



Pinner Wood School



Year Group	3	Term	Spring 1	Subject	Art	Topic	Stonehenge drawings
						Key Question	How can I create a drawing of Stonehenge?
Prior Learning and other Curriculum Links	<p>Year 1 To explore mark making with a variety of tools including pastels, felt tips and charcoal to represent self-portraits.</p> <p>Year 2 To experiment with tones using pencils, chalk or charcoal</p>				Target Tracker statements (Skills)	<ul style="list-style-type: none"> • Experiment with different grades of pencils. • Use different media to achieve different variants of line, texture, tone, colour, shape and pattern. • Begin to record observations using a range of tones. • Can use and manipulate a range of drawing tools with increasing dexterity and control, applying teacher guidance. • Develop more control mark-making • Begin to select different materials, considering shape, tone and texture. • Understand light, shade and reflection 	
Fundamentals	<p>To explore shading using different media</p> <p>To know about some of the great artists, architects and designers in history and describe their work</p>				Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> • Van Gogh, Da Vinci Botticelli are all famous artists who used charcoal. • Charcoal was used in the Renaissance to sketch before adding paint. • Erasing and smudging and useful techniques when using charcoal. • Smudging creates shadow and erasing creates light. • An original piece of work, such as a painting or drawing, is produced by the artist or writer and is not a copy. 	

Our Curriculum Journey	Journey: In this unit, the children will learn about how Botticelli, Da Vinci and Van Gogh used charcoal to create light and shade. They will explore different techniques including smudging and hatching and will then recreate a drawing of Stonehenge by the British artist Tony Hart. They will then use charcoal and graphite pencils to create their own drawing of Stonehenge.		
Key Vocabulary (revisited)	Charcoal Van Gogh	Key Vocabulary (new)	Media Graphite Medium Botticelli Da Vinci Erasing Smudging

Lesson Number:1	KQ: How do artists explore light and shade?	Lesson Outcome: Children to annotate three drawings with their thoughts and feelings.
Introduction: Show the children an array of charcoal and graphite pencils. Ask what they are examples of in talk partners.		Resources 3 images Slides
Main Teaching including differentiation: Explain that charcoal is made from twigs of willow or vine that have been heated at a high temperature in an enclosed vessel without oxygen. Charcoal has remained a popular medium for drawing since the Renaissance. At that time, it was used for preparatory purposes: to develop initial ideas, preliminary outlines, areas of shadow, or for squaring grids used to transfer a design to another surface. Explore 3 artists: Leonardo Da Vinci is famous artist during the Renaissance. Here he has used charcoal as it can be easily blended.		

The "secret" of smooth transitions is applying very light pressure on charcoal sticks, so they won't leave harsh marks to begin with. Then such light marks can be blended using a stiff-bristle brush or a rag, this is what Da Vinci does here. The process can be repeated several times layer by layer, gradually deepening tonal values.

Smudging sanguine with a piece of cloth takes a lot of medium off paper. With time, such cloth accumulates sanguine dust and can be used on its own to make very soft and smooth gradations.

For deeper tones, you may blend sanguine marks with a finger.

Vincent van Gogh, *Woman digging*, 1885

Van Gogh used many different drawing materials: ink, chalk, pencil, charcoal, watercolours, oils and fixative. He sometimes used just one type, but he would also combine drawing materials in one drawing.

Created in the 1480s, the piece - titled *Study for a Seated Joseph, his head resting on his right hand* - was the first drawing by the artist to be sold for a century.

Sandro Botticelli

Botticelli once said "There are no secrets scientists can't uncover! I love to draw with a liquid medium, but, like drawing with a pen, it is hard to erase, so I often use a stick of charcoal at the beginning. That way it is easy to erase mistakes by dusting the charcoal off."

In talk partners, What can we learn about charcoal from this quote?

Activity:

Task: Stick in the three pieces of art by Da Vinci, Van Gogh and Botticelli. Annotate the drawings with your observations, what you like and dislike, how you feel and what techniques you can spot.

	<p>Plenary: Introduce sticky knowledge.</p> <ul style="list-style-type: none"> • Van Gogh, Da Vinci Botticelli are all famous artists who used charcoal. • Charcoal was used in the Renaissance to sketch before adding paint. 	
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<p>Lesson Number:2</p>	<p>KQ2: How can I explore light and shade using charcoal?</p>	<p>Lesson Outcome: Children explore different techniques.</p>	
	<p>Introduction:</p> <p>Recap sticky knowledge.</p> <p>Van Gogh, Da Vinci Botticelli are all famous artists who used charcoal.</p>		<p>Resources</p> <p>Charcoal</p> <p>Slides</p>
	<p>Main Teaching including differentiation:</p> <p>What do we mean by light and shade?</p> <p>The contrast between lighter and darker areas in a painting.</p> <p>In the Renaissance (1400-1550), artists used charcoal to mark our drawings before adding colour because it can easily be rubbed out, smudged or dusted away.</p> <p>Introduce 2 key techniques when using charcoal.</p> <p>Once you apply charcoal you can remove it or erase it where it's not needed. In the picture above, the erased part marks out where the light is hitting the model's head. You can also smudge using your finger or hand.</p> <p>Charcoal is a useful medium because it can be blended, spread, and erased easily.</p> <p>Remind the children of the techniques learnt in previous years: Hatching, stippling, scribbling</p> <p>Introduce new techniques: Stippling, circling, cross-hatching, erasing, finger blend.</p> <p>Activity:</p>	<p>Hair spray</p>	

	<p>Task: Explore the different techniques in your sketch book, make sure you cover the entire page.</p>	
	<p>Plenary: Introduce sticky knowledge</p> <ul style="list-style-type: none"> Erasing and smudging and useful techniques when using charcoal. 	

<p>Lesson Number:3</p>	<p>KQ3: How can I recreate a drawing of Stonehenge?</p>	<p>Lesson Outcome: Children will recreate part of Stonehenge using charcoal and/or graphite pencils.</p>
	<p>Introduction: Recap sticky knowledge</p> <p>Erasing and smudging and useful techniques when using charcoal.</p>	<p>Resources</p> <p>Charcoal</p> <p>Graphite pencils</p> <p>Rubbers</p> <p>Paper towers</p> <p>Slides</p>
	<p>Main Teaching including differentiation:</p> <p>Children to recap their knowledge of different techniques with partner.</p> <p>Teacher to model on A3 paper completing the second half of the picture.</p> <p>Teacher to model using smudging to create shadow (darkness) and erasing to create light.</p> <p>Remind the children that it is very important to press lightly with the charcoal so that you can dust it away if you make a mistake.</p> <p>Activity:</p> <p>Task: Using the techniques they've learnt, children recreate part of Stonehenge. Half of picture will be there and children have to recreate the mirror image.</p> <p>SEN: TA support children with SEN to outline the larger shapes.</p> <p>Teachers use hairspray to secure charcoal drawings and prevent smudging.</p>	

	<p>Plenary: Introduce sticky knowledge</p> <ul style="list-style-type: none"> • Smudging creates shadow and erasing creates light. 	
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<p>Lesson Number:4</p>	<p>KQ4: How can I use charcoal to create an original drawing of Stonehenge?</p>	<p>Lesson Outcome: Children to draw their own drawing of Stonehenge.</p>
	<p>Introduction:</p> <p>Recap sticky knowledge from previous lessons.</p> <ul style="list-style-type: none"> • Smudging creates shadow and erasing creates light. <p>Main teaching:</p> <p>Children watch the video of Tony Hart's Stonehenge drawing.</p> <p>https://www.bbc.co.uk/archive/tony_hart_pastel_stonehenge/z77gydm</p> <p>We are going to recreate this drawing using charcoal.</p> <p>What does the word original mean?</p> <p>An original piece of work, such as a painting or drawing, is produced by the artist or writer and is not a copy.</p> <p>Explain that we want all these drawings to be different but of the same thing - it is about their interpretation.</p> <p>Explain that the children will be using all the techniques they have learnt to draw their own version of Stonehenge.</p> <p>Show the children a variety of pictures of Stonehenge from a range of angles. Explain that they need to use the images to help draw their own version, paying particular attention to the light and shadow. Display these on seesaw.</p>	<p>Resources</p> <p>Cartridge paper</p> <p>Hairspray</p> <p>Charcoal</p> <p>Graphite pencils</p> <p>Ipads</p>

	<p>Teacher to model creating the drawing.</p> <p>Activity:</p> <p>Task: Children to create a drawing of Stonehenge from different angles using all the techniques.</p> <p>SEN: Teacher and TA to support with using shadow and light.</p> <p>Teachers ensure that all drawings have been sprayed with hairspray when finished.</p>	
	<p>Plenary: Introduce sticky knowledge.</p> <ul style="list-style-type: none"> An original piece of work, such as a painting or drawing, is produced by the artist or writer and is not a copy. 	

Lesson Number:5	KQ5: Can I evaluate my own art?	Lesson Outcome: Children to complete evaluation form.
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	<p>Introduction:</p> <p>Recap all the sticky knowledge learnt during this topic.</p> <p>Main teaching:</p> <p>Present children's work in front of them and ask them to talk to their partner about what they like about their drawing and what they could improve.</p> <p>As the children to feedback from their talk partners.</p> <p>Children to think about which of the artists (Van Gogh, Botticelli, Da Vinci) their drawing is similar to or is inspired by.</p> <p>Activity:</p> <p>Task: Children to evaluate their work using questions on the sheet.</p> <p>SEN - Children to be supported by TA. Sentence starters given to support writing. Verbally rehearse sentences before writing.</p> <p>Plenary:</p> <p>Children to share 2 things they liked and one thing they would change.</p> <p>Recap all of the sticky knowledge that has been learnt during this topic.</p>	<p>Resources</p> <p>Evaluation sheets</p> <p>Slides</p>
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