

Final Outcome: We are working towards creating individual still life drawings including natural forms and images of the characters from A Midsummer Night's Dream.

Component 6: Observational drawing

What we will know after this sequence:

- Pupils will have learnt to use your observational drawing skills.
- Pupils will be able to use guidelines to plan out an observational drawing.
- Pupils will be able to use highlights and shadows when drawing an object.

Vocabulary:

Observation, recording, line, tone, composition, still life, sketch, gradient, blending, grid

How will this feed into my next learning: Pupils will continue to work on their still life drawings, and each pupil will have a finished piece of art.

SEN: Visual word mats to help with vocabulary. 1-1 modelling if needed to ensure complete understanding of task set.



Component 4: To develop an understanding of isometric projection

What we will know after this sequence:

- Pupils will be able to draw 3D lettering using isometric paper.
- Pupils will be able to add light, medium and dark tones to create a realistic 3D effect.
- Pupils will be able to use correct measurements to ensure accuracy when drawing.

Vocabulary:

Blending, gradient, projection, isometric projection, technical drawings, vertical, horizontal

How will this feed into my next learning:

Pupils will develop their skills further to allow them to create an image of a natural form.

SEN: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective.

Component 5: Natural form and use of colour

What we will know after this sequence:

- Pupils will have developed their tonal shading skills to enable them to draw natural forms (leaves) accurately and realistically.
- Pupils will understand where to place the correct level of tone within a drawing of a natural form.
- Pupils will be able to handle materials and techniques with skill.
- Pupils will consider plants that may exist within Tatiana and Oberon's forest.

Vocabulary:

Tonal, realistic, natural form, materials, technique, blending, observation

How will this feed into my next learning:

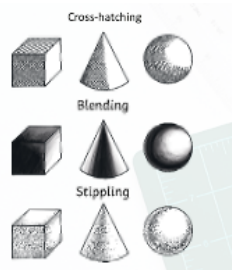
SEN: Visual word mats to help with vocabulary. 1-1 modelling if needed to ensure complete understanding of task set.



Component 3: To understand and demonstrate how to use different techniques to make an object appear 3D.

What we will know after this sequence:

- Pupils will be more proficient at creating light, medium and dark tones with pencil.
- Pupils will be able to experiment with cross-hatching, blending and stippling.
- Pupils will be able to apply these techniques to make an object appear 3D.



Vocabulary:

Technique, cross-hatching, blending, stippling, scumbling, 3D, contour-hatching, tonal shading, layering

How will this feed into my next learning:

Pupils will build on their knowledge and develop isometric projection skills

SEN: Extra 1-1 modelling (if needed) to demonstrate the different shading techniques being introduced.

Component 2: Applying tone in pencil drawings

What we will know after this sequence:

- Pupils will have further developed their tonal shading skills.
- Pupils will be able to demonstrate an ability to use light, medium and dark tones.
- Pupils will have the ability to be creative in the placement of tone in order to enhance the image.
- Pupils will be able to blend tones together successfully, achieving a smooth effect.

Vocabulary:

Placement, smooth, light source, cast shadow, highlight, reflected light, composition, balance.

How will this feed into my next learning:

Pupils will use what they have learnt and develop their skills further to make a 2D image appear 3D.

SEN: Extra 1-1 modelling (if needed) to demonstrate the different shading techniques being introduced.

Component 1: To understand and demonstrate how to use tone using pencil.

We should know:

That there are a number of different ways that we can create images. That pencil is one of these ways. That there are different techniques that artists use to create different effects.

What we will know after this sequence:

- Pupils will begin to use shading to create light, medium and dark tones.
- Pupils will be able to identify what successful tonal shading looks like.

Vocabulary:

Shading, tone, portrait, still life, light tone, medium tone, dark tone, highlights, shadows, technique

How will this feed into my next learning:

Pupils will develop their shading skills further and learn how to apply tone creatively.

SEN: This should be very accessible for our SEN child. Support using lots of modelling to demonstrate each of the levels of shade.

