

Drawing – Observational Drawings

End of Unit Goals: Children to create an observational drawing using coloured pastels and pencils following the inspiration of Arcimboldo.

Talk like an Artist Sentence Stems – I like... I dislike...What else could improve this...?

| Date | Learning Objective | Learning Outcome | Task/activity | Resources | Key Vocabulary |
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| Lesson 1 | I can recreate the work of Arcimboldo using fruit. | To talk about the work of Arcimboldo and develop a range of sculpture to develop and share their ideas, experiences and imagination. | <p><u>Main Teaching</u></p> <p>Introduce the children to Arcimboldo – look at the powerpoint (Add him to the class timeline (History link). Ask the children to discuss in talk partners, which fruits/vegetables they can see in his artwork.</p> <p>Explain that today we are going to explore different fruits and different ways of making faces. Children to go into mixed ability groups, and create a group face using a variety of fruit (T to take photos for books). Bring the children back together - Have some of the fruit whole, and some cut up – create word bank/mind maps of adjectives for each piece of fruit – Whole class evidence- including colour and texture.</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>Children working in mixed ability groups.</p> | Variety of fruit to make faces with. | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment, colour, texture, shade, tone |
| Lesson 2 | I can do an observational drawing of a piece of fruit using coloured pencils. | To use drawing to develop and share their ideas, experiences and imagination. To develop a range | <p><u>Main Teaching</u></p> <p>Explain that today we are going to look at drawing a fruit, by doing an observational drawing, this is where we look at something carefully and draw it. . We are drawing a banana – ask the children what they know about a banana – draw a quick basic banana, using only yellow and black – show the children a real banana alongside afterwards.</p> | Observational Drawing tips posters, Bananas, coloured pencils | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment, colour, texture, |

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| | | of art and design techniques using colour, line, shape, form and space. | <p>Does this look the same? What should I do? Model drawing it, this time taking more time, using more than one colour, adding little bits of green and brown in to make it look like a real banana. Pass some bananas around the circle and discuss the observational drawing posters – children to discuss.</p> <p>Place a banana in between each couple of children at the tables, children to draw the banana as they can see it, explain that they cannot move it as we are observing it. (T to take picture of children in the process of drawing for books)</p> <p><u>Differentiated Activities/Challenges</u></p> <p>T to work with children who need additional support where needed. Challenge with questioning e.g. could you use other shades? Are there any lighter or darker parts?</p> <p><u>Plenary</u></p> <p>Children to bring their artwork to the carpet and share with the rest of the class.</p> | | shade, tone |
| Lesson 3 | I can do an observational drawing of a piece of fruit using coloured pencils. | To use drawing to develop and share their ideas, experiences and imagination. To develop a range of art and design techniques using colour, line, shape, form and space. | <p><u>Main Teaching</u></p> <p>Ask the children – what type of drawings are we focusing on this half term? Observational drawings – we need to look at the object very closely. Explain that today we are drawing strawberries – teacher to model drawing a whole strawberry and one cut in half – what colours can we see? Is it all just red? Model shading and pressing down harder. Children to have a whole and half strawberry between two – children to think about the size of their fruit, will it be as big as your banana? (T to take picture of children in the process of drawing for books)</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>T to work with children who need additional support where needed. Challenge with questioning e.g. could you use other shades? Are there any lighter or darker parts? (T to take picture of children in the process of drawing for</p> | Pencils, strawberries, paper | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment, colour, texture, shade, tone |

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| | | | books) <u>Plenary</u> Children to bring their artwork to the carpet and share with the rest of the class. What do you think you did well? Did you find anything difficult? | | |
| Lesson 4 | I can do an observational drawing of a piece of fruit using pastels. | To use drawing to develop and share their ideas, experiences and imagination. To develop a range of art and design techniques using colour, line, shape, form and space. | <u>Main Teaching</u> Explain to the children that today we are not going to be using pencils to do our observational drawings, we're going to use pastels, and these are softer than pencils. Today we are going to be drawing an orange – pass the orange around the circle – what can you see? Cut it in half, what can you see? T to model drawing the orange as a whole and half using the pastels. Encourage the children to guide you e.g. which colours to use? (T to take picture of children in the process of drawing for books) <u>Differentiated Activities/ Challenges</u> T to work with children who need additional support where needed. Challenge with questioning e.g. could you use other shades? Are there any lighter or darker parts? <u>Plenary</u> Bring the children back to the carpet – ask the children to show on their thumbs how they feel today's lesson went – why? | Pastels, paper, oranges | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment, colour, texture, shade, tone |
| Lesson 5 | I can do an observational drawing of a piece of fruit using pastels. | To use drawing to develop and share their ideas, experiences and imagination. To develop a range of art and design techniques using colour, line, shape, | <u>Main Teaching</u> We are going to be using pastels again this week. Today we are going to be drawing an apple– pass the apple around the circle – what can you see? Cut it in half, what can you see? T to model drawing the apple as a whole and half using the pastels. Encourage the children to guide you e.g. which colours to use? <u>Differentiated Activities/Challenges</u> T to work with children who need additional support where needed. Challenge with questioning e.g. could you use other shades? Are there any lighter or darker parts? (T to | Pastels, paper, apples | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment, colour, texture, shade, tone |

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| | | form and space. | take picture of children in the process of drawing for books) <u>Plenary</u> Children to bring their artwork to the carpet and discuss the different parts of their pictures. | | |
| Lesson 6 | I can compile my work from the previous weeks to create my final piece of artwork. | To use drawing to develop and share their ideas, experiences and imagination. To develop a range of art and design techniques using colour, line, shape, form and space. To talk about the work of Arcimboldo describing the differences and similarities between their work and the work of others. | <u>Main Teaching</u> Explain to the children that we are going to put all of our work together that we have worked on over the past few weeks, and we will create our very own fruit bowls. T to model drawing a bowl on paper – encourage children to think about size, it needs to fit four pieces of fruit in and about shading, shadows, light/dark.. Give children paper to draw their bowl, allow children to colour using either pastels or pencils. Children to then cut out their fruit and stick it in their fruit bowl. <u>Differentiated Activities/Challenges</u> T to support children in the placement of their fruit. <u>Plenary</u> Children to complete Widgit Self-Assessment sheet – to go in book alongside their finished piece of work. | Previous artwork, paper, pencils, pastels, scissors, glue, assessment sheets, | Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment, colour, texture, shade, tone |