

# Springdale First School



Imagine, Believe, Achieve

## Year 4 Spring Term Art - Drawing

### Children's prior learning in this area

Year 3



**Georgia O'keeffe – Two Petunias.**

The children drew from different viewpoints, used different grade pencils, used shading and sketching techniques.

Year 2



**Brian Wildsmith – The little Wood Duck**

The children learned about over drawing, made patterns, used charcoal, pastel, blending and smudging.

Year 1



**Rembrandt – Two Cottages**

The children looked at lines, wavy, straight, thin, zig zag. The children used shapes and smudging and blending.

### Cultural Capital Opportunities






**Renoir – Richard Wagner (pencil on paper)**

- I am an artist

### Key vocabulary and glossary

- Line
  - Use line with greater confidence to highlight form, use line as outlines to create expressions, organic lines.
- Tone
  - Using shade and highlight for effect, using real life light
- Form
  - Using line to create 3D perspective, using shading.
- Texture – use lines, shading for desired effects and decoration.
- Portrait
  - Profile, scale, texture, depth
- Impressionist

Enquiry Question – Who was Pierre-Auguste Renoir?	Enquiry Question – How does Renoir sketch his portraits?	Enquiry Question – Where does Renoir get his design inspiration?
Concept - Artists	Concept - Artists	Concept – Generating Ideas
<p><b>Biographical knowledge Part 1</b></p> <p>Pierre-Auguste Renoir was born in France in 1841 and died in 1919.</p> <p>As a boy, he worked in a <a href="#">porcelain factory</a> where his drawing talents led to him being chosen to paint designs on fine china. ** Relate to Clarice Cliff**</p> <p>He was a leading <a href="#">painter</a> who helped to create the <a href="#">Impressionist</a> style. He painted <a href="#">portraits</a>, and <a href="#">still life</a>.</p> <p>This new style was all about capturing the effect of the light on the person they were painting. Because they were painting outside, they painted with bright colours and quick brush strokes. They used to do this quickly to paint all the essentials before the light changed.</p> <p><b>Impressionism</b> is a <a href="#">style</a> of <a href="#">painting</a> which began in <a href="#">France</a> in the late 19th century. Impressionist painting shows life-like subjects painted in a broad, rapid style, with brushstrokes that are easily seen and colours that are often bright.</p> <p><a href="#">Renoir Facts For Kids – Famous Artists   Cool Kid Facts</a></p> <p>Task</p> <ul style="list-style-type: none"> <li>- Children to learn about Renoir and create a class mind map.</li> <li>- Children to discuss the related facts to Clarice Cliff.</li> </ul>	<p><b>Technique and Style – Part 2</b></p> <p>Children will explore the drawing of the portrait of ‘Richard Wagner’.</p> <p>They will describe what they can see in his sketch.</p> <p>They will look at and talk about key elements within his work –</p> <p>Line – show facial expressions, mathematical proportions, organic lines</p> <p>Tone – using different shading tones, shade and highlight, cross hatching</p> <p>Form – understanding geometry in the face and body, using shading for 3D effect</p> <p>Texture – using lines, cross hatching to create texture of the clothes, hair.</p> <p>Without all these Key Elements, it would just be a flat, plain drawing on a page with no meaning.</p> <p>They will use the key elements to annotate ‘Richard Wagner’ in their sketch books.</p> <p>Task</p> <ul style="list-style-type: none"> <li>- Children to annotate the portrait ‘Richard Wagner’ with the key elements – labelled and detailed</li> </ul>	<p>Who was Richard Wagner? Use links below. Share with the children and discuss why Renoir wanted to draw a portrait of him. Listen to some of his music and discuss Renoir’s intention and purpose of the portrait.</p> <p>Renoir completed a few different art works of Wagner. He made a sketch, two paintings and a lithograph.</p> <p>A lithograph is a print produced by a method of surface printing. A design is drawn or painted on to a flat surface with a greasy ink or chalk and then water is washed over it.</p> <p>Show the lithograph and painting of Richard Wagner.</p> <p>The children discuss the similarities and differences between them.</p> <p>Children to understand that artists sometimes draw/ sketches really people/ life of things they love, admire. How does this relate to impressionism? Renoir had to paint quickly, large strokes.</p> <p>Who do you admire? Who is someone that you would like to do a portrait of?</p> <p>Task</p> <ul style="list-style-type: none"> <li>- Use of ICT, children to research someone they admire and find a picture they could use to sketch a portrait in profile.</li> </ul> <p><a href="#">What Happened When Renoir Painted a Portrait of Wagner? : Interlude</a></p> <p><a href="#">Richard Wagner - Auguste Renoir   Musée d'Orsay (musee-orsay.fr)</a></p> <p><a href="#">Best Wagner Works: 10 Essential Pieces By The Great Composer   (udiscovermusic.com)</a></p> <p>Task</p> <ul style="list-style-type: none"> <li>- The children will learn about Richard Wagner and appreciate his music and the purpose for his portrait.</li> <li>- The children will use ICT to find a portrait of someone they admire to sketch. This could also be a family member (they could bring a picture from home).</li> </ul>

Enquiry Question – How can we create a profile portrait?	Enquiry Question – How can I create a profile portrait of someone I admire?	Enquiry Question – How effective are my choices technique?
Concept - Making	Concept - Making	Concept - Evaluating
 <p>All the children will use a class photo to learn the techniques to drawing a profile portrait.</p> <p>Explicit drawing skills taught.</p> <p>Teachers to choose an inspirational person, either based on topic or someone relevant.</p> <p>Children will learn how to draw a profile portrait – using step by step method. Using different facial features support sheets. This will be displayed and used for next lessons.</p> <ul style="list-style-type: none"> <li>- Different grade pencils for light and dark – Recall from Year 3</li> <li>- Mathematical proportion</li> <li>- Understanding geometry</li> <li>- Creating 3D in facial expressions.</li> <li>- Cross hatching for shading and tone- Recall from Year 3</li> </ul>	 <p>The children will use the skills and techniques from the previous lessons to then complete their own profile portrait of someone they admire.</p> <p>The children will write why they have chosen that specific person for their subject.</p>	 <p>Children will identify the elements that they have used in their portraits – colour, line, tone, shape and any that they have not included.</p> <p>Children will be able to talk about the reasons why they have made their specific choices and reflect on their effectiveness.</p> <p>Use their sketch books to annotate their final piece.</p> <p>Children will be able to compare their work with others and the artist.</p> <p>How might this inspire you to make your own artwork?</p> <p>What do you like/ dislike? Why?</p> <p>Could be an art display with the childrens inspirations.</p>

