
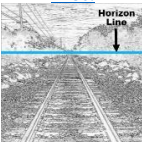





Year Five: Art and Design: Drawing

About this unit

Children will practise specific sketching and shading techniques as well as learning about vanishing points. Each week, they will learn and practise a different technique before combining these skills to create a high-quality sketch of Lindisfarne, linking to our History unit on the Viking invasion of Britain.

National Curriculum Objectives	'Sticky' Knowledge	'Big Six' Vocabulary						
<ul style="list-style-type: none"> Develop close observational skills using view finders. Begin to use simple perspective in their work using a single focal point and horizon. Begin to show an awareness of proportion in drawing objects and figures. Work from a range of sources including observation and photographs. Work in a sustained and independent way to create drawings. Begin to investigate how shadow can be shown when drawing objects. Experiment with different shading techniques hatching, cross hatching, scumbling, stippling and blending/smudging Use a sketchbook to plan and develop simple ideas. Explore and compare a range of artists art, techniques and compare to self 	<ol style="list-style-type: none"> I know about two sketch artists and their drawing techniques. I know that a vanishing line is required to show points in the background and the distance. I can recognise different shading techniques from a sketch drawing. I know about different types of shading and why we need to use them. I can use my knowledge of vanishing points and sketching and shading techniques to create my own drawing. 	<table border="1"> <tr> <td>hatching</td> <td>scumbling</td> <td>blending</td> </tr> <tr> <td>stippling</td> <td>cross-hatching</td> <td>smudging</td> </tr> </table>	hatching	scumbling	blending	stippling	cross-hatching	smudging
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Prior Learning	Key Questions	Future Learning						
<p>Year Four: Children learnt about the Japanese manga artist Kiyohiko Azuma. They experimented with tones and shades as well as beginning to understand perspective when drawing by making things bigger in the foreground and smaller in the background.</p>	<p>Lesson: 1: How do you think Dillon/Wright learnt to draw like this? What did they need to know? 2: What has to happen on the vanishing line to make our perspective work? 3: What is the difference between hatching and cross-hatching? Why might we need one instead of/ as well as the other? 4: When might we need to scumble, stipple or blend/smudge? What effect do they each have? 6: What are you proud of? What can we improve on for next year?</p>	<p>Year Six: Children will build on their sketching skills when they learn about Stephen Wiltshire, a British artist who specialises in city skyline drawings. They will use their knowledge of perspective and landscapes to create their own skyline sketch.</p>						
Key Links	Assessment Opportunities	Unit Outcome						
<p>Anna Dillon's website Diane Wright's website Lesson 2: Vanishing lines Lesson 3: cross-hatching Lesson 4: scumbling</p>	<p>Lessons 2-5: Self and peer assess each other's different sketching techniques Lesson 6: Self-assess their sketch of Lindisfarne against their checklist from lesson one. Have children been able to include an accurate vanishing lines and appropriate sketching techniques?</p>	<p>Children will create a sketch drawing of Lindisfarne, inspired by Anna Dillon and Diane Wright, which includes a range of sketching techniques, including hatching, scumbling, stippling, blending and smudging.</p>						

Learning Sequence	1	2	3	4	5	6
Key Learning	<p>Who are Anna Dillon and Diane Wright?</p>	<p>Using a vanishing line to create perspective</p>	<p>Shading practice: hatching and cross-hatching</p>	<p>Scumbling, stippling and blending/smudging</p>	<p>Practise sketching techniques on Lindisfarne outline</p>	<p>Planning and mapping out our picture</p>
Activity	<p>Children learn about Anna Dillon and Anna Wright: what inspired them and how did they create their artwork? They begin to create a checklist of techniques which will make their sketch successful.</p> 	<p>Children practise making objects 'vanish' in the distance by understanding the importance of diagonal lines.</p> 	<p>Children practise hatching and cross-hatching skills when drawing different objects.</p> 	<p>Children practise scumbling stippling and blending/smudging on circles.</p> 	<p>Children plan their outline and vanishing line to create their Lindisfarne picture.</p> 	<p>Children produce their finished piece before evaluating their sketching and perspective.</p> 