Y5 – Monochromatic – How can we describe different styles of drawing? Lesson 1

Lesson	1 of 5

Learning objective

I can explore how values and pencil choices can create form.

National Curriculum links

NC KS2:
Children will:

- improve their mastery of art and design techniques, including drawing with a range of materials (for example, pencil, charcoal, paint, clay)

Key lesson question	How can we create texture when drawing?

Resources

- lesson presentation (PPT)
- drawing pencils
- blending stumps (or paper towel)
- rubbers/erasers

Teaching input

- **Art skills** – Review the 'core skills' and 'supporting skills' the children will use in this lesson, highlighted on the slide.
- **How can we describe different styles of drawing?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Experimenting** – Introduce Mikkah. Choose a child to read what Mikkah says about the core skill, 'Experimenting'. Use this slide to teach the children what the skill means. They will be used multiple times throughout the unit, and the children need to know what they mean. Each lesson will focus on different art skills. Go through the keyword and its definition in the 'New word alert!' box.
- **Word detective** – Read through the information on the slide.
- **What is art?** – Read through the information on the slide. Explain what art means and how monochromatic art and drawing styles factor into this. Ask children if they have seen any art in their home or on a visit anywhere. Go through the keyword and its definition in the 'New word alert!' box.
- **Word detective** – Read through the information on the slide.
- **Exploring a pencil** – The children are to work with their learning partners to name the different parts of the pencil shown on the slide. The first letters of each part and sentence starters are on the slide to help them. This may be a revision, but if not, the pupils should still be able to access the information from learning the vocabulary words at the start. Take feedback from the class before the answers are revealed on the following slide.
- **Choosing which pencil to use** – Read through the information on the following two slides. Pupils will learn the difference between H and B pencils and learn when each may be used.
- **Value scale activity** – Read through the information on the slide. The children are to make a value scale on a page in their art workbooks. Encourage them to experiment with their grip position.
- **Texture** – Read through the information on the slide.
- **Stop and jot** – The children are to follow the instructions on the three slides to fill in the three boxes on their stop and jot worksheets.
- **Styles** – Read through the information on the slide.
- **Activity** – The children are to follow the instructions on the following seven slides to draw a realistic cherry on a page in their art workbooks.
- **Let's experiment** – The children are to experiment with other styles by following the instructions on the slide. Children are to experiment with three other styles when drawing a cherry in sketchbooks: cross-hatching, stippling technique and cartoon-style.
- **Let's share** – The children are to discuss the questions on the slide with their table groups. The slide includes sentence starters and discussion questions. Remind them to be good listeners. Take feedback from the class.
- **Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.
- **Next time** – Explain to the children that they will explore different drawing styles and consider doodle art.

Main activity

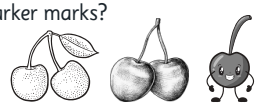
Children will experiment with H and B pencils to see how pressure and pencil choice affect tone. They will practise shading and creating texture using short, long, smooth and rough marks, then draw an observational study (a cherry) focusing on light and dark values to create form.

Challenge

Using their knowledge, children are to answer the question 'Why might artists sometimes choose to make their drawings look less realistic?' and explain their reasoning.

Cumulative quiz questions

1. What does value mean in art?
a) how expensive an artwork is
b) how light or dark something looks
c) how big a drawing is
2. Which pencil is softer, easier to smudge and makes darker marks?
a) H b) P c) B
3. Which style of drawing shows the use of stippling?



Self-assessment

- I can use different pencils to make light and dark shading.
- I can use value (light and dark) to make a shape look 3D.
- I can show texture, like fur or smooth metal, using different pencil marks.
- I can draw carefully from observation using tone and shading.

Key vocabulary

contrast – when something looks very different from something else, like light next to dark
form – the 3D shape of something you can see and touch
realistic – art that looks like real life, with correct details and proportions
style – the way an artist makes their art that shows it belongs to them
texture – what something feels like
value – how light or dark something appears