**Subject:** Art

**Key Concept/ Theme**: Why does change happen?

**Prior Learning links:** observing, recording ideas, exploring tools and techniques, line, shape, discussing likes and dislikes related to artwork

**Vocabulary**:  sketchbook, tone, compare, line, illustration, material, charcoal, pencil, chalk, technique, print, evaluate

**School specific areas to cover (Add in any local areas of study, trips and people)**

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**Resources needed for unit**: *sketchbooks, white chalk, charcoal, pencils, rubbers (putty rubbers?), Styrofoam sheets for every child and teacher, ink for printing, rollers for printing, palate for rolling ink*

**SEN support:** scribing on post it notes,  vary size of chalks/pencils/illustrations,  provide easel, choice to stand rather than be seated, teacher modelling, provide examples for inspiration

**Future learning links:** *painting term 2* What happens if my environment changes?

| 1. | **Deeper learning question:** Does every material and technique create the same tone? |
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|  | **Prior learning reconnection** (year group, cycle & term): year 1/2 Cycle 1 term 6 |
|  | *LO: Let's learn about mark making and tone using a range of tools.* |
|  | **Activity:** Prior to starting the lesson, ask children to draw a picture in their sketchbooks of a character including the background from the Funnybones book. Then, at the end of the term and after teaching the art skills this term with a focus on tone, children will draw an illustration of an existing or new character including the background that would fit into the Funnybones book and use it to create a print (end goal). The purpose being that the progression of skills can be clearly seen not only within the sketchbook work, but between the first task and end goal task.  (This will be instead of an end of term quiz). |
|  | Introduce the Funnybones book as a hook into the lesson. Focus on the stark difference between light and dark in the illustrations. Explain the end goal of this unit of work. The lesson should allow children to explore mark making using chalk, pencil and charcoal in sketchbooks (opportunity to introduce tone wheels). |
|  | Children learn about the variety of dark and light tones that can be created using the different materials. (Introduce pressure on paper, angle of material on paper, rubbers and fingers to vary tones.) |
|  | At this stage show examples of high quality sketchbooks and discuss their purpose for artists/designers so children know what the expectation is. Every sketchbook should be different and individual to the child and used as a journal to record ideas. The teacher should also have a sketchbook in every lesson to model how it might be used. Teacher modelling is essential to reinforce the purpose and use of sketchbooks. Remind children that all sketchbooks should and will look different. |
|  | Later, introduce artist Hugh Ribbans who creates lino prints . Draw attention to how he uses a different technique using line to create tone. What variation of tone can be seen? |

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| | As they work in sketchbooks, encourage children to reflect/evaluate and answer questions by labelling/writing comments (if scribing do so on a post it note as not to interfere with pupil's work). E.g. Why is tone used? Does every material and technique create the same tone? What are the different ways of creating tone? How have you used tone? What has worked well? |
| 2. | **Deeper learning question:** Is there a limit to the ways tone can be created? <br> **Reconnection:** Recap how we used sketchbooks and their purpose for artists/designers and their purpose for us. Recap meaning of tone and its purpose when drawing. Reflect on the results achieved in sketchbooks last lesson. How has Hugh Ribbans created tone in his lino prints? Does every material and technique create the same tone? <br> *LO: Let's learn about creating tone using pencil* <br> **Activity:** Teacher modelling of the following is essential to reinforce the purpose and use of sketchbooks. Remind children that all sketchbooks should and will look different. <br><br> In this lesson, focus on using pencils in sketchbooks to create tone. Provide a range of examples of Ribbans' work and children can choose an example to glue in sketchbook. They label/comment (or scribe) what they notice about the tone created. Why do you like/dislike it? Why do you think the artist has used a darker tone in this part? What technique has been used to create tone? <br><br> Children re create one of/a section of Hugh Ribbans' animal prints using pencil in sketchbooks. They explore mark making and line using pencil to create the variation in tone. <br><br> Encourage children to continually evaluate/reflect on their work as they go and label/write comments e.g .How have you created tone? How is the technique different to the last time you used pencil?  What is the effect? Which is your favourite technique so far? Is there a limit to the ways tone can be created? <br><br> At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and **why** linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal. |
| 3 | **Deeper learning question:** Does a drawing always need to be in pencil? <br><br> **Reconnection:** Reinforce purpose of sketchbooks. Re cap what we liked/disliked about the Ribbans' work from last lesson. How does he create tone? What is the effect of tone on his work? Talk about our own experiences drawing in pencil. What techniques did we use to create tone?  Re cap the importance of tone. <br> **LO:** *Let's learn about creating tone using charcoal and chalk* <br> **Activity:**  Teacher modelling of the following is essential to reinforce the purpose and use of sketchbooks. Remind children that all sketchbooks should and will look different. |

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| | In this lesson, focus on using charcoal in sketchbooks to create tone. Children can choose to look at the same illustration print by Ribbans from the last session or choose a different one. Look carefully at the light and dark areas. How can we make a bigger contrast between dark and light? What other materials could be used? In sketchbooks, explore tone and line using charcoal by drawing one of Ribbans' illustrations. Later in the lesson, encourage children to use white chalk for the lightest areas. |
| | Encourage children to continually evaluate/reflect on their work as they go and label/write notes e.g. What has gone well? What was difficult? What do you like/dislike? Can you compare the effect of charcoal and pencil? Which tool do you prefer and why? Does a drawing always need to be in pencil? |
| | At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and **why** linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal. |
| 4 | **Deeper learning question:** Can you only use one technique and tool at a time? |
| | **Reconnection:** Reflect on our learning so far from our sketchbooks. How have we shown our understanding of tone? What is the importance of tone? What techniques have you explored? Comment on the individuality of their sketchbooks. What is our end goal? |
| | **LO:** *Let's learn about selecting a technique and a tool to draw* |
| | **Activity:** Teacher modelling of the following is essential to reinforce the purpose and use of sketchbooks. Remind children that all sketchbooks should and will look different. |
| | Using sketchbooks, they design and draw their **own** illustration of a new character or an existing one including the background inspired by Ribbans' illustrations. You might provide photos of animals as inspiration. They choose the material/materials they wish to use to draw the design (chalk, charcoal, pencil, rubber or a combination). The design they draw at the end of the session will be drawn onto their Styrofoam piece to be used to print in the next lesson. They might begin by focusing on drawing parts of the character i.e. the head or limbs before moving onto the full illustration including the background. Encourage exploring and practising their sketches and evaluating as they go. They may draw 2-3 sketches before they reach a final design that will be used to create the print. They should consider the areas that they would like to be darker and lighter in tone. |
| | Throughout lesson children evaluate and reflect on the following questions in sketchbook as they go: Why have you chosen to use_____ to draw? Why have you combined charcoal and chalk? What effect does it have? What do you like/ dislike? Why? Can you only use one technique and tool at a time? |
| | At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and **why** linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal. |

| 5 | **Deeper learning question:** Is there a connection between creating 2D and 3D work? <br> **Reconnection:** How can we create a contrast between light and dark in our drawings? What have you learned about tone from using chalk, charcoal and pencil to draw? Which is your favourite? Which one is trickier to use? <br> **LO:** *Let's learn about how printing can be used to create tone.* <br> **Activity:** Look at the process Hugh Ribbans uses to create his prints and how he creates light and dark areas. They look at their animal illustration that they would like to transfer onto the Styrofoam for printing and use their learned knowledge about tone and the areas that need to be light and dark. They draw their designs onto the Styrofoam using the point of a pencil. They print their design into books. Prints can be used more than once so another to be used for display. In sketchbooks they evaluate and reflect on the technique they used by labelling their print. <br><br> At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and **why** linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal. |
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| 6 | **End of unit assessment:** Instead of a quiz, teachers should compare the final drawing of the animal illustration with the first illustration in the sketchbooks. <br> In sketchbooks, glue in a copy of their prints, then children to reflect on their first and final piece of work. What was difficult? What have you learned to do that you couldn't do? What new things have you learned? |

**End points:**

To develop a sketchbook that is individual to each child. The sketchbook includes the process of exploring various materials and techniques to create tone (chalk, charcoal, pencil, rubber)

To develop designs for an character illustration including background using their chosen material/s and technique/s inspired by Hugh Ribbans

To create a print using styrofoam using their drawn design.