

PRACTISING  
**DRAWING**

# Drawing Projects

Year 1	<p><b>Picasso Portraits</b></p> <p><a href="#">Drawing Cartoon Characters – A School Full of Characters! (accessart.org.uk)</a></p> <p>Using pencils, crayons, felt tips, pastels, chalk</p>
Year 2	<p><b>Fantastic Food</b></p> <p><a href="#">Yayoi Kusama - Art - Teaching Resources - Twinkl</a></p> <p>3D drawings and patterns</p>
Year 3	<p><b>Light and Dark</b></p> <p><a href="#">Pathway: Gestural Drawing with Charcoal (accessart.org.uk)</a></p> <p><a href="#">Beginner's Guide to Drawing Materials (accessart.org.uk)</a></p> <p>Practising contrasts</p>
Year 4	<p><b>Exploring Still Life</b></p> <p><a href="#">Pathway: Exploring Still Life (accessart.org.uk)</a></p> <p>Colour, texture and 3D life</p>
Year 5	<p><b>In the Background</b></p> <p><a href="#">Exploring Macbeth Through Art: Heath Landscapes (accessart.org.uk)</a></p> <p>Foreground and background</p>
Year 6	<p><b>Perspective and Proportion</b></p> <p><a href="#">Talking Points: The Shoreditch Sketcher (accessart.org.uk)</a></p> <p>Using perspective and detail</p>

# Vocabulary

Year 1	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Line</li> <li>• Size</li> <li>• Bold</li> <li>• Mark-making</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Colours</li> <li>• Tone</li> <li>• Self-portrait</li> <li>• Portrait</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Media</li> <li>• Line</li> <li>• Shape</li> <li>• Colour</li> <li>• Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• 3D</li> <li>• Observe</li> <li>• Artist</li> <li>• Detail</li> <li>• Size</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Light</li> <li>• Dark</li> <li>• Shadow</li> <li>• Outline</li> <li>• Pencil grade</li> </ul>	<ul style="list-style-type: none"> <li>• Texture</li> <li>• Sketching</li> <li>• Tone</li> <li>• Contrast</li> <li>• Shape</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Detail</li> <li>• 3D</li> <li>• Tone</li> <li>• Media</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Blending</li> <li>• Form</li> <li>• Outline</li> <li>• Line</li> <li>• Still Life</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Background</li> <li>• Foreground</li> <li>• Shading</li> <li>• Hatching</li> <li>• Blending</li> </ul>	<ul style="list-style-type: none"> <li>• Contouring</li> <li>• Smudging</li> <li>• Perspective</li> <li>• Develop</li> <li>• Process</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Style</li> <li>• Focal point</li> <li>• Horizon</li> <li>• View finder</li> </ul>	<ul style="list-style-type: none"> <li>• Scale</li> <li>• Proportion</li> <li>• Intent</li> <li>• Process</li> <li>• Shading</li> </ul>

# Artists

Year 1

Pablo Picasso



Year 2

Yayoi Kasama



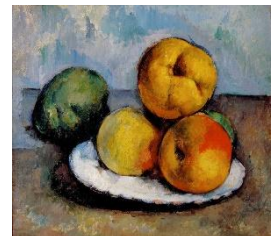
Year 3

Laura McKendry



Year 4

Paul Cezanne



Year 5

Ch'ng Kiah Kiean



Year 6

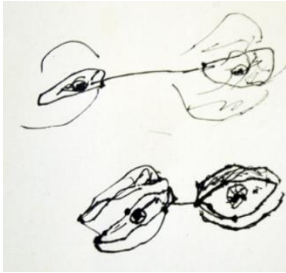
Claude Monet



## Year 1 – Drawing Portraits

### Week 1:

Understand what mark-making means, and experiment in a sketchbook with different tools.

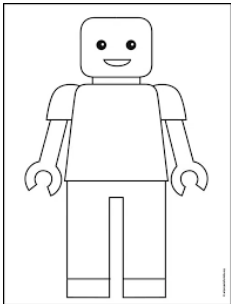


### Week 2:

Experiment by drawing different lines and shapes. Understand what portrait means and practise drawing a facial feature. See link for ideas.

### Week 3:

Look at what lines Picasso uses in his work, and how he draws a portrait. How does he draw lines? What colours does he use? Can you see any shapes? Draw some of the shapes you notice.



### Week 4:

Practise using colours on a Lego version of yourself. Use colours to make your portrait stand out. What lines could you use for your hair or clothes? Practise with colours and different materials.

### Week 5:

Practise drawing yourself or your partner (use a mirror if needed). Practise slowly and carefully. What shapes are the eyes? What shape is your head? Do you need long/short/wavy/straight lines for your hair?

### Week 6:

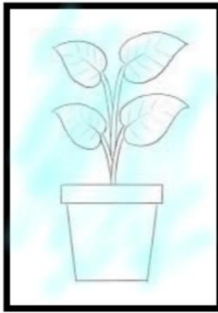
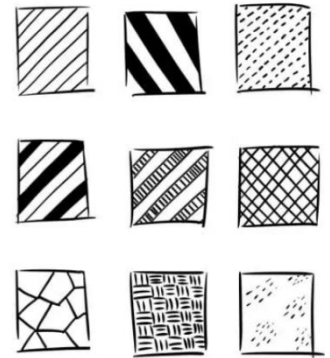
Draw a portrait of yourself like Picasso. Practise with a pencil first, and then use felts or pens to make lines stand out. Use colours to colour it in.



## Year 2 – Fantastic Food

### Week 1:

Review what shapes, lines and patterns you can make using drawing. Try a range of materials, and experiment with them. Challenge them, what tool could you use to draw a thick line/which tool helps to create a spotted pattern? Can you create smaller/bigger polkadots?



### Week 2:

What is layering? How can I layer using media? Create a picture of a plant through a window? Create a simple drawing, and then layer over the top to make it look like you are looking out of a window?

### Week 3:

Look at 3D objects in the middle of the table. If we were to draw it, how can we make it look 3D? Come up with some techniques on how lines and colour makes an object look 3D. Where are the light colours and dark colours? What are the edges like? Use one type of media e.g. pencil and felts.



### Week 4:

Look at 3D objects in the middle of the table. Where are the light colours and dark colours? Use one different type of media e.g. crayons. Practise with layering colours to make an object look 3D. Begin with light colours first.



### Week 5:

Look at the artwork of Yayoi Kusama. How does she make things look 3D? Look at her picture of mushrooms. Draw your own mushroom. Use lines and dots to make it look 3D.



### Week 6:

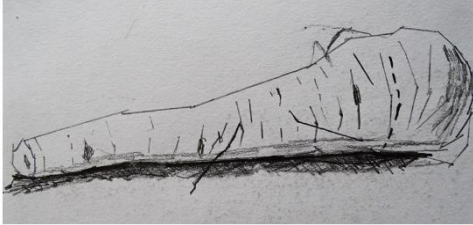
Create your own 3D food drawing. Can you layer different media? Can you use line, shape, pattern and colour to make it stand out? Is it similar to our artists' work? Link to topic: try drawing a bowl of porridge!

## Year 3 – Light and Dark

Week 1: Look at different grades of pencils. Explore the use of them, and discover whether it looks more effective with a light grade, dark grade or with a mixture of both.



Hard and soft pencils: 7B on the left, B in the middle and 2H on the right



Week 2: Continue to explore grades of pencils. Introduce the word tone and show that tone shows light or dark areas of a drawing. Practise drawing in sketchbooks.

Week 3: Look at the artwork of Laura McKendry. She completes observational drawings by sketching and using light and dark tones to make it more effective. Does Laura use outlines for every part of her drawing? What other tools does she use other than pencils?



Week 4: Vary line, texture, colour, tone, shape and pattern when drawing. Here we are going to practise using a charcoal pencil for really dark tones! Practise by drawing a light and dark side of a room or a cave. Use a rubber to make the light parts stand out.

Week 5: Plan a drawing by sketching it first. When we are sketching, should we use a light or dark grade pencil? Complete an observational sketch of a drawing first (do not complete the drawing as we need to practise our techniques). How can we use a pencil to help us create texture in our drawing? Perhaps annotate the side of a dark grade pencil for fur, and the point of a thin light pencil for small details?



Week 6: Replicate a piece of work by Laura McKendry. Use your plan and practised techniques to help you complete a full piece. Remember it doesn't need to look perfect.



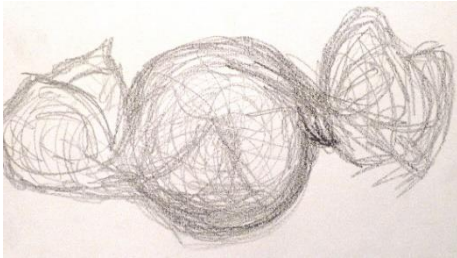
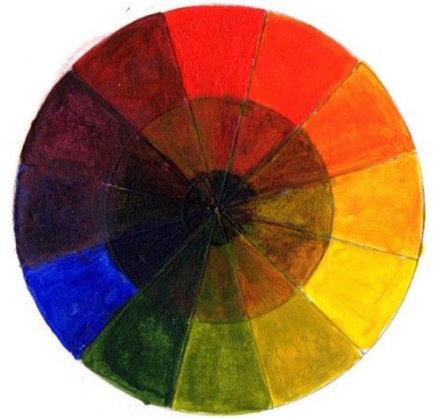
## Year 4 – Exploring Still Life

Week 1 – Look at the artist Paul Cezanne and annotate artwork with a focus on vocabulary. What can you see and what do you notice? Analyse the image and techniques carefully. If time allows, create a **cold task** of using pastels and crayons to draw fruit.



Week 2 – Using the link, use the 'See three shapes' exercise to show how simple shape outlines can inform the drawing process – this is similar to drawing a portrait and using circles and lines to help draw a face. Practise on observed 3D objects.

Week 3 – Explore colour mixing with pencil and pastels. Create an example of the colour wheel to test colour mixing. Make simple notes in sketchbook about what works, how much colour to apply and how crayons and pastels are different. What could you use to blend the colours: tissue, paper towel, finger, sponge?



Week 4 – Draw texture of surface materials. Use the [Drawing Sweets and How to Texture with Pencil and Graphite](https://www.accessart.org.uk) ([accessart.org.uk](https://www.accessart.org.uk)) link to 'draw' texture. Introduce colour into this to an elevated effect by completing an observational drawing on a piece of fruit. Add tone by shading over the top of this.

Week 5 – Apply everything you know into your own replicated piece of work by Cezanne. Ensure you are using tone, colour and texture to inform your drawings.

Week 6 – Evaluate final piece. What techniques did you use? What could be improved for next time?





## Year 5 – In the Background

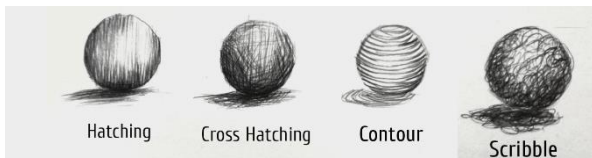
Week 1: Look at the work of Ch-ng Kiah Kian. What do you notice about his work? What do you need to know to draw something similar? What has the artist done with the space? 120-second snapshot challenges: recreate the image in 120 seconds/recreate the outline of the building in 120 seconds/try to recreate the colours in 120 seconds. How does he use background and foreground? What materials do you think he uses?



Week 2: Background/foreground lesson. Show an awareness of how a picture is developed. What needs to be completed first? Practise by going outside to draw a building and the background. When returning to class – what is in the foreground? What is in the background? Complete by shading.



Week 3: Explore smudging and shading with charcoal, chalk and ink. Draw the same three images using these different materials. Use tissue, sponge or paper towel to smudge.



Week 4: Draw buildings of factories from the industrial revolution. This will be part of the planning process for the industrial revolution image. Replicate the factories shading using a variety of methods, i.e. shading, hatching, contouring, smudging.



Week 5: Final piece completion. Design and shade an industrial revolution using materials explored during the half term. Use an artist technique.

Week 6: Evaluation. Make simple notes of the processes they have used.

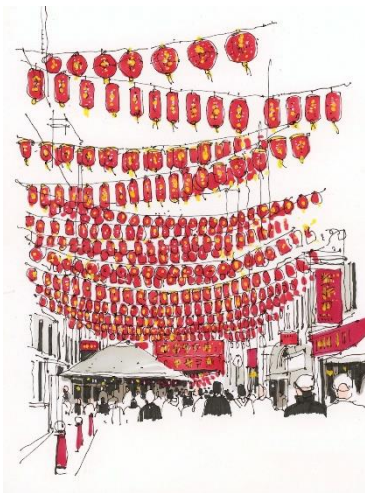


## Year 6 – Perspective and Proportion



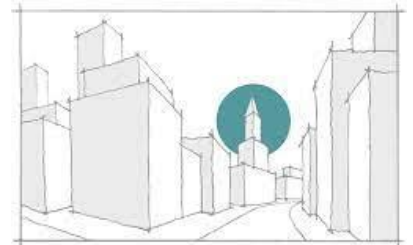
Week 1: Use a view-finder to identify the works of Claude Monet's Garden at Sainte-Adresse. Use a variety of colouring-materials to replicate the colour mixing and shapes you see. Introduce the terms perspective and proportion.

Week 2: How does Claude Monet create a focal point in his work? Recreate one of his focal points i.e. the bridge or the church, and completely change the image's background. Begin to develop your own technique and preferred way of shading. Do you prefer smudging, contouring, hatching, shading?



Week 3: Practise drawing scale and proportion. Use 'The Shoreditch Sketcher' as a talking point for creating a whole image. [Talking Points: The Shoreditch Sketcher \(accessart.org.uk\)](http://accessart.org.uk) Practise drawing scale and proportion using observation work or by redesigning an image by the Shoreditch Sketcher.

Week 4: Understand simple perspectives such as a focal point or a horizon. Sketch a plan of what you would like to draw for your final piece. It would have to include a foreground/background perspective and a focal point for your use of techniques on shading. Use this opportunity to practise another image from the Shoreditch Sketcher if needed.



The Focal Point of the image is located close to one of the intersections of the Rule of Thirds.



Week 5: Final piece. Keep this open and independent, whilst also drawing particular attention to techniques and drawing skills that can be implemented. What focal point are you concentrating on? Allow time for concentration and detail. Discuss what processes they are using as you move around the room.

Week 6: Evaluate the piece with detail and give reasoned evaluations of their own work. What did you intend for your final piece to look like? What would you need next time? How can you use some of these techniques in future pieces of work?