

Drawing – Plants

End of Unit Goal: Children to create an observational drawing of a plant using drawing techniques in the style of Vincent Van Gogh.

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 investigate shape, pattern, and colour in the environment. | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p><u>Main Teaching</u></p> <p>Explain that this half term in Art and Design we are going to be drawing plants. Children to go to tables for 5 minutes and draw a flower (baseline piece) – to go in book. Bring the children back together, draw a very basic green leaf on paper, ask the children what they think, explain that we need to look at the finer details. Show the children the Leaves and Flowers powerpoint. Discuss the different techniques used to draw them, to make them look realistic.</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>Give each child a leaf/flower hunt sheet, go into the outdoor area and ask children to look carefully for the items on their sheet. Encourage the children to look at the details on the things they find, what colours can they see? What do they feel like? Children to complete the hunt (sheet in book for evidence)</p> <p><u>Plenary</u></p> <p>Children to come back together with their sheets. What did you find? Children to share their findings, are plants/flowers all just one colour?</p> | Leaves and Flowers powerpoint, Leaf/flower hunt sheet page 1. | Thick, thin, soft, broad, narrow, fine, pattern, line, detail, nature, made environment, comparison, still life. |

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| Lesson 2 | I can use shading to create new effects. | To use drawing to develop and share their ideas, experiences and imagination. | <p><u>Main Teaching</u> Ask the children to think back to last week, when we looked at the details on plants. Show the children the following image http://www.nancymccroskey.com/muralshtml/blackwhitegray.html What can you see? What colours can you see? – discuss with children that she has used tones of grey. How do you think she has made this effect? Explain that this was done by pressing lightly and getting harder. T to divide paper into 6 boxes, take their pencil for a walk and make a line that starts at the edge of a square and finishes at the edge (not necessarily at the same point). The line can be straight or curved (allow for creativity). Now, using the pencil shade in the areas created: pressing lightly will make a light tone, harder will make a heavier tone. Model to them that they can make the shading neater if they shade back and forth no more than a centimeter – this will give better control. Explain that we are going to repeat this with coloured pencils too. Each box will have a different line pattern and colour.</p> <p><u>Differentiated Activities/Challenges</u> Children to go to their tables and complete their 6 boxes. Encourage them to work slowly to avoid going over the lines at the edge of each area. If they do, they can use a rubber to neaten up any messy edges. What can you draw with one line? Can you outline a leaf without taking your pencil off the page?</p> | A5 paper split into 6 boxes, coloured pencils, normal pencils. | Thick, thin, soft, broad, narrow, fine, pattern, line, detail, nature, made environment, comparison, still life, shade. |

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| | | | <u>Plenary</u> Ask the children to compare their work. Who managed to create a wide range of tones? Who could make the area so dark that it turned black? Who could press so lightly that it was nearly white? | | |
| Lesson 3 | I can talk about the work of Vincent Van Gogh. | To talk about the work of Vincent Van Gogh, describing and comparing his work. | <u>Main Teaching</u> Explain that linked to our science topic we are going to be drawing plants/flowers over the next few weeks. Introduce the artist Vincent Van Gogh – go through the powerpoint with the children. Explain that he used paints, however, we will be using drawing tools. Add key dates to class timeline (History link). Pass round the artwork, children to discuss what colours, shapes and textures they can see. <u>Differentiated Activities/ Challenges</u> Children to go to tables and complete a fact file about Van Gogh. HA/MA to write sentences – when was he born? Where was he from? What was his job? Name a piece of his famous artwork. What do you like about his artwork? LA/SEND Children to complete widget fact file. <u>Plenary</u> Quick fire questions – T to ask the children questions about Van Gogh. | Van Gogh powerpoint, print outs of Sunflower artwork, widget fact file. | Thick, thin, soft, broad, narrow, fine, pattern, line, detail, nature, made environment, comparison, still life. |
| Lesson 4 | I can make lines, using different sizes and thicknesses, to create a desired effect. I can use a | To use drawing to develop and share their ideas, experiences and imagination. To develop a | <u>Main Teaching</u> Explain that today we are going to try and look carefully at an object we are drawing. Take the children outside and explain that they all need to find a nice leaf. Once back inside, T to model cutting leaf in half and sticking one half onto some drawing paper. Explain that we are going to draw the other half. T to talk about | Leaves, drawing paper, coloured pencils, pastels, crayons, felt tip pens | Thick, thin, soft, broad, narrow, fine, pattern, line, detail, nature, made environment, comparison, still life. |

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| | range of tools to create a desired effect. | range of techniques in using colour, pattern, texture, line, shape, form and space. | <p>the colours, how will I make this part light? Dark? Explain that you are trying to make it symmetrical, what does that mean?</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children to take their leaf to their table, cut it in half, stick it on the paper, and draw the other half.</p> <p>T to support children where needed, encourage them to use the different materials to create effects.</p> <p><u>Plenary</u></p> <p>Children to share their work with a friend and say what they like about their piece of work and what they could do to improve it.</p> | | |
| Lesson 5 | I can make lines, using different sizes and thicknesses, to create a desired effect. | To use drawing to develop and share their ideas, experiences and imagination. To develop a range of techniques in using colour, pattern, texture, line, shape, form and space. | <p><u>Main Teaching</u></p> <p>Show the children the Sunflower pictures again. Who is the artist we have been looking at? What do you know about him? Children to share their thoughts. T to bring out a plant/flower, do a basic drawing on the paper, ask children what they think, explain that we need to look at the detail and shape. Start again, this time taking time as you go. Explain to the children that today we are just doing the outline of our drawings, so it is okay if we make mistakes as we can rub them out.</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>Children to have plant/flower in the middle of their table, give each child a4 drawing paper. Encourage the children to think about the size and shape.</p> <p><u>Plenary</u></p> <p>Children to walk around the tables, having a look at their peers' work. Children to choose their favourite and give a reason for it.</p> | Plants/flowers, A4 drawing paper, drawing pencils. | Thick, thin, soft, broad, narrow, fine, pattern, line, detail, nature, made environment, comparison, still life, shade |
| Lesson 6 | I can use a range of tools to create a | To use a range of materials creatively to design and | <p><u>Main Teaching</u></p> <p>T to bring up her drawing from last week, explain that today we are going to be adding colour to our piece of work. T to show the</p> | Plants/flowers, Coloured pencils, pastels, | Thick, thin, soft, broad, narrow, fine, pattern, line, detail, nature, |

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| | desired effect. I can evaluate my work | make a product. To use drawing to develop and share their ideas, experiences and imagination. | <p>children the resources they have available to use – Coloured pencils, pastels, crayons, felt tip pens. T to model colouring her work – felt tips for darker parts of the picture, model shading and adding tone.</p> <p><u>Differentiated Activities/Challenges</u> Children to complete their artwork using a variety of tools. T to support children where needed. T to encourage children to use different effects.</p> <p><u>Plenary</u> Children to bring their work back to the carpet and share it with the class. Children to complete Widget self-assessment sheet</p> | crayons, felt tip pens. | made environment, comparison, still life. |
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