

# Art

## Drawing Year 4

### National curriculum

- 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 [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.

### Knowledge and Skills – Year 4

#### Sticky Knowledge

B means black. The higher the B number on a pencil the softer and darker it is  
H means hard. The higher the H number on a pencil the harder it is.

#### Art Skills

##### Exploring and Developing Ideas

- Question and make thoughtful observations about starting points and select ideas to use in their work

##### Drawing

- Identify and draw the effect of light (shadows) on a surface and an object.
- Use different pencil techniques to create tone and shape of an object.
- Introduce the concepts of scale and proportion.
- Experiment with the potential of various pencils (6B - HB) to show tone, texture.
- Use a rubber to lighten.
- Use pencil / pastel to show tone.

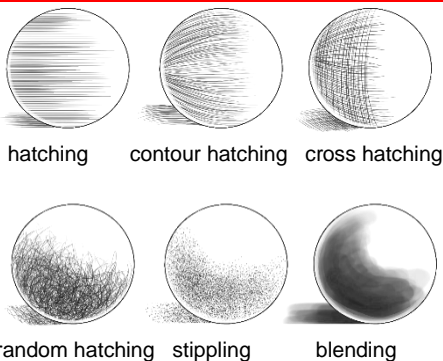
##### Evaluating and Deepening Work

Adapt their work according to their views and describe how they might further develop it.

### Vocabulary

Pattern  
line  
shape  
pattern  
position  
shading  
gradual  
hatching  
blending  
tone  
accuracy

### Line and Tone



### Drawing focus



### Pencils



### Learning Objective

#### Lesson 1: Investigate

**LO:** To explore and question different images, focusing on effect.

#### Art Skills

##### Exploring and Developing Ideas

- Question and make thoughtful observations about starting points and select ideas to use in their work

### Lesson outline

Explain that to become a good artist it is important to be able to draw what you can observe. Capturing and bringing the object so it comes to life. Some of the best artists do this so well it is hard to work out if it is a drawing or photograph.

Provide the children with a range of sketches of cans and crushed cans and photographs. In groups, can they sort the photographs from the drawings.

Discuss children's ideas and reveal which ones are drawings and which are photographs.

Why are the drawings so realistic?

Talk about the different techniques line, tone, shading, light/shadow and detail.

Ask the children to choose one of the images and have a go at recreating in their sketchbook.

Evaluating drawings and explain that over the next few art lessons they will be taught how to draw the can so it looks in proportion and 3 dimensional using a range of different pencil techniques.

<p><b>Lesson 2: Focus practical tasks – drawing 3D cylinders</b></p> <p><b>LO:</b> To know how to use different pencils to create tone and texture</p> <p><b>Sticky Knowledge:</b> B means black. The higher the B number on a pencil the softer and darker it is H means hard. The higher the H number on a pencil the harder it is.</p> <p><b>Art Skills:</b> Experiment with the potential of various pencils 6B to HB</p> <p>Introduce the concepts of scale and proportion.</p> <p>Identify and draw the effect of light (shadows) on a surface and an object.</p>	<p>Warm-ups – getting ready to draw</p> <p>Children to initially experiment independently with different pencils to explore line and tone created. Do they know the difference? If so, what? Refer to sticky knowledge</p> <p>Teacher to model each style initially, followed by children having a go one at a time. Are they using the correct techniques?</p> <p>When would they need to use different pencil types? Why?</p> <p>Main lesson – drawing 3D cylinders</p> <p>Teacher models how to sketch out basic shape of a can using 2 ellipse and joining lines. Using a rubber remove parts of the ellipse that would be able to be seen. Discuss about scale/ proportion. Teacher to demo how to make the can shape by shading edges as though light source is aimed at the front of the can. This is usually shading from both sides. Show pencil techniques that can be used.</p> <p>Children draw drinks can and using pencil techniques to create shading around edges. No detail needed to be added to the drawings, focus is getting the shape/3D form correct.</p> <p>LA/SEN Adult support when needed. Assist with initial outline if needed.</p>
<p><b>Lesson 3: Focus practical tasks – pencil drawing of drink can with shading and shadow</b></p> <p><b>LO:</b> To use different pencil techniques to create tone, shape and shadow when drawing.</p> <p><b>Art Skills:</b></p> <ul style="list-style-type: none"> <li>-Identify and draw the effect of light (shadows) on a surface and an object.</li> <li>-Use different pencil techniques to create tone and shape of an object.</li> <li>-Introduce the concepts of scale and proportion.</li> <li>-Experiment with the potential of various pencils (6B - HB) to show tone, texture.</li> <li>-Adapt their work according to their views and describe how they might further develop it.</li> </ul>	<p>Warm-ups – creating cylinders, thick and thin lines</p> <p>Main lesson – Explain this lesson is about using observational skills to draw a realistic drawing of a can. Remind about looking at shadows/ shading to create 3 dimensional shape and drawing cylinder shape. Show how the table line needs to be drawn and identify the shadow on the table surface. Remind the children how they can create light areas by using a rubber. Also the detail of the design of the can needs to be added.</p> <p>Children to choose a drinks can and create a pencil drawing. Adults prompt shading, adding shadows and creating light areas.</p> <p>LA/SEN Adult support when needed. Assist with initial outline if needed</p> <p>End of lesson, look at class drawings and identify drawings that have captured light and dark, proportion and detail. Ask the pupils to talk about which drawings they like and why.</p>
<p><b>Lesson 4: Focus practical tasks – experimenting with colour</b></p> <p><b>LO:</b> To experiment with different mediums to add colour to pencil drawings.</p> <p><b>Art Skills:</b></p> <ul style="list-style-type: none"> <li>-Identify and draw the effect of light (shadows) on a surface and an object.</li> <li>-Use different pencil techniques to create tone and shape of an object.</li> <li>-Use a rubber to lighten.</li> <li>- Use pencil / pastel to show tone.</li> <li>-Use magnifying glasses viewfinders to create close observations.</li> </ul>	<p>Warm-ups – Pencil techniques and different shapes</p> <p>Main lesson – Explain this lesson is about adding colour to pencil drawings of drinks can created last lesson. It would be best to photocopy the children’s images onto cartridge paper several times so they can experiment with pastels and pencil crayons in different ways without redrawing drinks can. Teacher to model how to use chalk/pastels, smudging, lifting pastel by using rubber, changing pressure.</p> <p>Children have a go at using chalk/ pastels to add colour to drawings.</p> <p>Teacher stops and repeats demo, but changing medium to pencil crayon. Explain about the difference in pressure of the pencil crayon to create different effects and how to combine colours.</p> <p>End of lesson: Discuss what medium easier to use and what they would choose? Look at the range of images and decide which are the most successful and why.</p>
<p><b>Lesson 5: Final Piece</b></p>	<p>Warm-ups – creating different effects with pencil, shapes and creating shadows and tone rainbows.</p>

<p>LO: To use a range of techniques to create a realistic pencil drawing of a can.</p> <p>LO: To experiment with medium (pastel/chalk or pencil crayon) to add colour and tone to drawing.</p> <p><b>Art Skills:</b> All of the drawing skills from previous lessons</p> <p>Adapt their work according to their views and describe how they might further develop it</p>	<p>Main lesson - Recap previous lessons and explain the next two lessons will be about applying these skills and techniques to create their final drawing. They will be able to choose their drink can and decide if they are going to create pencil only drawing or add colour by using pencil crayon or pastels/chalk. Explain need to include shadows, light and dark areas, proportion and make their drawing 3 dimensional.</p> <p>Children can select a drink can from a range of different cans. Cartridge paper given A4 or A3. Children can decide size of paper, if deciding on pastel/chalk larger paper better. Children create drawings.</p> <p>End of lesson – children to look at range of drawings produced so far and discuss if shadows correct, use of shading etc. What different effects have the you used? What would make these drawings look even better?</p>	
<p><b>Lesson 6: Final piece and Evaluation</b></p> <p>LO: To use a range of techniques to create a realistic pencil drawing of a can.</p> <p>LO: To experiment with medium (pastel/chalk or pencil crayon) to add colour and tone to drawing.</p> <p><b>Art Skills:</b> All of the drawing skills from previous lessons</p> <p>Adapt their work according to their views and describe how they might further develop it</p>	<p>Warm-ups – colour shading darker to lighter, faint and dark lines.</p> <p>Main lesson – Children to continue with drawings, from previous lessons. Teacher to remind pupils of all techniques covered over previous lessons. Children draw a picture of drinks can using observational skills.</p> <p>End of lesson – How realistic does your can look? Does it look 3 dimensional? Discuss successful drawings focusing on tone, shading, shadows, use of light and dark, effects of adding colour.</p> <p>It would be an idea to have a gallery and invite parents in or display images on class windows for parents to see drawings produced.</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b></p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>