Y6 – Monochromatic – What mistakes can artists make when drawing faces? Lesson 1

Lesson	1 of 5

Learning objective

I can develop my drawing technique by carefully observing and recording the details of a realistic eye.

National Curriculum links

NC KS2:
Children will:

- be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketchbooks to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Key lesson question	How can we draw a realistic eye?

Resources

- lesson presentation (PPT)
- activity photographs
- various drawing pencils (harder pencils, 2B – H pencils)

Teaching input

- **Art core and supporting skills** – Review the 'core skills' and 'supporting skills' the children will use in this lesson, highlighted on the slide.
- **What mistakes can artists make when drawing faces?** – 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?
- **What is art?** – Read through the information on the slide. Explain what art means and how portraits factor into this. Ask children if they have seen any art at home or on a visit. Go through the keyword and its definition in the 'New word alert!' box.
- **Word detective** – Read through the information on the slide.
- **Developing technique** – Introduce Thea. Choose a child to be Thea, and have them read what she says about the core skill, 'Developing technique'.
- **Portraits** – Read through the information on the slide. Allow children the time to look at and discuss the portraits displayed on this slide.
- **The eye** – Read through the information on the slide. Make sure children can name the different parts of the eye.
- **Eyes in art** – Read through the information on the slide. Allow children the time to look at and discuss the portraits displayed on this slide.
- **Let's discuss** – Children will discuss the questions on the slide with their learning partners, in groups or as a class. The slide includes sentence starters to support them. Take feedback from the class before you reveal the answers on the following slide.
- **Pencil grading scale** – Read through the information on the slide. Go through the keyword and its definition in the 'New word alert!' box.
- **Word detective** – Read through the information on the slide.
- **Grading scale activity** – The children are to create a grading scale for various pencils on a page in their art workbooks. An example is displayed on the slide.
- **Let's watch** – The children are to watch the video via the link on the slide. Play the video to the children. You can replay the video, highlighting any parts you feel your class needs reinforcing.
- **Activity** – The children will use the photo on their activity worksheets to follow the instructions on the next nine slides and create a realistic picture of an eye.
- **Let's share** – The children are to discuss the questions on the slide with their table groups. The slide includes sentence starters and questions to support them. Remind them to be good listeners. Take feedback from the class.
- **Challenge** – The children will discuss the question on the slide with their learning partners, in groups or as a class. The slide includes a sentence starter to help them. Take feedback from the class before you reveal the answers on the following slide.
- **Next time** – Explain to the children that they will explore proportion and facial structure in portrait drawing.

Main activity

Children will follow the step-by-step slides to draw a realistic eye accurately. Encourage the children to draw very lightly so they can rub out lines if needed.

Challenge

Why might an artist choose to blend or smudge their shading instead of leaving clear pencil lines?

Cumulative quiz questions

1. What makes a portrait look realistic?
2. Which technique helps create smooth shadows in a realistic eye?
3. True or false? Eyes should always be outlined with a dark line to look realistic.

Self-assessment

- I can use shading and blending to create realistic tone and form when drawing.
- I can show accurate detail in an observational drawing of a realistic eye.

Key vocabulary

blend – mix or smooth different tones so there are no sharp edges
pressure – how hard or softly you press your pencil to make light or dark marks
portrait – a picture of a person
realistic – art that looks like real life, with correct details and proportions
shape – what happens when a line makes an enclosed space
smudge – softly blur pencil marks using a finger, tissue or tool