



Year 3 – Drawing Developing Drawing Skills



Rationale:

Pupils who are **secure** will be able to:

- ✓ Use their observation skills to describe specific shapes, textures or patterns in objects.
- ✓ Shade with a reasonable degree of accuracy and skill following the four shading rules.
- ✓ Use mark marking to show texture and details.
- ✓ Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- ✓ Apply shading skills to show areas of light and dark (tone).
- ✓ Apply line, shape and tone with digital tools.
- ✓ Save and present digital artwork.
- ✓ Use materials to create a design inspired by The Sun.

Learning Objectives:

- 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].
- About great artists, architects and designers in history

Overview:

Lesson 1: See like an artist: To recognise how artists use shape in drawing.
Lesson 2: Shading: To develop shading skills and use them to blend tones.
Lesson 3: Take a closer look: To use careful observation for adding detail to drawings.
Lesson 4: Imagination in bloom: To use line, shape and tone in imaginative drawing.
Lesson 5: Paper to pixels: To explore digital media techniques to develop drawings.
Lesson 6: Every picture tells a story: To understand how art can be made in different ways.

Cross Curricular Links

Maths - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations

Science - recognise that shadows are formed when the light from a light source is blocked by an opaque object

Science - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Resources

- A selection of objects for children to choose from to draw one at a time. Ensure there is a mixture of organic and geometric shapes.
- Sketchbooks
- Drawing pencils to include HB, 2B, 4B, 6B
- A selection of objects pupils can obtain textured rubbings from (textured wallpaper, plastic file cover, lego bases, plastic chair, trees, hardboard, wood, wire mesh/chicken wire, walls, concrete, drain service covers, wire fences, leaves)
- Chunky wax crayons
- Real flowers and plants – enough for each child to have at least one flower

Impact/Assessment

Most Children will: • demonstrating a good knowledge of different shapes, able to recognise them in objects with little support and draw them accurately. • demonstrating a sense of light and dark in their work. • recognising suitable surfaces and collecting a varied range of textures. • using simple shapes to form the basis of a detailed drawing, which is competently drawn. • being able to select interesting compositions

More Able Children will: • Knowing the difference between organic and geometric shapes and quickly noticing that not all objects are made from geometric shapes • being able to describe the different tones in their work and that of others, demonstrating how this reflects light and dark in a drawing. • Able to generate own ideas without support, confidently making decisions to compose an interesting frottage image. • confidently sketching simple shapes to form the basis of a detailed drawing. • Being able to draw a framed selection onto a large scale with confidence.