



Please note, additional pathways can be used across multiple year groups. Please check the previous and future learning to ensure it is reflective of your curriculum choices.

Autumn term-Year 5: Exploring Form Through Drawing		Topic: Drawing and Sketchbooks		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
National Curriculum Objectives (KS2): Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]to know about great artists, architects and designers in history.						
Enquiry Question: How can I convey 3-dimensional form through drawing?						
Previous Learning: Year 3 & 4: Introduced to the idea that drawing can be used in creating a narrative. Pupils create sequenced drawings to tell a story and explored how different artforms such as drama, music, literature can inspire artwork.						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce an Artist	<p>To recall the difference between shape and form.</p> <p>How does Henry Moore capture form in his drawings?</p> <p>What is contour?</p> <p>What does ‘concave’ mean?</p>	<p>To discover the difference between shape and form.</p> <p>To explore and respond to Henry Moore’s Shelter Drawings.</p> <p>To see how lines can be used to create form in my drawings.</p>	<p>Pupils will be introduced to Henry Moore’s Shelter Drawings. Pupils will respond through peer discussion and on paper.</p> <p>Pupils will create continuous line drawings of their hands, exploring the</p>	<p>I can describe the difference between shape (2d) and form (3d).</p> <p>I can explore how artists use their skills to make drawings which capture form.</p> <p>I can record and reflect, collecting the ideas and approaches I like which I see</p>	<p>Sculptural Drawing, Monumental, Maquettes, Solid, Figurative, Form, Chiaroscuro, Perspective, Concave</p>	<p>That we use the word form to describe a three-dimensional shape.</p> <p>That contour marks can help to describe volume and form/mass.</p>

			definition of 'concave' and its relationship to mark making. They will use their dominant and non-dominant hand to create drawings in pen.	other artists use.		
Lesson 2: Draw and Collage	How does my viewpoint change the object I'm looking at?	To represent three dimensions through drawing and collage using Lego.	<p>Pupils will make drawings of Lego blocks considering perspective and viewpoint. They will use shading to give the drawings a 'solid' feeling.</p> <p>Pupils will be challenged to cut freehand the 3 sides of Lego. They will work into the collage to create form with lines.</p>	I can use line, mark making, tonal values, colour, shape and/or composition to give my drawings a feeling of form.	Perspective, Angle, Viewpoint, Foreground, Middle ground, Background, Vertical, Horizontal, Solid, Spatial	That when we draw on two-dimensional surfaces, we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.
Lesson 3: Ink and Pen Drawings	How can I use a variety of marks to give a drawing form?	To create drawings capturing form through a series of drawing exercises.	<p>Pupils will break down seeing and drawing into 3 stages: outline, form and shadow. They will vary the weight of the line and the tonal value using different dilutions of ink.</p> <p>Pupils will create observational drawings using a ruler. They will use cross hatching to contour, give mass and form.</p>	I can use line, mark making, tonal values, colour, shape and/or composition to give my drawings a feeling of form.	Structure, Volume, Outline, Form, Shadow, Line weight, Tonal value, Dilution, Contour, Mass, Cross hatching, Light, Dark	That when we draw on two-dimensional surfaces, we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.
Lesson 4 & 5:		To use contour lines,	Pupils will be	I can use line, mark making,	Monuments, Contour	That we can mix

Introduce and Draw		wax resist, ink and graphite in my drawings to capture mass and form.	introduced to the concept drawings of Christo and Jeanne-Claude. They will respond through peer discussion and on paper. Pupils will apply the skills they've learnt throughout the half term to create observational drawings with weight & form. They will use contour lines, wax resist, ink and graphite to capture that mass and form.	tonal values, colour, shape and/or composition to give my drawings a feeling of form.	Lines, Mass, Volume, Gravity, Weight, Wax resist	colours and use a range of media to create atmosphere and meaning in drawings. That drawing and sculpture share a close relationship and can inform each other.
Lesson 6: Share, reflect, discuss	How can I present my work as part of a larger artwork, reflecting on my work and the work of my peers?	To display the work made through the half term and reflect on the outcomes.	Pupils will make a backwards sketchbook from all of the loose work they've done over the half term. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	I can reflect and articulate about my own artwork and artwork made by my classmates.	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.

Learning Outside of the Classroom?

- Draw outside, using outdoor objects as inspiration for the drawings e.g. rocks etc

Cross Curricular Opportunity:

- **Maths:** 2D and 3D shapes, weight, symmetry, angles, mass, volume
- **Science:** Properties of objects, shadows, rocks

Impact/Assessment:

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.