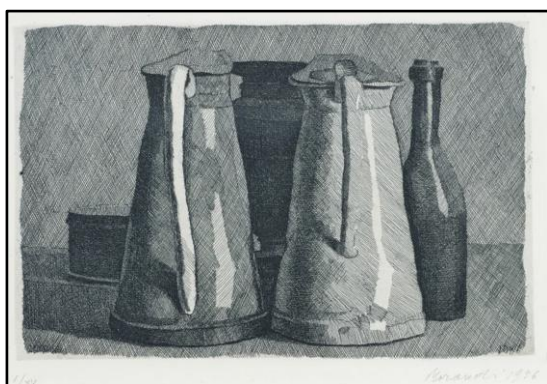


Year 4 Art: Drawing – Block A

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Explore materials and the effect of combining one medium with another	Explicit teaching of techniques – using a viewfinder to observe and draw parts of natural objects	Applying knowledge, skills and techniques



Still life – part of *Lines of Poetry* by Giorgio Morandi

At the end of this block, pupils will ...	
Know:	Be able to:
<p>What is meant by still life</p> <p>How to use a viewfinder to create a focal point or an area of interest</p> <p>How to identify details</p>	<p>Assemble objects to create an interesting composition</p> <p>Use a viewfinder</p> <p>Use fine control to add detail</p>

In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

Point of reference: Y4 Drawing – Block A

Pupils will be able to:

- sort, collect and compare graphic marks
- compare ideas and approaches
- use cross-hatching, dots and dashes to create light and shaded areas



Prior Learning

- identify patterns and lines in nature
- select appropriate materials
- use the vocabulary of an artist
- name artists and select pieces of their work that link to drawing techniques

CUSP Connections:

CUSP History – Anglo-Saxons (if choosing to draw from photos of artefacts in Lesson 2)

Art History:

Giorgio Morandi (1890 – 1964)

The Italian artist Morandi collected jugs, bottles, jars and bowls and arranged them in various compositions for his drawings. He used white as a focal point on objects in order to draw attention to particular parts of his work. Sometimes, his still life work appears overcrowded.

Links to Literature:

The Willow Pattern Story by Allan Drummond

Brother Eagle, Sister Sky, A message from Chief Seattle (illustrated by Susan Jeffers)

A Beetle is Shy by Dianna Hutts Aston (illustrated by Sylvia Long)

The Raven by Edgar Allan Poe - drawing feathers (Lesson 2)

Materials:

Objects for still life (bottles, jars, fruit), art sketchbook, paper, drawing materials including: pencils, charcoal, wax crayons, oil pastels, ink, dye or watered-down paint, card (for viewfinders), natural objects with strong lines such as feathers, onions, wood grain, lace or black and white photographs of lace, Willow pattern pottery, leaves

Lesson 2 - chubby wax crayons, magnifying lenses

Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Point of explanation:

Y4 Drawing – Block A

Core Knowledge	Explanation
composition	A composition is the way people or objects in a painting or photograph are arranged.
focal point	The focal point of a picture is the person or object which is the main point of interest.
form	The shape of a person or object is known as its form.





Technical Vocabulary	Definition
viewfinder	a frame that can be used to select a specific area or object to focus on
contour line	the outer edge of something; the outline of its shape or form
negative space	the space around an object or person or the space between objects or people

Teacher guidance video: <https://vimeo.com/559441688/d616185979>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes





Point of delivery:

Y4 Drawing – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Select materials for a specific use</p> <p>Describe the work and style of artists and make connections with own work</p> <p>Understand the terms 2D and 3D</p>	<p>Introduce 'composition' of a group of objects to be used for still life</p> <p>Create contour drawings of the still life</p>	<p>Pupils will require viewfinders. See video for how to make one.</p> <p>Introduce the Knowledge Note and discuss the key vocabulary. Pupils are to use the key vocabulary throughout the lesson.</p> <p>Look carefully at the still life drawings and etchings by Morandi and ask pupils to pick out details and describe the techniques that have been used (hatching, cross-hatching).</p> <p>Arrange objects (bottles, jars) for pupils to look at. Talk to pupils about how their viewpoint will change depending on where they are sitting. Explain that their viewpoint will affect what they include in their drawing. Provide pupils with a pencil and A4 paper and ask them to look at the group of objects and draw what they can see following these rules:</p> <ul style="list-style-type: none"> • They are not allowed to look at their paper. • They must use one continuous line. • They should look at the group of objects the whole time. <p>You may choose to repeat this task. Pupils may be concerned that their drawing 'doesn't look realistic'. Reassure them that this doesn't matter and explain that artists use contour lines to show the edge of the form. Next, on A3 paper, give pupils the opportunity to select any materials to create their own still life drawing of the composition of objects. Use a viewfinder to focus on a section of the composition. Increase the use of cross-hatching to create areas of dark and light. Encourage the use of wax and oil pastels. A wash of ink or dye may be applied afterwards.</p> <p>Using technical vocabulary, pupils then explain to a partner what contour drawing is.</p>	<p>Can explain that composition is a group of objects arranged in a set way</p> <p>Can use line to show the outline of a 3D form</p>
<p>2. Explain what is meant by contour line</p> <p>Create a resist with wax crayon and watercolour</p>	<p>Record observations of details</p>	<p>Referring to the illustrations from the texts suggested in the Links to Literature, look at the details included and discuss how the artist has used different marks to create them.</p> <p>Use a viewfinder to focus on a part of an object to be drawn. Select interesting details on natural objects. Using a magnifying lens, notice details, patterns and lines in these natural objects. Reveal lines by using chubby wax crayons to take a rubbing of the veins of a leaf. Place the leaf smooth side down, lay paper over the leaf and rub firmly with a wax crayon. Then, use watered-down paint, ink or dye to go over the top.</p> <p>Select interesting parts of a natural object with linear patterning (shells, fossils, wood grain, feathers) and make careful drawings, using a pencil (HB, B, 2B). Use a viewfinder to focus on close-up details.</p> <p>Pupils complete Vocabulary Task 1.</p> <p>Through questioning, encourage pupils to use a range of technical vocabulary related to the task to reflect on their own work and that of others.</p>	<p>Can include detail after selecting appropriate media and tools</p>

Point of delivery:

Y4 Drawing – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
3. Use the terms line, contour and pattern to describe marks made	Negative space – the space between the lines of the objects drawn	<p>Use images from the pupils' close-up drawings and recreate these images / lines on large pieces of paper – larger than life. Combine previously learned skills and techniques to create areas of detail and areas of space. Pupils should select and use materials based on their understanding of the effect that will be produced by combining them.</p> <p>Explain about the space in between objects (the negative space), e.g. the space between the veins on a leaf. Use a different choice of drawing tool to make marks in these spaces. Then, put a wash of colour over the top to increase awareness of these marks. Use Talk Trios for pupils to discuss the materials they used to produce the marks they made.</p> <p>Use questioning to support pupils' understanding of this block.</p> <p>Finally, pupils complete Vocabulary Task 2.</p>	<p>Can identify negative space</p> <p>Can talk about their work and the marks made</p> <p>Can reflect on things they would change or modify</p>

Questions for assessment



What happens if you use the mark making tools in a different way?

What happens if you use different media in the same piece?

What would you do differently next time?

What did you like / dislike about the activity?

What do you like / dislike about your artwork?

What happens if you change the size, shape or direction of marks you make?

What did you find challenging / easy?

How would you change or improve your work?

Why do you feel that way?

Why do you feel that way?

Oracy and Vocabulary: Y4 Drawing – Block A

Task 1:

precise

detailed

neat

exact

simple

Write the numbers 1 to 5 in each box to order the words from weakest meaning (1) to strongest meaning (5).

Exploration:

Which mark making tools and techniques are the most effective for creating detailed drawings?

Describe what happens when you draw without looking at your paper. What interesting shapes and patterns are created?

Task 2:

Here are three techniques you have been learning about and using in your work in art.

Drawing a composition of objects using a continuous line.

Using a viewfinder to select an area to draw in detail.

Using a wash of paint over wax crayon or oil pastel.




For each technique, answer these questions and explain your answers to a partner or an adult.


1 – How did you use this technique?


2 – What did you find easy or difficult about the technique?


3 – How do you feel about the effects you have achieved?

Vocabulary: Y4 Drawing – Block A

OWN-it	Analyse 
<p>Write the root word that the word <i>composition</i> comes from.</p> <p>_____</p>	
<p>Underline the part of the word which means many.</p> <p style="text-align: center;">multicoloured</p>	
<p>Underline the root word.</p> <p style="text-align: center;">linear</p>	

KNOW-it	Definition 
<p>Tick one. The word <i>resist</i> means:</p> <p><input type="checkbox"/> to stop something from happening.</p> <p><input type="checkbox"/> to let something happen.</p>	
<p style="text-align: center;">True or false?</p> <p style="text-align: center;"><i>Negative space</i> is the space around objects.</p> <p style="text-align: center;"><input type="checkbox"/> True <input type="checkbox"/> False</p>	
<p>Explain, in a sentence, what the phrase <i>still life</i> means.</p> <p>_____</p> <p>_____</p>	

LINK-it	Connect 
<p>Write two words that can be created using the root word <i>resist</i>.</p> <p>1. _____</p> <p>2. _____</p>	
<p>The word <i>viewpoint</i> is an example of a compound word. Write two more examples of compound words used in art.</p> <p>1. _____</p> <p>2. _____</p>	
<p>List two words associated with the word <i>observe</i>.</p> <p>1. _____</p> <p>2. _____</p>	

USE-it	Use in context 
<p>Complete the sentence.</p> <p>A <i>continuous line</i> is one that _____</p> <p>_____.</p>	
<p>Write a word in the gap that will complete this sentence correctly.</p> <p>A <i>contour line</i> shows the _____ of an object's form.</p>	
<p>Use the word <i>form</i> correctly in a sentence.</p> <p>_____</p> <p>_____</p>	

Knowledge Note:

Y4 Drawing – Block A

Year 4: Drawing



Core content:

Explore the contour lines of still life objects and the negative space created between the objects.

Use a viewfinder to select a focal point for a composition.

Technical vocabulary:

2D – two dimensional: a flat object that has only two dimensions (length and width).



3D – three dimensional: having or appearing to have length, width and depth.



Composition – the arrangement of people or objects in a painting or photograph.



Focal point – a thing or person that is at the centre of interest.



Form – the shape of somebody or something.



Viewfinder – a frame that can be used to select a specific area or object to focus on.



Contour line – the outer edge of something; the outline of its shape or form.



Negative space – the space around an object or person or between objects or people.



Connections:

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Italian painter and printmaker,
specialising in still life



Year 4: Drawing



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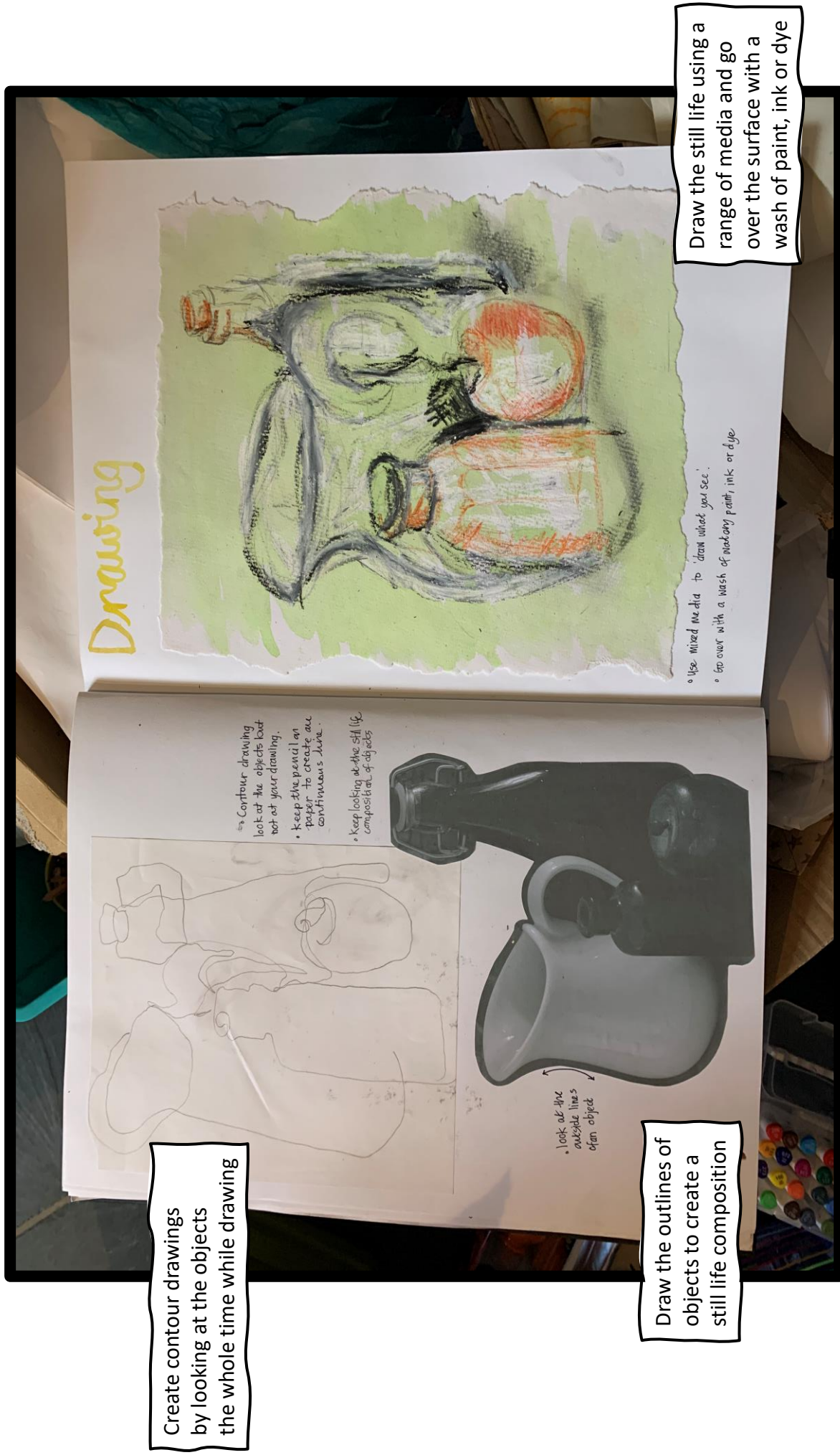


Connections:

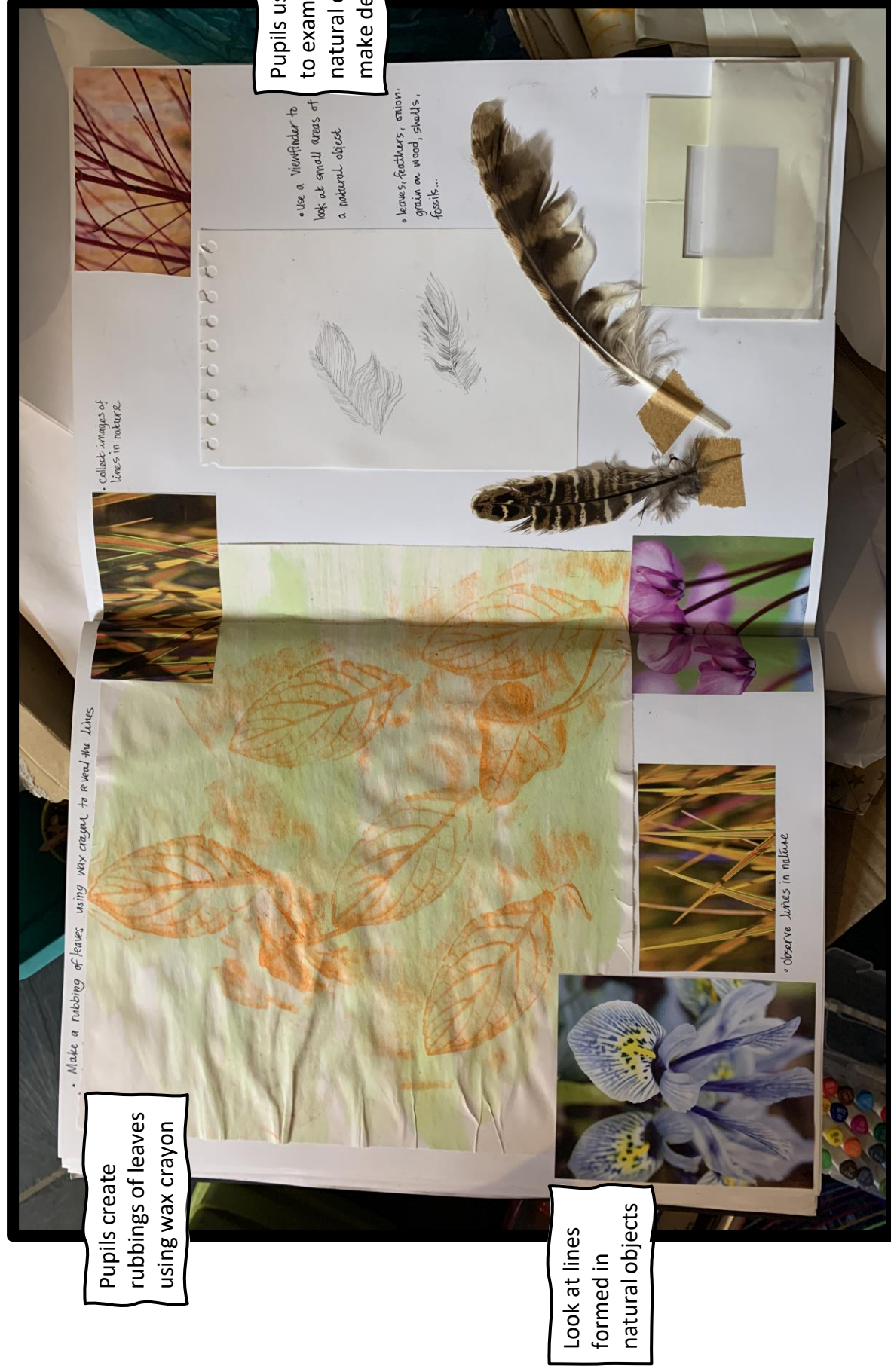
Giorgio Morandi (1890 – 1964)
Italian painter and printmaker,
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Exemplification: Y4 Drawing – Block A



Exemplification: Y4 Drawing – Block A



Exemplification: Y4 Drawing – Block A

Collect images
of lines in nature



Photocopy of enlarged viewfinder sketch

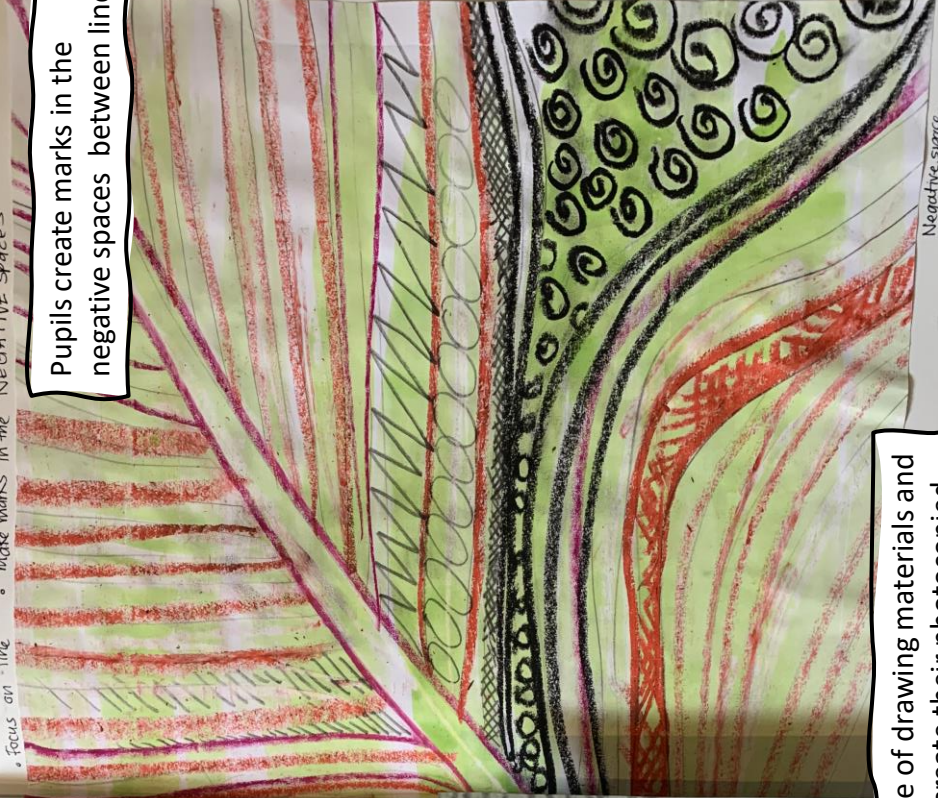
Pupils select one of their
detailed drawings and make
an enlarged photocopy of it

Reproduce one of the viewfinder sketches



Focus on line • Make marks in the NEGATIVE spaces

Pupils create marks in the
negative spaces between lines



Pupils use a range of drawing materials and
techniques to recreate their photocopied
image on large pieces of paper

Negative space
- the gap between the
lines