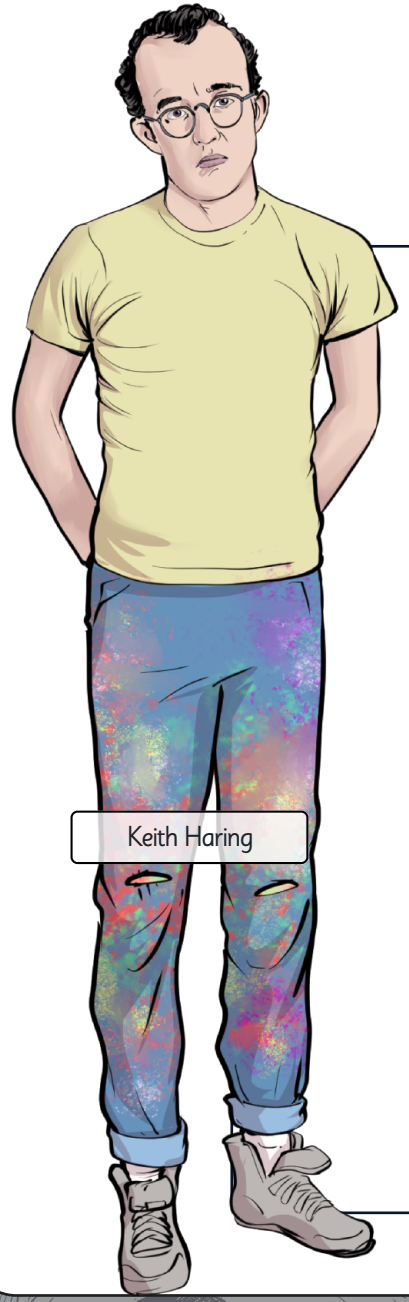
Monochromatic

How can we describe different styles of drawing?

Lesson 1: How can we create texture when drawing?



Art skills



Core skills

- Appreciating and reflecting
- Experimenting ✓
- Creating
- Drawing
- Sculpting
- Developing technique

Supporting skills

- Exploring materials and techniques ✓
- Refining lines, shading and expression ✓
- Building balanced 3D artworks
- Recording inspirations and progress
- Studying artists, movements and history
- Understanding art's impact and culture
- Evaluating with art vocabulary

How can we describe different styles of drawing?


Keith Haring

Lesson 1: How can we create texture when drawing?

Lesson 2: Can a doodle be art?

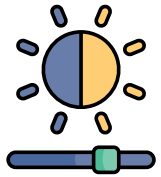
Lesson 3: How can I develop my own drawing style?

Lesson 4: How can we draw in a geometric style?

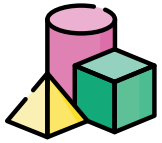
Lesson 5: How can I explore my own style of drawing?


Elizabeth Catlett

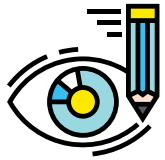
Key vocabulary for this lesson



contrast – when something looks very different from something else, like light next to dark



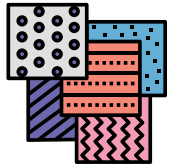
form – the 3D shape of something you can see and touch



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

Experimenting



Hi! I'm **Mikkah**, an **illustrator**.

Drawing helps us show what we see and imagine. We **experiment** with different techniques to develop our own **style**.

We use **contrast** to make drawings stand out, and **form** to make flat shapes look solid and 3D. Some drawings look more **realistic** by using **texture** techniques.

Every artist uses these **skills differently** and has their **own style**. That's what makes experimenting when drawing so exciting!





New word alert!

geometric – made from clear, regular shapes like circles, squares or triangles

Word detective



geometric – shapes made from clear regular forms like squares, circles or triangles

The word '**geometric**' comes from Greek and means '**related to measuring the Earth**'.





ge + o + metr + ic = geometric

"earth" *CVL "measure, length or size" "related to or like"

This makes sense because **geometry** is the part of maths that measures shapes and space, so something **geometric** is made of regular, measured shapes like triangles and squares.

*connecting vowel letter

What is art?

Art is exciting because it helps us **share who we are and how we see the world.**

Artists use drawing, painting, sculpture and collage to share their thoughts, feelings and stories.

In this **monochromatic unit**, we will:

- learn how artists use line, shape and value to make their work stand out
- experiment with our own techniques to discover our personal style
- create artwork that expresses who we are







New word alert!

monochromatic – artwork made using one colour or just black, white and grey

Word detective

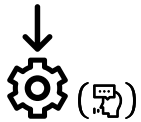


monochromatic – artwork made using one colour or just black, white and grey

The word '**monochromatic**' comes from Greek and means '**related to something made with one colour.**'

1







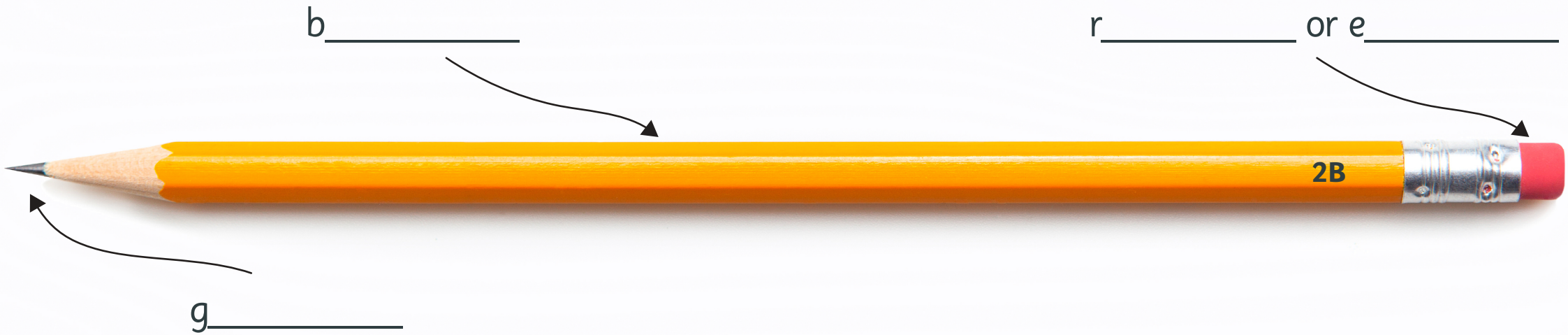
mon~~**e**~~ ⊕ **o** ⊕ **chrom**~~**e**~~ ⊕ **at**~~**e**~~ ⊕ **ic** = **monochromatic**

"one or single" *CVL "colour" "cause, make or describing" "related to or like"

This makes sense, because something that is **monochromatic shows only one colour** or **shades of a single colour.**

*connecting vowel letter

Exploring a pencil



Work with your learning partner to **name the different parts of the pencil** shown above. The **first letters** of each part are already there to help you.

Use the following sentence starters to help you.

"The tip of the pencil is made from…"

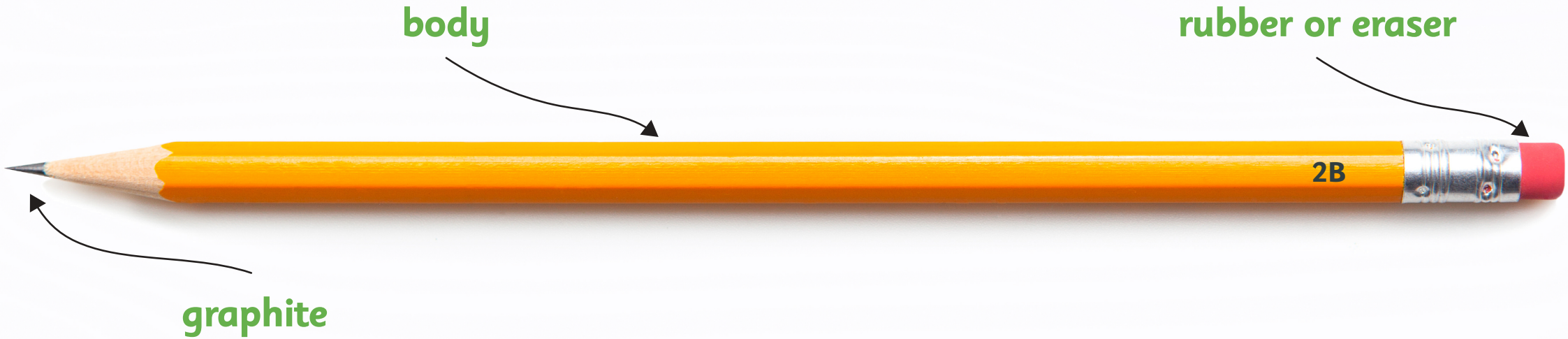
"The wooden part of the pencil is called the…"

"Some pencils have a…"

Be ready to **share your feedback** with the class **before the answers are revealed**.

Exploring a pencil

answers



The **tip of the pencil** is made from **graphite**.
The **wooden part of the pencil** is called the **body**.
Some **pencils have a rubber/eraser**.

Choosing which pencil to use

The **graphite** or **lead** in a pencil is **graded on a scale.**

The letter **B stands for blackness** (and is a softer lead).

The letter **H stands for hardness** (and are harder leads).



Choosing which pencil to use

H pencils are great for **precise marks**; they are **lighter** and **harder to smudge** and **blend**.

B pencils are great for **shading**, **smudging** and creating **darker values** ■.



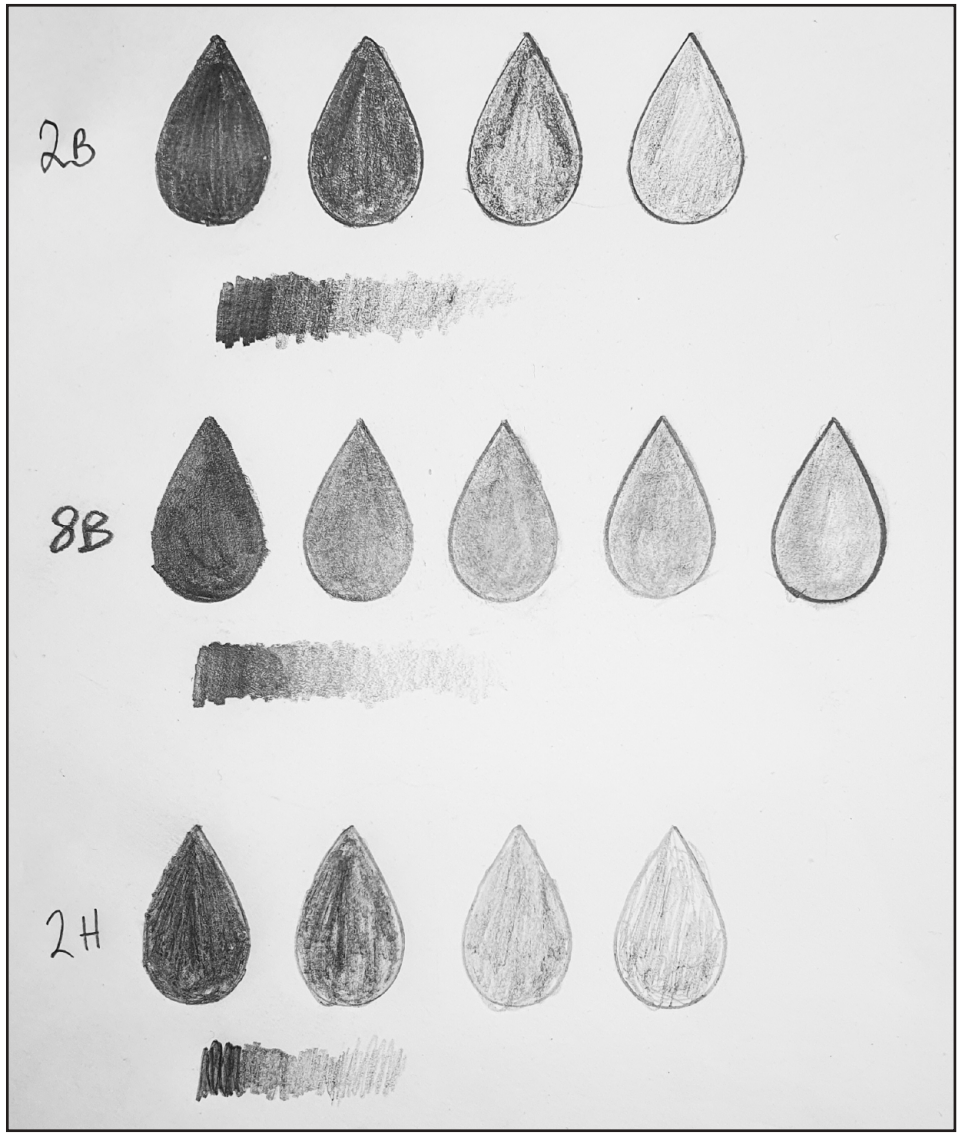
Value scale activity

Experimenting

Refining lines, shading and expression

Value means how light or how dark a colour or shade looks. Today, we're going to explore this by making a **value scale** on a page in your art workbook. You'll use different pencils to make a row of shades that go from light to dark, like the example on the slide.

Try holding your pencil in **different ways** as you experiment. If you hold the pencil **higher up, farther from the tip**, it can help you draw more lightly.



Texture

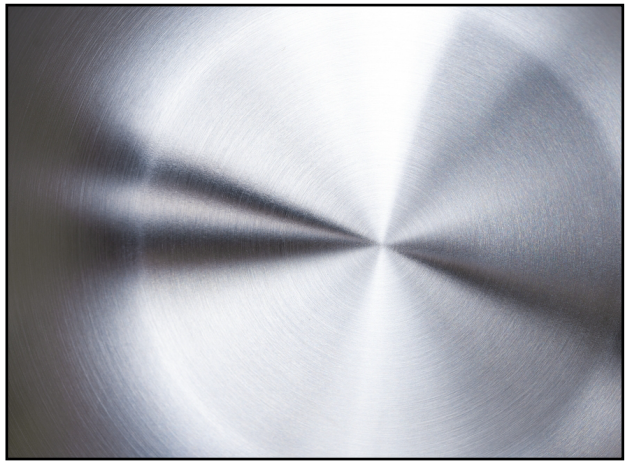


When we describe the **style** of a drawing, we're explaining why it looks the way it does. We might talk about how the lines look or how **realistic** it is compared to a photograph.

But we can also think about **texture**, not what the artwork actually *feels* like, but how it's **made to look like it *feels***. Artists use texture techniques to show different surfaces, such as soft fur, rough bark or shiny metal.





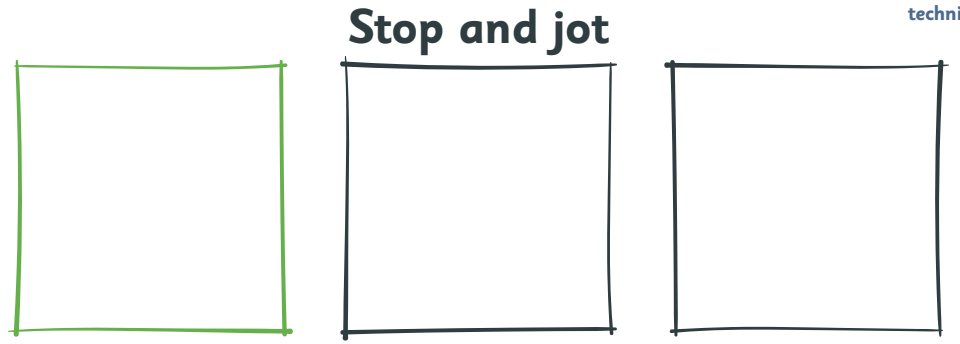


Stop and jot

Experimenting

Exploring materials and techniques

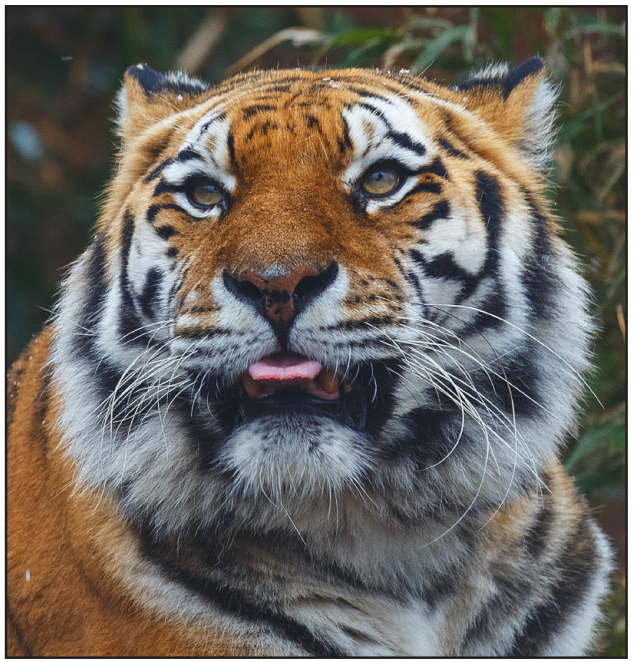
How might we **draw the texture of a tiger's fur**? **Fill one square** on your stop and jot worksheet with lines that create a sense of a **tiger's fur texture**. Don't worry about filling the other boxes yet. We will go through them together.



Top tip!

Try using short, layered strokes and shading in the direction the fur grows.





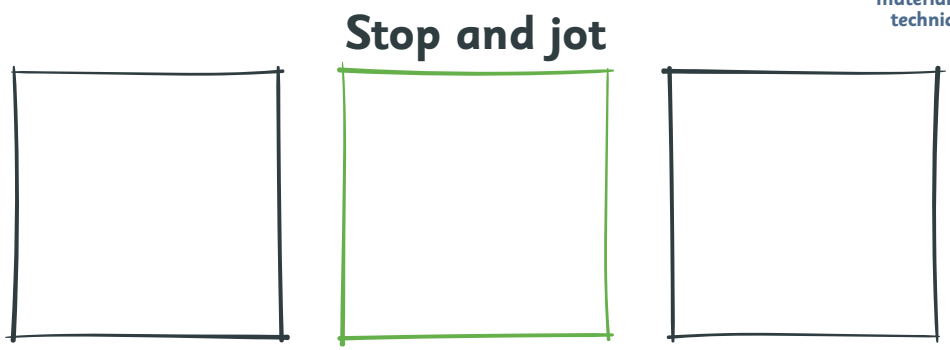
© Andy Holmes on Unsplash

Stop and jot

Experimenting

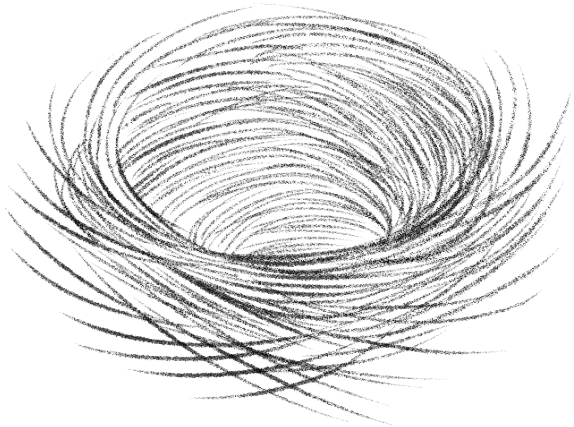
Exploring materials and techniques

How might we **draw the texture of a bird's nest** in one square? **Fill in another square** on your stop and jot worksheet to draw the **texture of a bird's nest**. Don't worry about filling the final box yet. We will go through it together.



Top tip!

Use overlapping, curved lines and quick sketchy marks to show twisted twigs and straw.





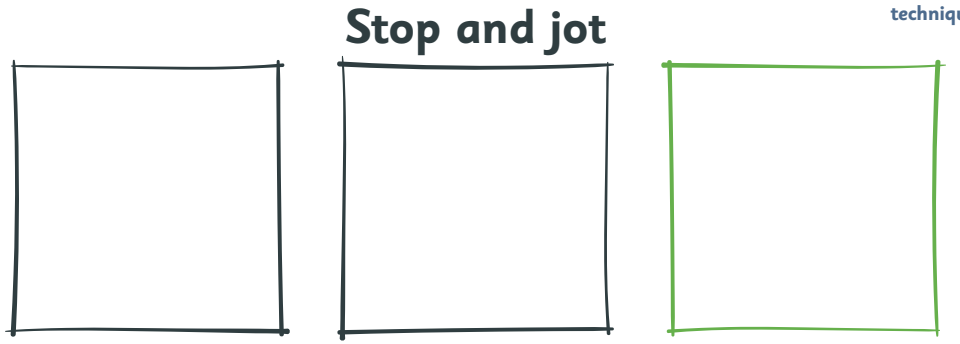
© Rohan Solankurkar on Unsplash

Stop and jot

Experimenting

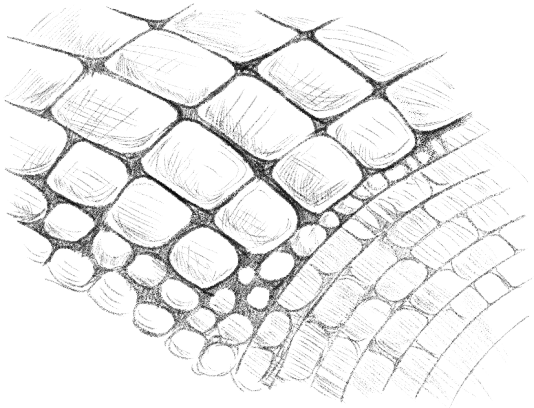
Exploring materials and techniques

How might we **draw the texture of a crocodile's skin**? **Fill your final square** on your stop and jot worksheet with the texture of a crocodile's skin.



Top tip!

Draw scaly patterns using small, uneven shapes and add shading to make the surface look bumpy.





© Andy Holmes on Unsplash

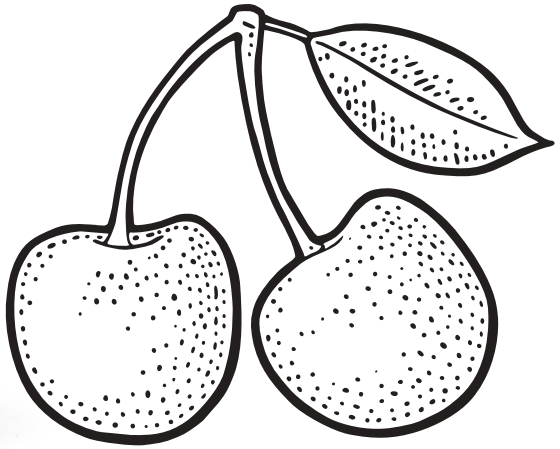
Styles

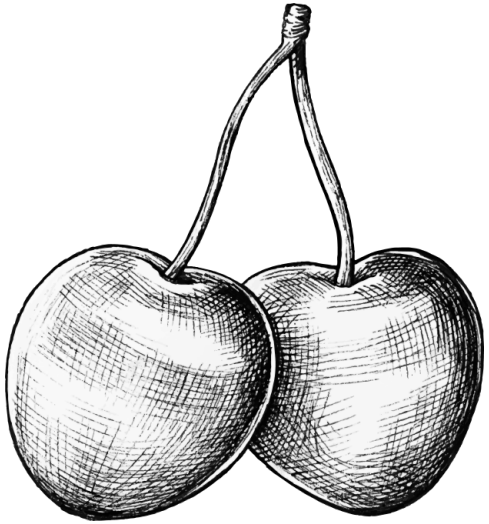


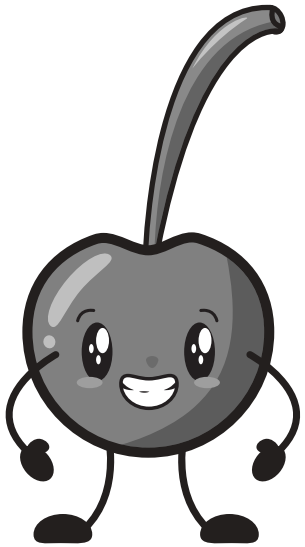
That **texture** practice will be useful in future lessons too!

By experimenting with **different textures** and **art styles**, we can discover how each one creates a unique look and find the styles we enjoy most.









Activity

Experimenting

Exploring materials and techniques

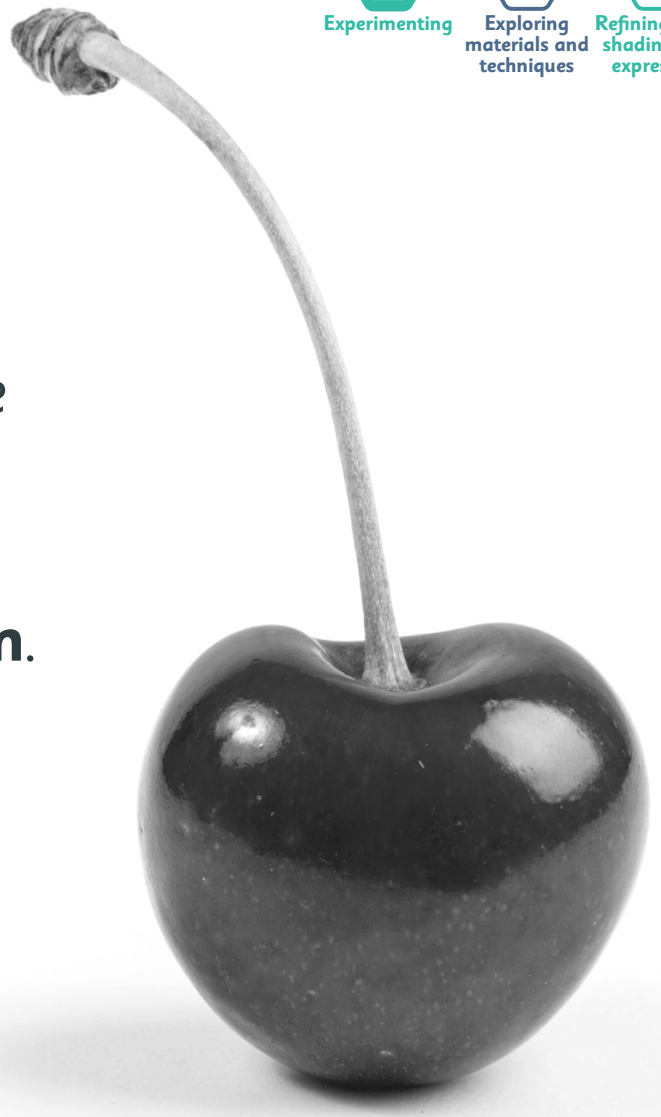
Refining lines, shading and expression



Follow the **instructions** over the following slides to draw a **realistic cherry** on a page in your art workbook.

We will use value to create a ***sense of form***.

Use a **softer pencil** so that we can blend (smudge) our shading.



Activity

Experimenting

Exploring materials and techniques

Refining lines, shading and expression



First, **identify the shape of the cherry** to start the drawing with.

It is roughly a **circle** with a **small dip at the top.**

When we draw circles, it is often best to **lightly draw many circles**, keeping our pencil on the paper.

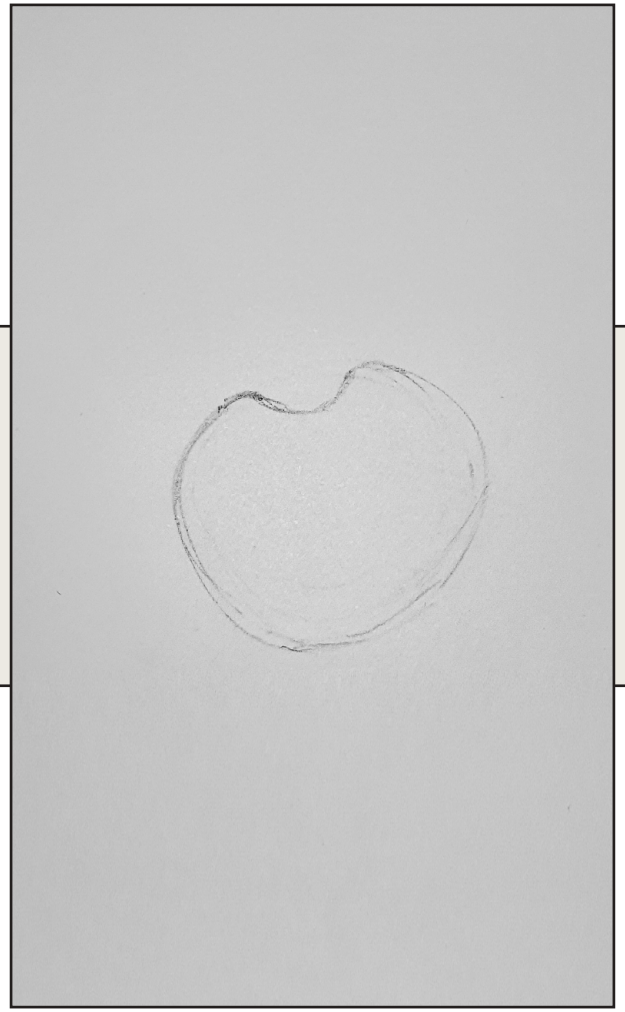


Activity

Experimenting

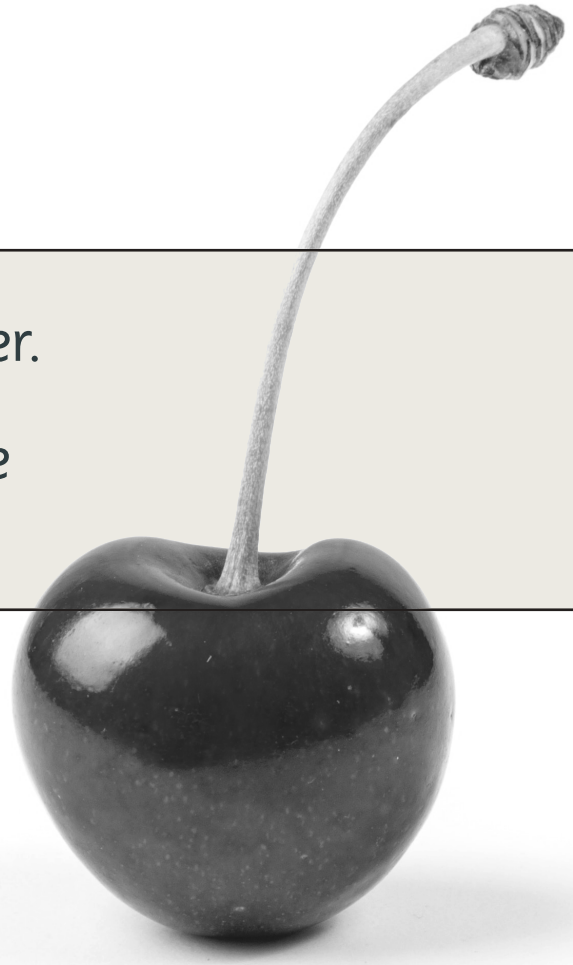
Exploring materials and techniques

Refining lines, shading and expression



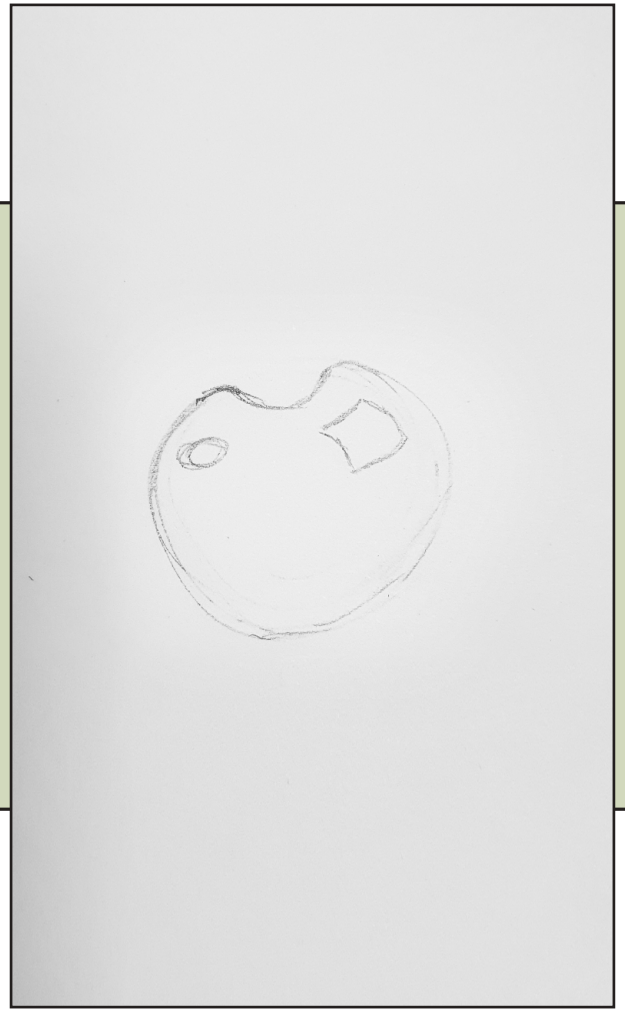
Next, **tidy up the lines** with a rubber.

Add the **small dip at the top** of the cherry.



Activity

Experimenting | Exploring materials and techniques | Refining lines, shading and expression



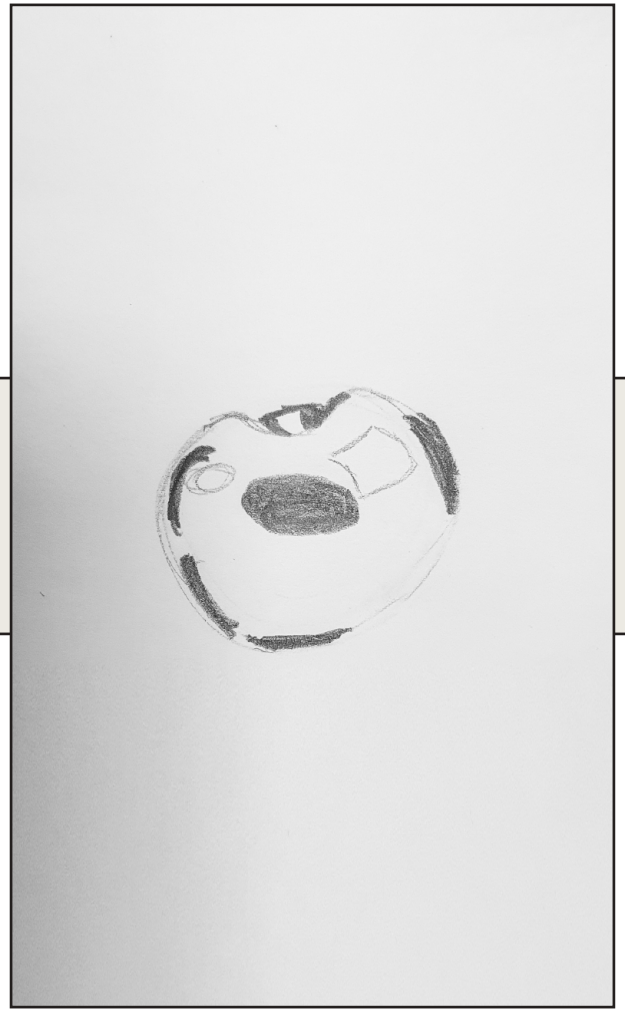
Draw a shape (a circle or a square) around the areas with **the least value** (the lightest parts).

It doesn't need to be exactly like the photo, **just similar**. This shows where the light is **reflected on the cherry**.

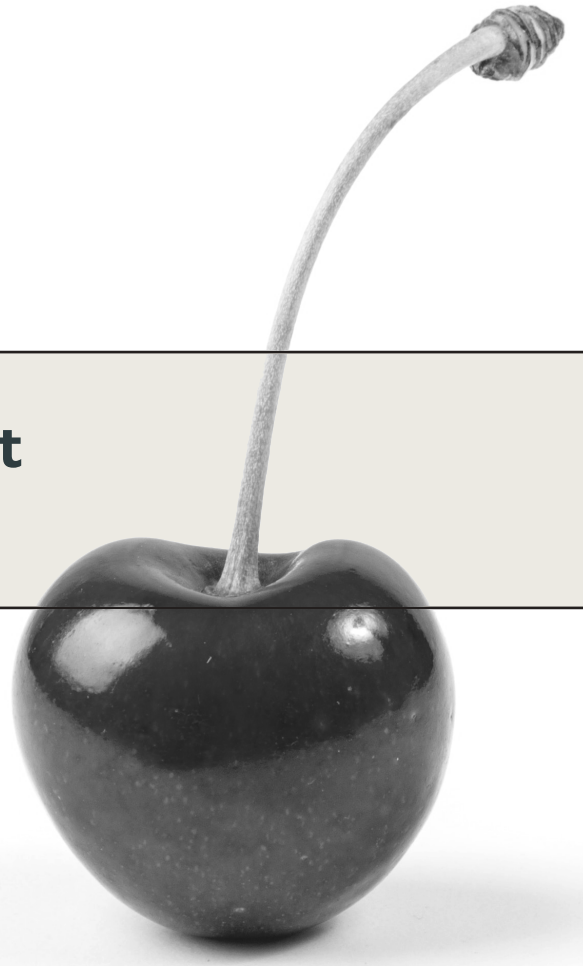


Activity

Experimenting | Exploring materials and techniques | Refining lines, shading and expression

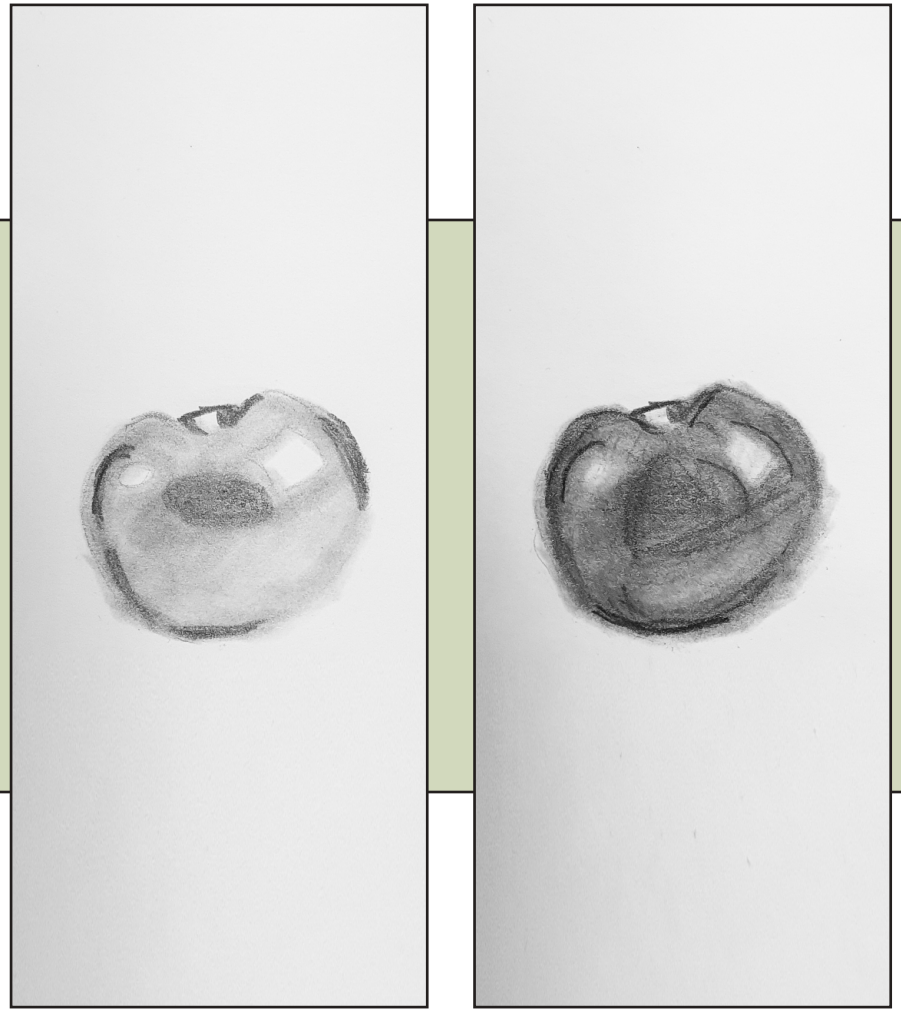


Next, **add the areas with the most value.**



Activity

Experimenting | Exploring materials and techniques | Refining lines, shading and expression



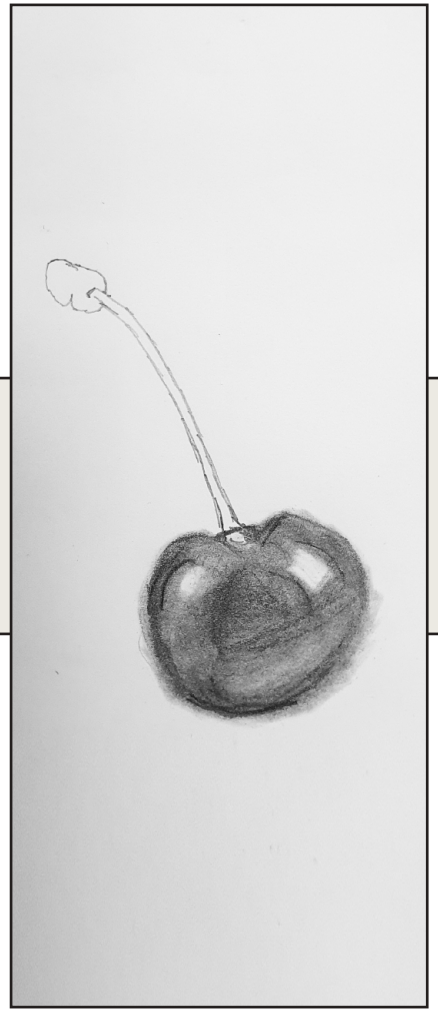
Blend and smudge to create the **middle values** using a **cotton bud** or **paper towel**.

Keep adding **more value** until you're happy.



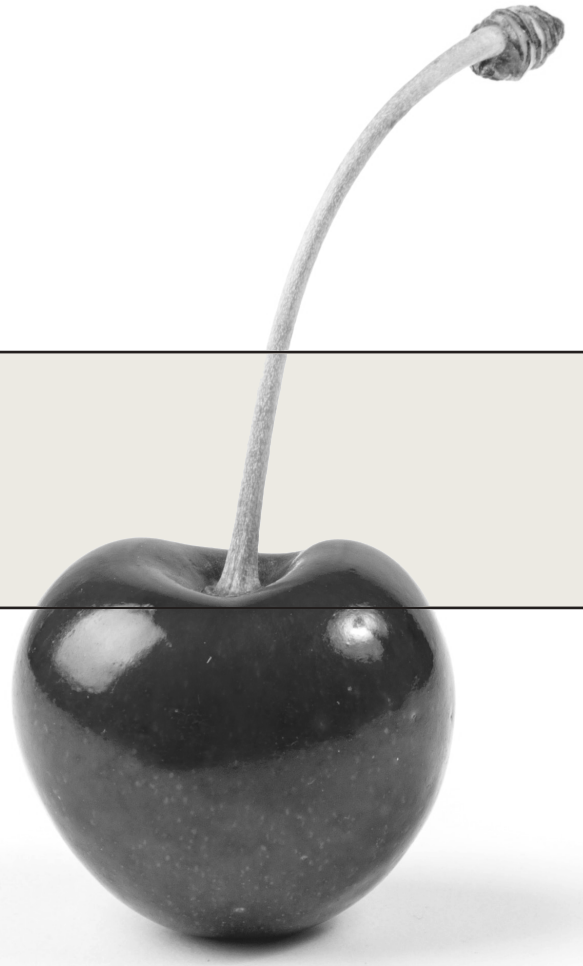
Activity

Experimenting | Exploring materials and techniques | Refining lines, shading and expression





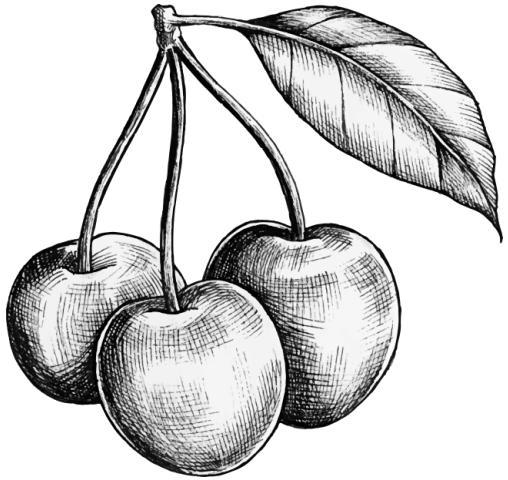
Finally **add a stem** and **a shadow**



Let's experiment

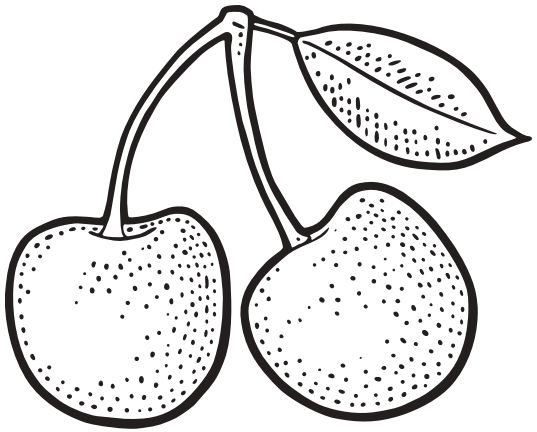
Experimenting | Exploring materials and techniques | Refining lines, shading and expression

Now it's time to **experiment** with **other styles by following the instructions below**!



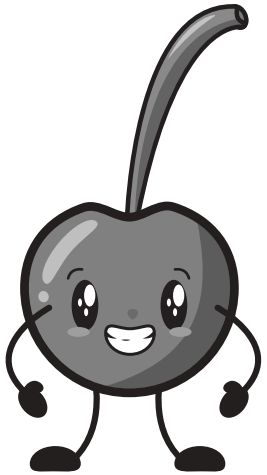
Cross-hatching cherry

1. Draw another cherry on a new page of your art workbook. This one is still realistic but simpler.
2. Use cross-hatching (criss-cross lines) for shading and no blending.
3. Use a hard pencil for sharper lines.



Stippling cherry

1. On a new page of your art workbook, draw a cherry using stippling (tiny dots for shading). The closer the dots, the darker the area.



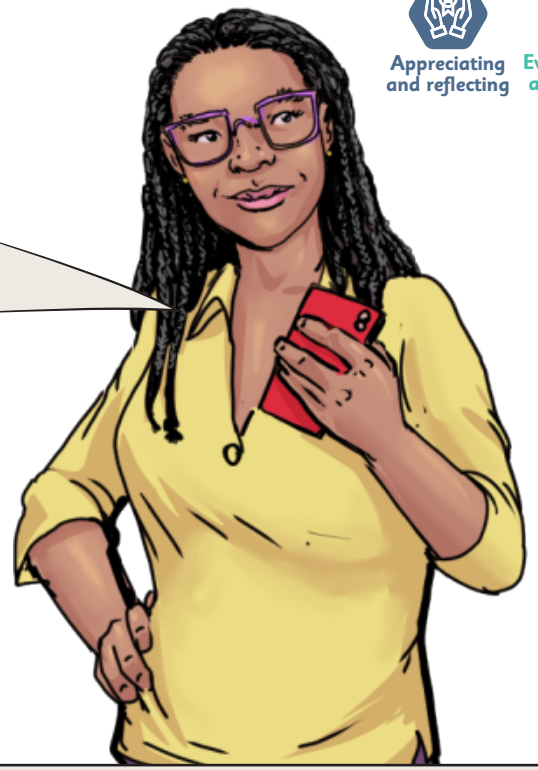
Cartoon cherry

1. Draw a cartoon-style cherry on another page of your art workbook.
2. Use light and dark tones to show form, but add fun details like eyes or a mouth.

Let's share

Appreciating and reflecting

Evaluating with art vocabulary



Well done, everyone!

Discuss the **following questions** with your table group.

- **What did you learn about creating texture in your drawings today?**
- **Which technique did you enjoy most – using shade and value, cross-hatching, stippling or cartoon style?**
- **How do different textures make your drawing look or feel?**

Be ready to **share your feedback** with the class.

Be a great listener!

Ask kind questions:

- "What texture did you find easiest or hardest?"
- "How did you make your cherry look realistic or fun?"

Use the following sentence starters to help you.

"I learnt that texture can be shown by…"

"My favourite technique was…because…"

"Different textures can make art look…"

Challenge



Discuss the **following question** with your learning partner.

Why might artists sometimes choose to make their drawings look **less realistic**?

Be ready to **share your feedback** with the class.

Use the following sentence starter to help you.

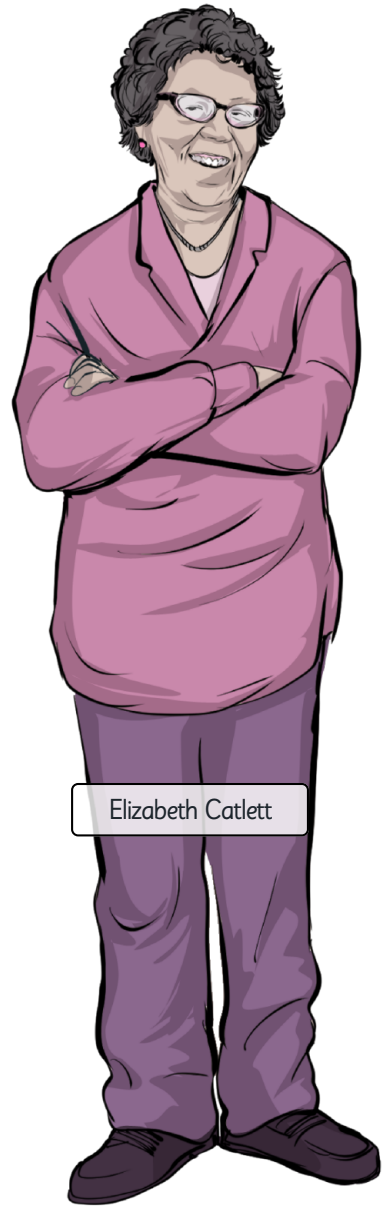
"Some artists make their drawings less realistic because…"



Challenge answers



Some artists don't want their art to look exactly like real life. Instead, they want to show *feelings*, personality or their own style. This can make their artwork more *fun*, creative or imaginative. They might want to tell a story, share a message or make people think or *feel* something when they look at it.



Next time



In the next lesson, we will explore different drawing styles. We will learn how artists use **lines, shapes** and **patterns** in different ways, including **doodle art**.

We will think about the following questions.

- What are some different drawing styles?
- What is doodle art?
- How can I use lines and shapes to create my own doodle?
- How can I make my doodle artwork unique?