

Previous learning:
Reception: Pencil pressure, drawing

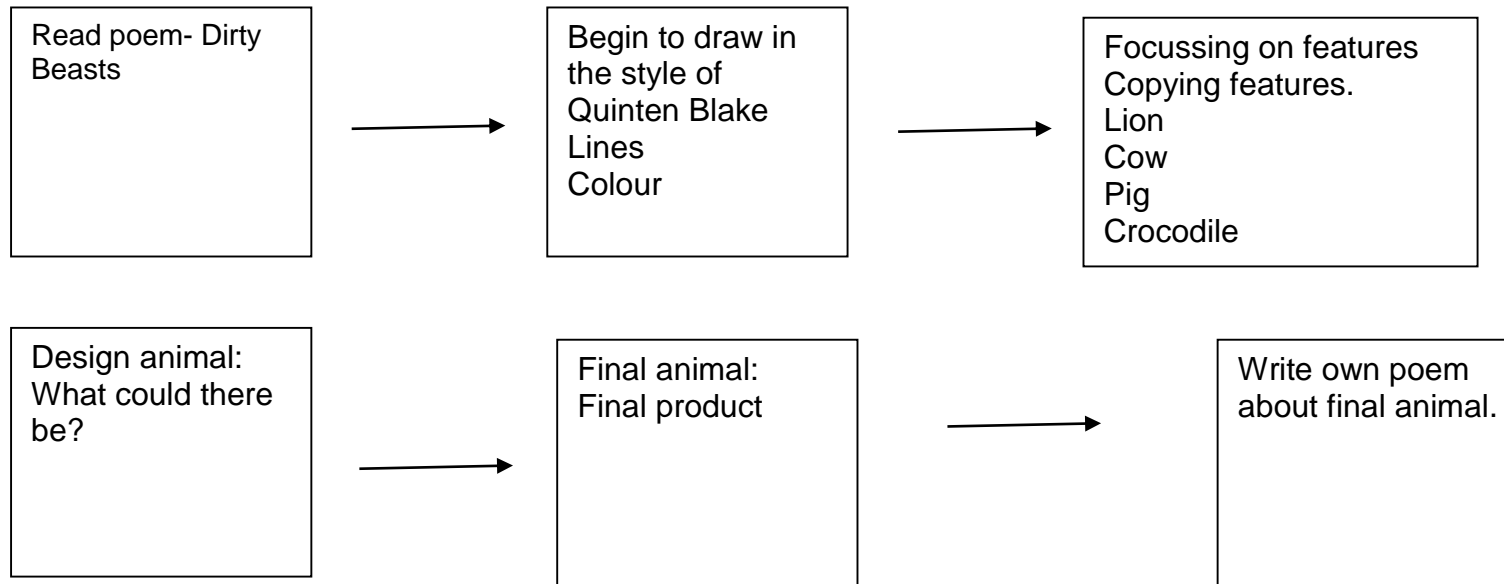
National curriculum:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.
- Evaluate and analyse.

Vocabulary:

line, , pressure, shade, proportion, space, curve, straight, portrait, self-portrait, artists, form, materials, create, draw, sketch, light, dark, similarities, differences, tone, colour, style, plan, features, detail,

Snapshot overview



Art Medium Term Planning

Year Group: 2

Term:



Topic: Quentin Blake

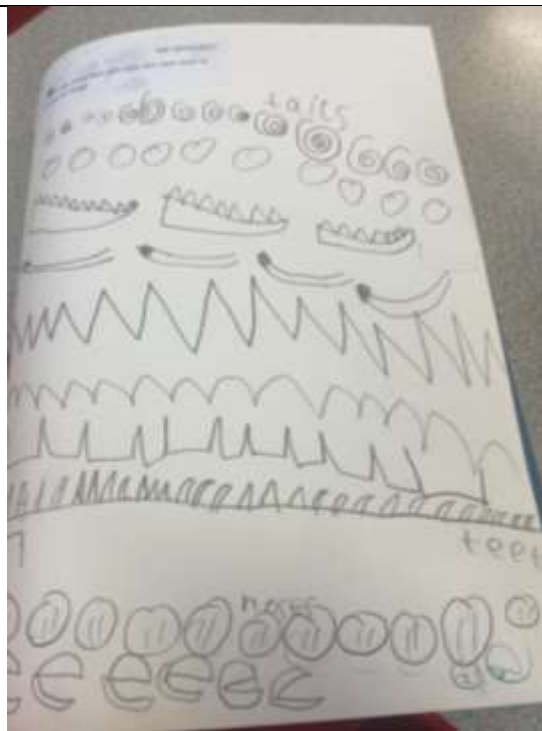
	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key learning.
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Session 1	<p>To understand the work of Quentin Blake</p> <p>I can draw lines with light and dark tones.</p>	<p>Introduce who Quintin Blake is. Explain he is an illustrator. What do you think an illustrator does? Have they seen his illustrations in other books?</p> <p>Children to listen to an extract of Dirty Beats and explain that we will be drawing one of these animals.</p> <p>Children to look again at the pictures- Consider the following- What do they notice about how he sketches? (use of line) How would they describe his use of colour? Are his drawings detailed? If so how does he add detail?</p> <p>TA to write down on sugar paper what the children say. Children to watch tutorial videos https://www.youtube.com/watch?v=9OOs8nKQ338</p> <p>Teacher to discuss the terms tone and going from lighter to darker and how they can do this by applying pencil pressure.</p> <p>In the art books children will have a page that has been quarter. In box one, children to practise drawing short straight lines going from lighter to darker. In box two children to practise drawing zigzags from lighter to darker. Box 3 swirls. Children to then pick their favourite animal and attempt draw it in the style of Quinten Blake. (They will use this drawing in their evaluation at the end).</p> <p>PLENARY- children to bring sketchbooks- discuss how they got a darker line? Which type of pencil was best for a darker line? Fainter line? What did they</p>	<p>Support children to be taken in cut away group to ensure understanding.</p>	<ul style="list-style-type: none"> • Children to use terms 'straight and curved' correctly. • Children to understand the term tone (light to darker) and begin to apply this. • To be able to use a variety of lines and tones to create an image.
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have to do to go from darker to lighter (change of pressure or use a range of pencils)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 2</p>	<p>I can draw lines with light and dark tones to create an image.</p>	<p>Children to be shown pictures of the animals that Quentin Blake has drawn.</p> <p>Discuss what we did yesterday and recap the tone and how we used pencil pressure to change the tone.</p> <p>Look at 3 different animals that he has drawn- the enormous crocodile, Pig,</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="591 555 703 692"> <p>dog</p> </div> <div data-bbox="703 555 837 692">  </div> <div data-bbox="1048 501 1182 622">  </div> </div> <p>Look at the key features of each drawing e.g eyes, nose, tail, feet, etc Model drawing a part of the animal for example the dogs tail. Model drawing this with different tones of lines based on prior learning yesterday and using different HB pencils.</p>	<p>Use the 3 animals- crocodile, pig and dog and explore drawing different features of the animals experimenting with different tones of lines.</p> <p>For each feature e.g. an eye they will need to draw this 3 times with 3 different tones.</p> <p>They will need to draw at least 3 different features.</p> <p>Adults to support Children who require pencil grip and pressure support.</p>	<ul style="list-style-type: none"> • Children to apply tone into their drawing. • Children to practise in the style of Quinten Blake. • Children to use straight and curved lines to produce an image.
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<p>Session 4</p>	<p>I can draw lines with light and dark tones to create an image</p> <p>I can draw an animal in the style of Quentin Blake.</p>	<p>5 minute recap- Children to recap previous lesson and vocab. Tone, curved, straight, darker, lighter. Children look at examples of Quinten Blake pictures.</p> <p>Children to look at features they drew yesterday and discuss the different tones of lines they used. Which one is the most effective? (add in class plan)</p> <p>Children choose which animal they would like to draw and draw it in the style of Quinten Blake using their prior knowledge.</p> <p>Model how to draw animal referring back to plan- verbal commentary on tone of line being used and reasoning of choice. Children will draw their animals in the style of Quinten Blake.</p>	<p>Children draw animal using different tones of line. Referring back to plan.</p> <p>. Adults to support Children who require pencil grip and pressure support.</p>	<ul style="list-style-type: none"> • Children to apply tone into their drawing. • Children to practise in the style of Quinten Blake. • Children to use straight and curved lines to produce an image.
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<p>Session 5</p>	<p>I can draw lines with light and dark tones to create an image.</p> <p>I can draw an animal in the style of Quentin Blake.</p>	<p>Children to look a picture of a Rhino that was drawn by Henry Moore. What do you notice about the picture? What do you notice about the lines? What do you think tones? What is the difference between this and Quinten Blake's drawings?</p> <p>Explain to the class that will be drawing this Rhino in the style of Quinten Blake. How will this be different to Henry Moore?</p> <p>Explain to the class that these drawings will look more like cartoons and how could the children link this back to their previous work. How could you draw the Rhino's eyes like Quinten Blake? Teacher to model and recap drawing the cartoon eyes?</p> <p>Children to draw the Rhino, feature by feature and draw using the lines and tone Quinten Blake. Breaking it up into feature by feature and drawing the Rhino.</p>	<p>Using plan children draw the animal in sketch books. Ensure the previously used Quentin Blake pictures are available for reference.</p> <p>Adults to support Children who require pencil grip and pressure support.</p>	<ul style="list-style-type: none"> • Children to able tone and line to create an image in the style of Quinten Blake. • I can discuss the similarities and differences between artist's work. • To select key features of a picture.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 6</p>	<p>I can use colour to create an effective image</p> <p>I can use colour in the style of Quentin Blake.</p>	<p>5 Minutes starter- Children to look at pictures from previous lesson. (Lion, Crocodile, Pig) How does he use colour to complete his drawings? Would you say it's neat? What do you notice about the colours he uses?</p> <p>Children to draw an animal with teaching using key vocabulary (tone, straight, curved, shading) Children to draw this in their books then get reintroduced to water colour. What colours would use? Are Quinten Blake's colours realistic?</p> <p>Children to use water colours to paint their animals.</p> <p>Children to assess their final piece and identify at least 2 aspects of their animal which are in the style of Quentin Blake.- record on their final piece in sketch books.</p>	<p>Children experiment with colour and brush technique on animal drawn in session 4. When ready apply this to their final piece.</p> <p>Adults to support Children with colours and brush techniques.</p>	<ul style="list-style-type: none"> • Children to apply colours into their Quentin Blake picture. • Children to draw in the style of Quinten Blake. • Children to be able to draw curved and straight lines.
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Impact:

To be able to draw lines with different tones..

To be able to select the key features in an image so it can be effectively drawn

To be able to apply a range of tones in a line drawing.

To be able to apply Quentin Blakes style when drawing an image.