



JULIE ANGEL & CO
Specialist Art Teaching Company

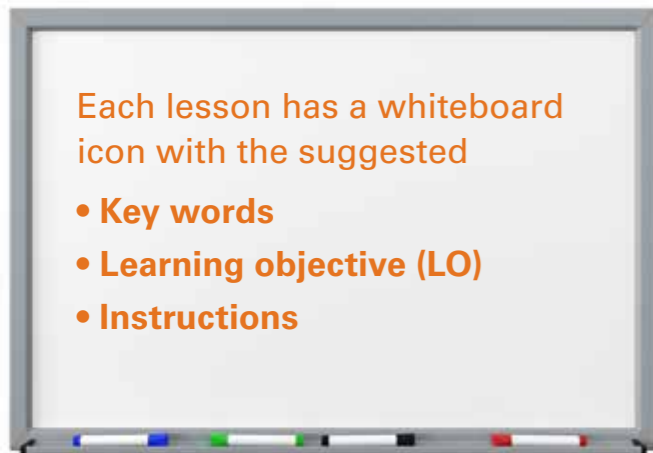
TEACH YOUR CLASS TO DRAW

BY JULIE ANGEL
ART TEACHER

HOW TO USE THIS

BOOK

CONTENTS



Teachers actions
are represented in the orange boxes

Pupils actions
are represented in the green boxes

Pupils should use the Smiley Face Assessment for all work and be discouraged from crossing out any work.



DO NOT CROSS
out your work instead use the Face to indicate what you think about your work.



HAPPY FACE
I like lots of things about this drawing. It resembles the object it represents, it's well-drawn and looks good overall.



NEITHER SAD OR HAPPY FACE
There are some things that have gone well in this drawing but not everything. It still needs improving



SAD FACE
I don't like any part of this drawing, the shape is not good, the line is not good. It does not resemble the object I am drawing.



Rubbers

It is recommended that children do **not use** a rubber when learning to draw. Pupils should use a black ball-point pen to draw with and be encouraged to use light lines and ignore any lines they do not want in their drawing.

Growth Mindset

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. **Characteristics of a growth mindset:** enjoying the process of drawing regardless of outcome; able to see the bigger picture and not worry about small imperfections; relaxed when drawing; not disheartened or upset when drawings don't go to plan.

Fixed Mindset

In a fixed mindset, people believe that their basic qualities or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success - without effort. **Characteristics of a fixed mindset:** tracing and passing it off as hand-drawn; tearing up work they don't like; not showing any work they perceive to be unsuccessful, getting upset when things in their drawings don't go their way.

Materials needed for each lesson will appear alongside the whiteboard as the following icons:



SKETCHBOOK



BALLPOINT PEN



COLOUR PENCILS



WATER POTS



PAINTBRUSHES



WATERCOLOUR PAINTS



GLUE STICKS



TIMER

| | |
|---------------------------|-----------|
| Introduction | 00 |
| TimeLine How we draw..... | 00 |
| LESSON 1 | 00 |
| Shape | |
| LESSON 2 | 00 |
| Observational Drawing | |
| LESSON 3 | 00 |
| Line | |
| LESSON 4 | 00 |
| Proportion | |
| LESSON 5 | 00 |
| Tone | |
| LESSON 6 | 00 |
| Grid Drawing | |
| LESSON 7 | 00 |
| Speed Drawing | |
| LESSON 8 | 00 |
| Watercolours | |
| LESSON 9 | 00 |
| Great Artists | |
| Teacher Resources | 00 |
| Good Practice | 00 |
| Extra Activities | 00 |



Drawing is one of the most important communication activity humans can do. Through drawing we learn how to see and understand the world. Year 4 is the age when we make the transition from simple drawing to a more realistic drawing method.

In a busy primary school it is a challenge to teach specific skills in drawing especially if teachers have limited experience in art. As an experienced art teacher I have taught in primary schools and understand the environment and challenges present.

In an ideal world, every primary school would have a large, airy, bright art room with a qualified Art teacher and assistant, lots of equipment and so on. In reality, most classrooms are where the art lesson happens, and with a restricted budget and space, teaching art is a challenge made even more difficult for primary school teachers without specific training or knowledge.

Teaching drawing is deceptively simple in Year 4 because pupils do most of the work and are developmentally ready. For the most effective results start at the beginning of Year 4, the lessons are designed for a term and the skills and knowledge acquired can be taken through the rest of the year and into Year 5 & 6 hopefully giving pupils a good start to secondary art education.

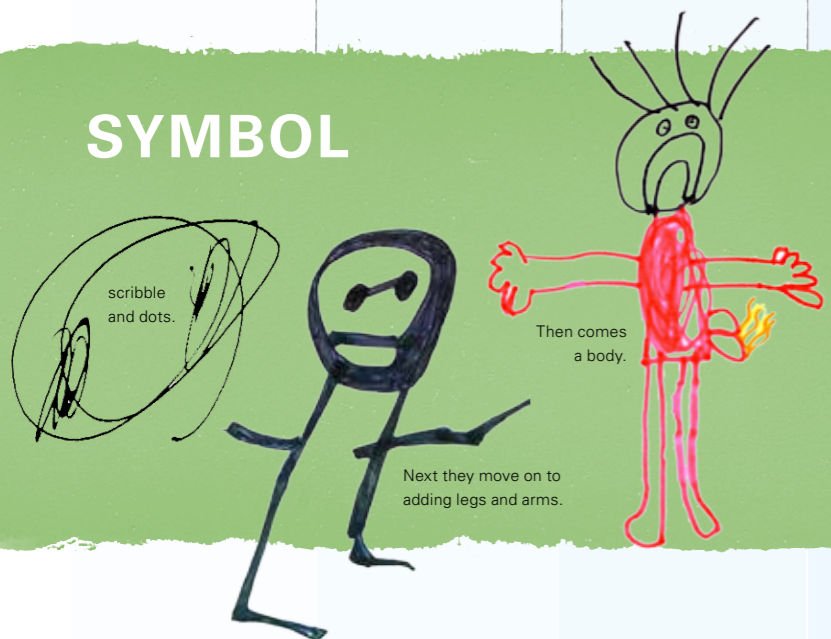


HOW WE DRAW

AGE (years)

1 2 3 4 5 6 7 8 9 10 11 12

SYMBOL



The Symbol System is drawing using simple symbols to represent people, places and objects. Using a set of basic shapes and lines, we can use this effective method in a number of circumstances. This is incredibly valuable and useful in so many ways.

We use this method of drawing because it is quick and uncomplicated. It requires a minimum amount of skills and limited materials – in fact, you can use anything to draw with. The system is recognised visually by humans all over the world regardless of their language.

Children start to draw at about 18-24 months of age. They generally start with a vaguely circular repetitive scribble and, at some point; two dots are added in or around the circle. The child has made an astonishing connection – this drawing represents a face, usually it's the main carer's face. No other species does this – when you see it happening you are witnessing a remarkable and magical event.

By about five or six years of age, your child will be drawing to tell stories, to describe things and surroundings, and to enjoy the feeling of making art. Pictures will look like these and will mainly be produced using the Symbol System. This is my drawing when I was six years old.



ELEMENT

The Element System achieves a more realistic image. In simple terms, it applies rules to trick the eye into seeing a three-dimensional image. These rules are: using an accurate shape and line, with areas of light and dark and tone and colour, to create a realistic image.



The Stylised System (or graphic/cartoon drawings) is a mixture of both the Symbol System and the Element System. Drawings that are stylised, graphic or cartoon-like usually have slightly more sophisticated shapes and lines but contain little or no tone. They will have flat colour without hues and very simple light and dark areas. This is incredibly useful for many reasons because the messages contained in this form of drawing can be more complex.

By seven and eight years of age, children will usually enjoy drawing the same image again and again, adding more detail each time. When they draw a pirate ship, for example, they may start making the flag more detailed and will add an increased number of features to the ship as time progresses.

STYLISTED



CLASSROOM MANAGEMENT

Teaching art can be very different to other lessons even if it is taught in the main teaching room. Pupils will need to move around and work more independently as well as discuss in groups and pairs. Getting pupils to help is an ideal solution for good classroom management.

The team

Choose 4-6 pupils, who wear lanyards and are responsible for giving out work/sketchbooks and materials each week. Change this team each half term which will ensure that every child has a turn.

Pupil Manager and Pupil Assistants

One pupil should be given a different colour lanyard and their title is Pupil Manager (PM for short), their job is to be in charge of the team and you give them the majority of instructions. The other team members are titled Pupil Assistants (PAs for short).

When giving rewards for the pupils in this role, it's a good idea to double the reward for the PM, making this a prized role that will have to be worked for.

Quiet time

Working quietly supports learning and concentration during creative time. It is unrealistic to not talk at all throughout the lesson so putting a sign up when needed and relaxing music is a good indicator for children to just draw and focus.

Seating

Seating plans are slightly different for art lessons as it is much more about planning around what the task is. For observational drawing pupils should be able to have objects directly in front of them ideally at arms length.



TABLE GALLERY

This is an effective end to the lesson, which combines the challenge of clearing up and tidying the classroom and giving feedback through class discussion.

Tidy

Give the class 2/3 minutes to tidy their tables, open their sketchbooks up displaying the lessons work. Ask the TEAM to collect any worksheets and materials whilst this class clear-up is taking place.

Take a look

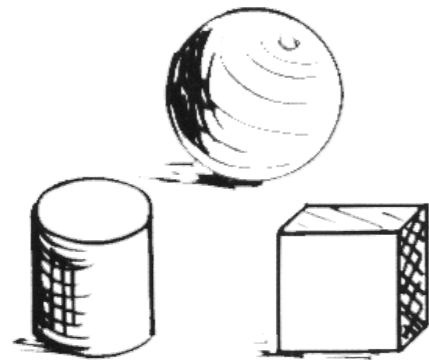
IN SILENCE the whole class walk around and look at the work on the tables as if they were in a gallery. You may need to practise this with them as initially the temptation to share their views about the work or to use the moving around as an opportunity to be silly is appealing.

Sharing

After 2/3 minutes of looking at the work the class sit down and the teacher picks a good example sketchbook from the lesson to start the discussion and then the pupil who's book was picked chooses another good example sketchbook and this goes on until the end of the lesson.

LESSONS OVERVIEW

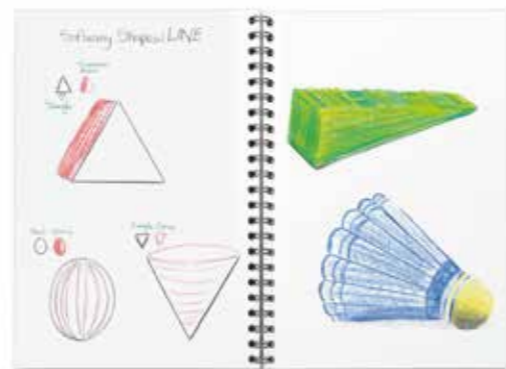
1 SHAPE



2 OBSERVATIONAL DRAWING



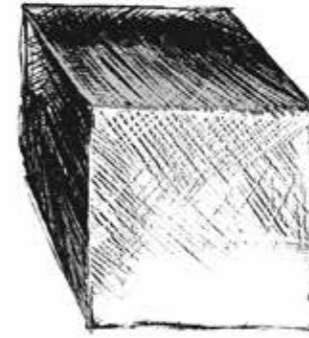
3 LINE



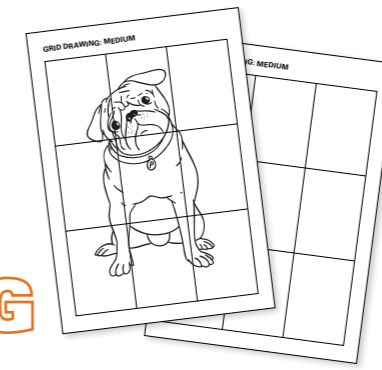
4 PROPORTION



5 TONE



6 GRID DRAWING



7 SPEED DRAWING



8 WATERCOLOURS



9 GREAT ARTISTS



1

SHAPE

DRAWING SIMPLE 3D SHAPES

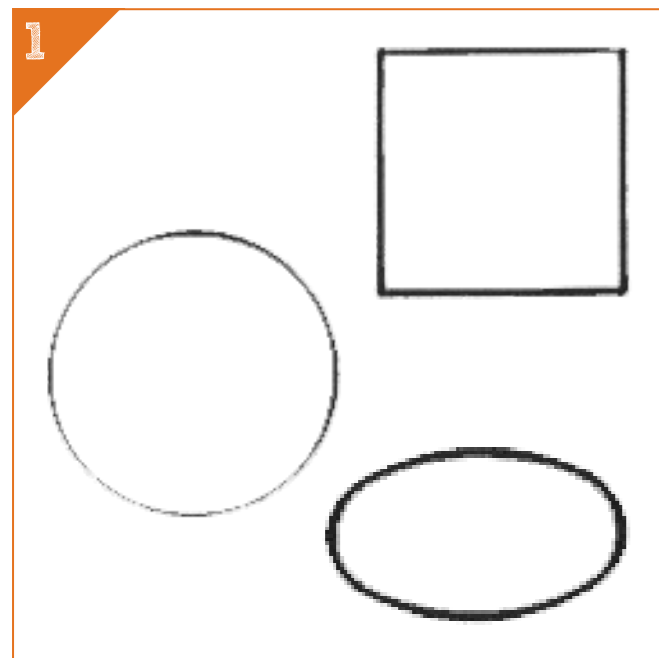
Shapes
 LO: Draw basic 3D shapes

Task 1: Draw a circle, a square and ellipse.

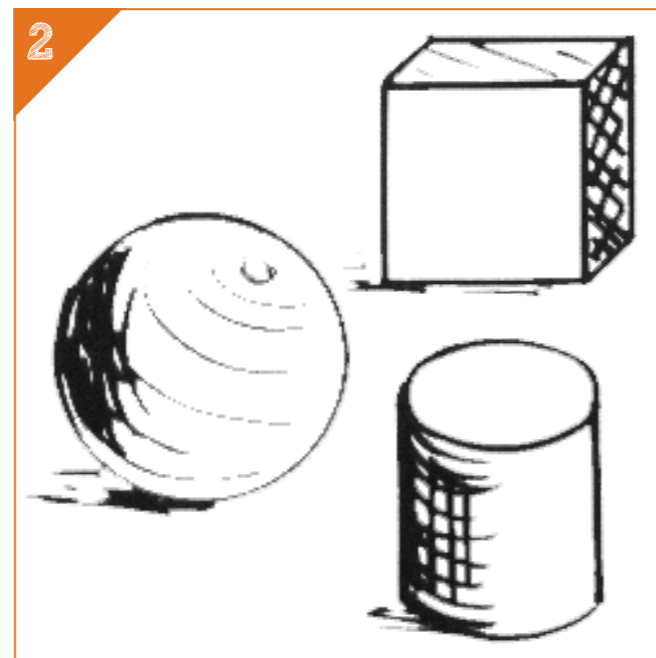
Task 2: Draw a sphere, cube and a cylinder adding light and dark. Practise these shapes in sketchbook.

Key Words

- Cylinder
- Cube
- Sphere
- 2D shape
- 3D shape



Draw a circle, ellipse and a square on the whiteboard.



Draw the same three shapes and draw a sphere, cylinder and cuboid. Add dark areas with whiteboard pen, using crosshatching.

3

Drawing 3D Shapes

Key Words

- Cylinder
- Cube
- Sphere
- 2D shape
- 3D shape

Pupils then draw the same on one page in their sketchbook.



Notes

Pupils need to use just pen.

Pupils tend to use far more paper than they need to, so limit the lesson to a double page. Pupils do not need more space than this if they keep their drawings small.

If you are not confident of drawing on the whiteboard then show the pupils Lesson One on the website provided to support your lesson: www.julieangel.co.uk

2

OBSERVATION OBSERVATIONAL DRAWING

Observational Drawing

LO: draw from direct observation using shape and line.

Task 1: Draw object in pen then use colour pencils.

Task 2: Draw the same object making changes to improve the drawing.

Key Words

- Shape
- Line
- Light and dark
- Observation drawing



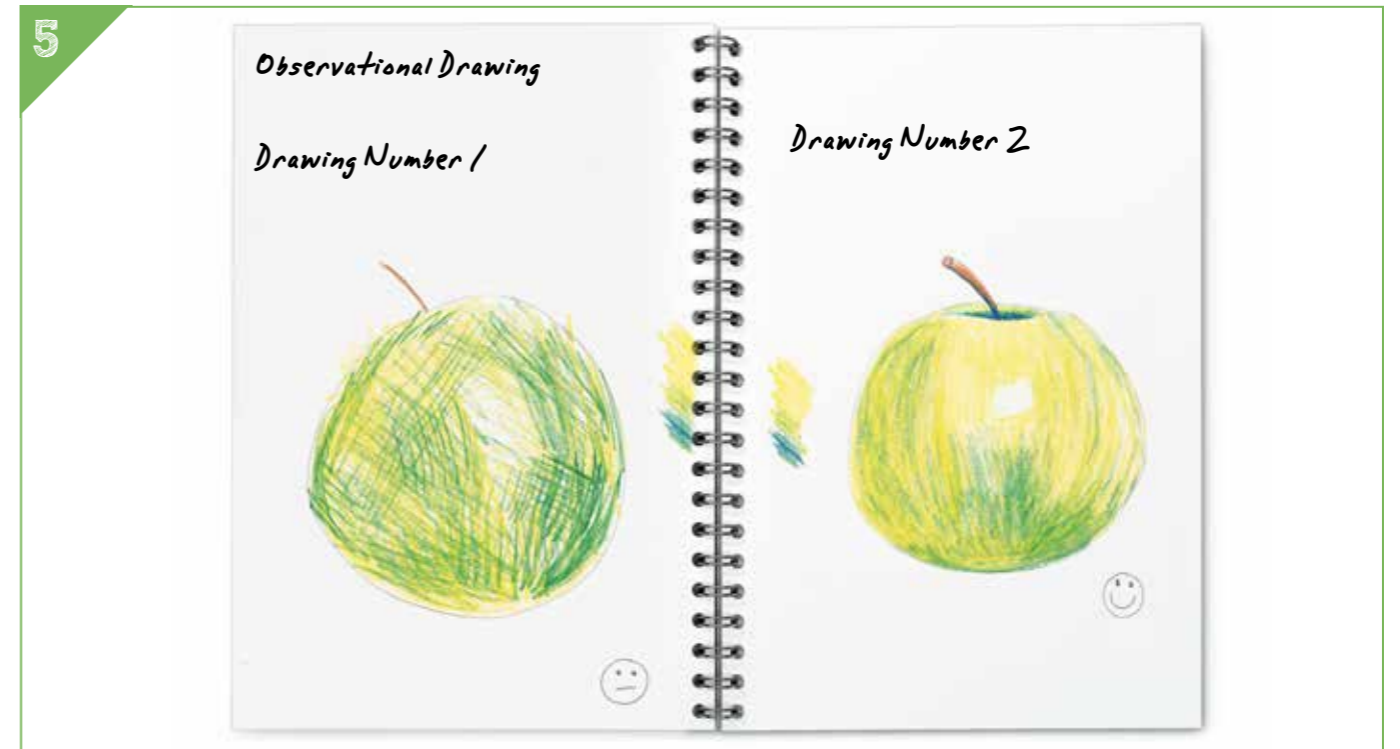
Find objects that are similar shapes to lesson one. Give one object per pupil and make sure it is placed in front at arms length and not moved.



On a double page in their sketchbooks pupils write the title Observational Drawing and on the first page at the top write 'Drawing Number 1'. On the second page at the top write 'Drawing Number 2'. Using a ballpoint pen and colour pencils draw the object in 10/15 minutes.

3. Using the marking system pupils (see page 2) mark their own work.

4. Pupils in pairs discuss good points about drawings and how to improve.



On the second page pupils draw the same object again making the changes discussed. Encourage them to use more than one colour and crosshatch to blend.



Pupils mark their own work and discuss in pairs any final improvements that could be made. On the Drawing Number 2 pupils can add more detail and make further improvements for the last 5 or 10 minutes.

7. Table Gallery

Notes

Pupils will always benefit from lots of practise so this lesson can be repeated with different objects.

Chose simple shapes that do not have complicated lines or patterns. Try to have 3 levels for differentiation and challenge.

3

LINE SOFTENING SHAPES

Softening shapes

LO: Demonstrate drawing 2D and 3D shapes.

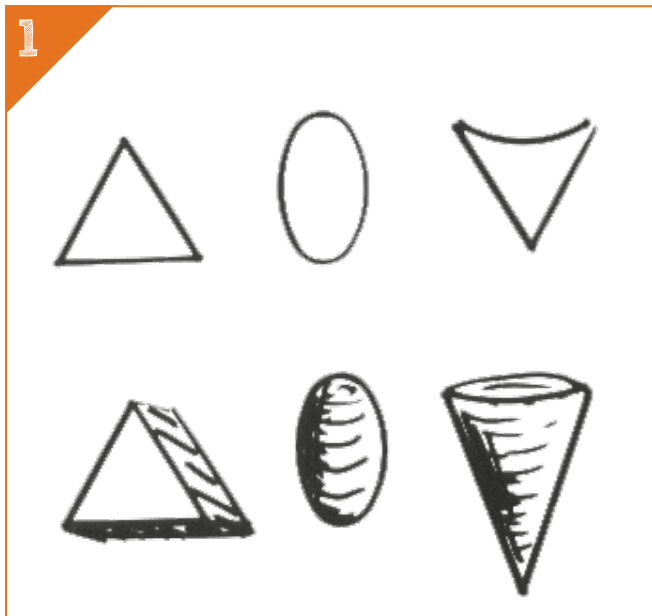
Task 1: Draw an oval and triangle in sketchbooks.

Task 2: Change the oval into an ovoid and the triangle into a pyramid. Soften the triangle into a cone.

Task 3: Practise drawing these shapes.

Task 4: Draw an object with a similar shape.

Key Words
- 2D shapes
- 3D shapes
- softening and adjusting shapes



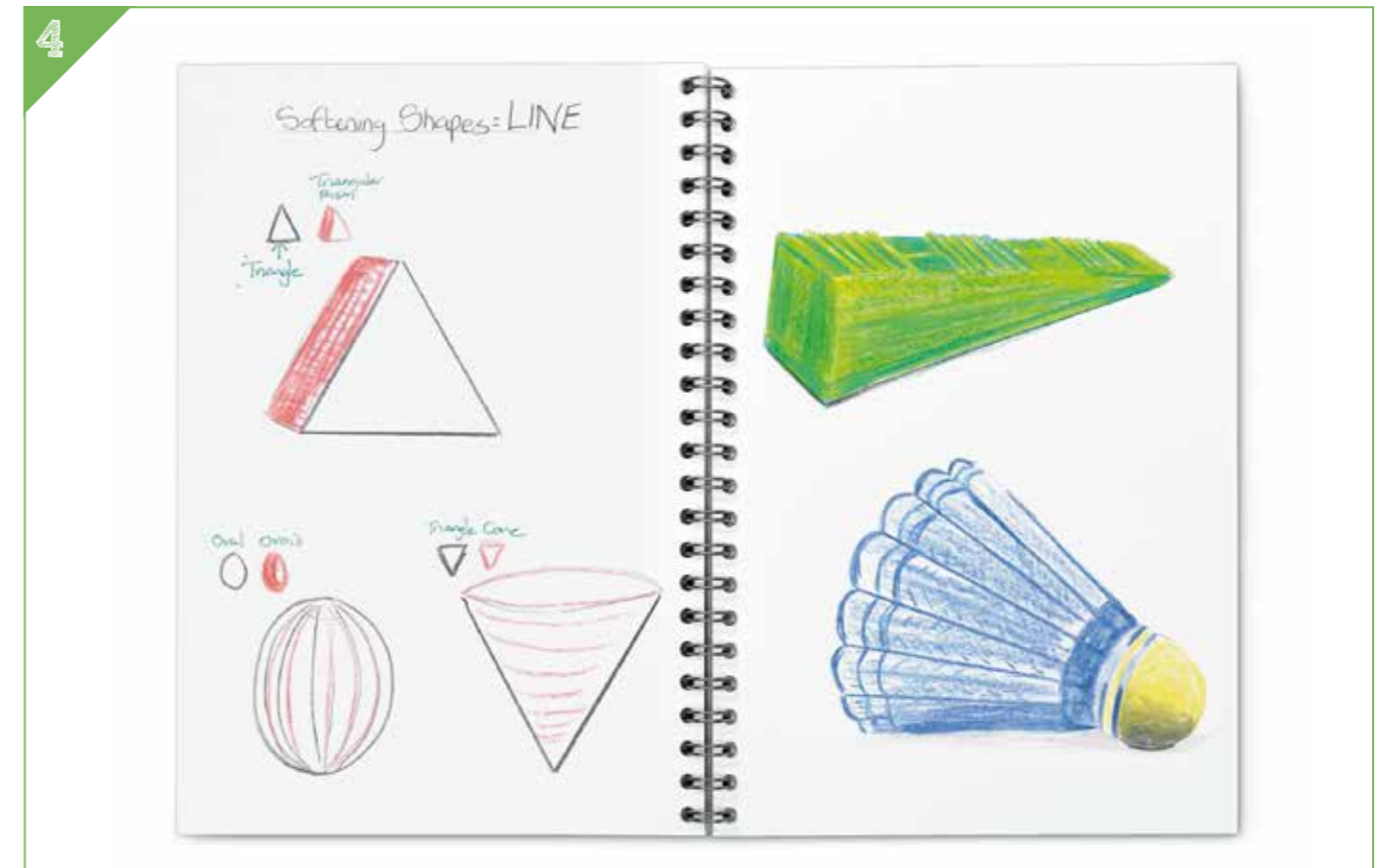
Draw an oval and a triangle on the whiteboard then change these shapes into an ovoid and triangular prism.



Pupils draw an oval and a triangle and changing them into an ovoid and pyramid in their sketchbooks. If you have mini whiteboards and markers, pupils could use them to practise on and save paper.



Using similar shapes pupils draw one object using ballpoint pen and colour pencils.



5. In pairs pupils mark their own work using the Smiley Face Assessment, and discuss how to improve their drawing.

6. Table Gallery

Notes

This is a fantastic stage in pupils development. It is important to remind them that they will do great drawings and then not so great ones too. Encourage pupils to always mark with the smiley face rather than putting a cross through their work.

4

PROPORTION

DRAWING 2 OBJECTS TOGETHER

Proportion

LO: Draw two objects next to each other or overlapping each other.

Task 1: Draw 2 objects together. Face here

Task 2: Repeat drawing. Make improvements

- Key Words
- Overlapping
 - Proportion
 - Shape
 - Line



Find objects that are similar shapes to previous lessons and place two together. For differentiation put two very simple objects together and for higher levels overlap more complicated shapes.

2

Proportion

Drawing Number 1

Time: 15 minutes



Good
Shape
Ball
Colour
realistic

improve
line more curvy
make ball bigger

Drawing Number 2

Time: 25 minutes



I used it all of these in my drawing

Pupils draw in ballpoint pen and colour pencils at least 2 objects overlapping, touching or next to each other.

3. Pupils in pairs mark their own work and discuss improvements they can make

4. Pupils draw the same drawing making the improvements they discussed to the work.

5. Pupils in pairs mark the work and discuss final changes they can make to the drawing.

6. Pupils make final improvements to the second drawing.

7. Table Gallery.

Notes

However tempting it is, try not to correct pupil's drawings. Instead place a small piece of tracing/baking paper over their work and make the corrections so the pupil can see how to improve if they wish.

Overlapping two objects will be a challenge for some pupils as they will not have done this before. Talking about this in Table Gallery is a good way to highlight overlapping. Simply pick pupils work that demonstrate overlapping and get the team to pass the drawings around the class while talking about overlapping.

HMK: To draw, in pen, two objects from home that overlap each other.

5

5 TONE

LIGHT AND DARK TONE

Light and Dark Tone

LO: Demonstrate the tonal value of drawing materials.

Task 1: Copy tonal value chart one using black colour pencil.

Task 2: Repeat the same exercise using a colour pencil.

Task 3: Repeat the same exercise using a black ballpoint pen.

Task 4: Copy the diagram of a sphere using either black/colour pencil or ballpoint pen.

Key Words

- Tonal value
- Tone
- Crosshatching
- Light and dark



Pupils practise using colour pencils and pen.

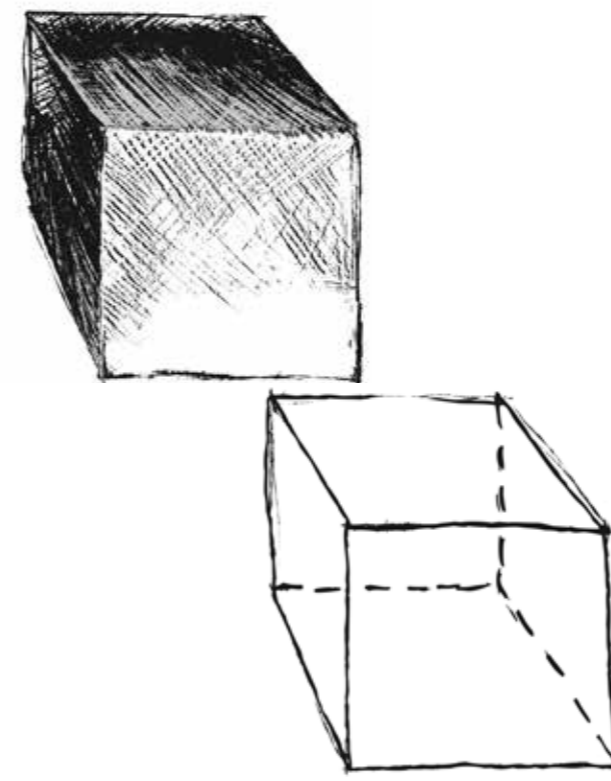
4. Pupils draw the same objects until the end of the lesson.



Photocopy and give pupils a Tonal Value Chart page. Ask them to copy in black colour pencil, a colour pencil of their choice and a ball-point pen.



Pupils use one page for this and should take about 20 minutes.



Notes

Pupils can copy the tonal range worksheet to help them. They can use a black colouring pencil or a ball point pen.

Good quality colour pencils will have more pigment and produce a better result than cheaper waxy pencils. It is a good idea to test your colour pencils first and select the colours with the strongest pigment for this task.

6

GRID DRAWING USING A GRID

Grid Drawing

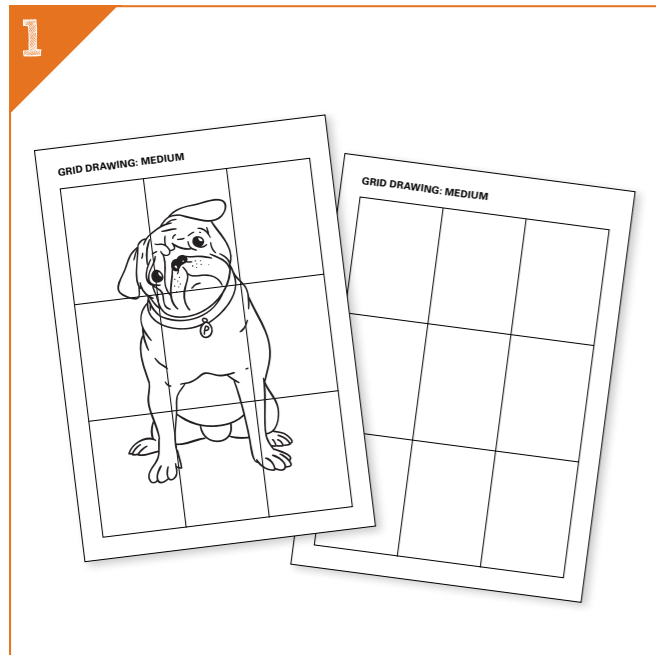
LO: Demonstrate drawing using a grid.

Task 1: Choose a blank grid and corresponding image to draw.

Task 2: Repeat with a more challenging level

Key Words

- Grid
- Shape
- Line



Photocopy a selection of grid drawings from pages 40-53. Pupils choose which grid they wish to draw, and the corresponding blank grid.



Pupils work independently marking their work when they finish and choosing a different grid drawing and continuing until the end of the lesson.



Encourage pupils to spot the difference in pairs when looking at their work.



Notes

Encourage pupils to pick easy grid drawings to start with so they get used to drawing in the squares. Some pupils may even like to draw square by square and fold the grid so only the appropriate square is showing.

Homework: Pupils can take a grid home to draw.

7

SPEED DRAWING

Speed Drawing

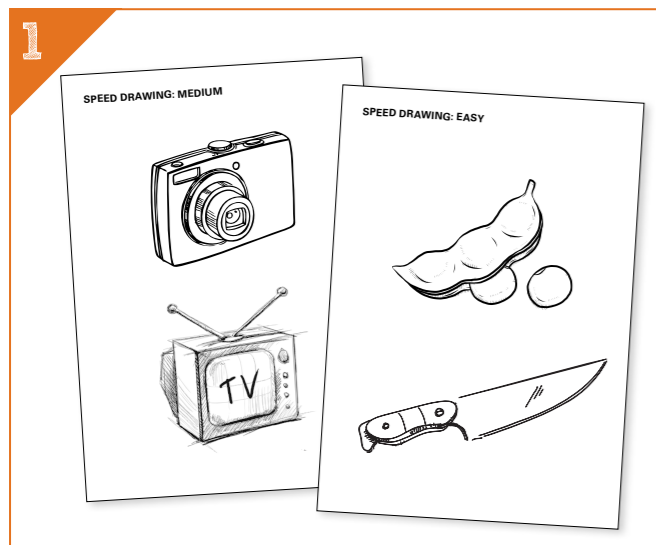
LO: To demonstrate ability to draw quickly using a pen.

Task 1: Choose a suitable worksheet and draw in 5 minutes.

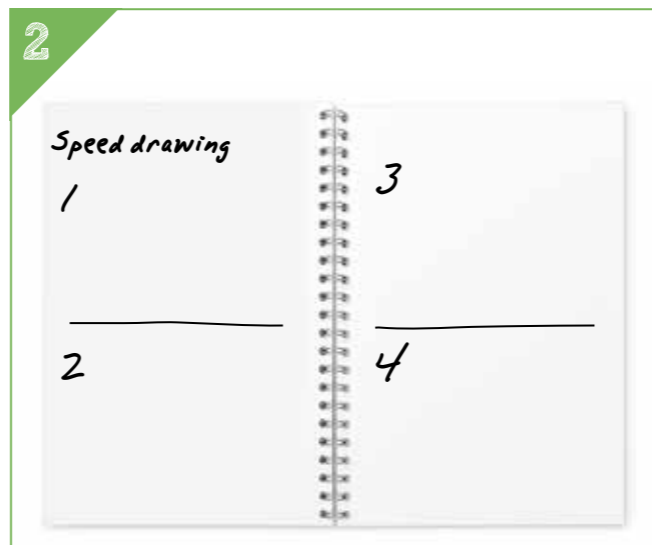
Task 2: Choose the same worksheet and make improvements or a more challenging worksheet. Draw in 5 minutes.

Key Words

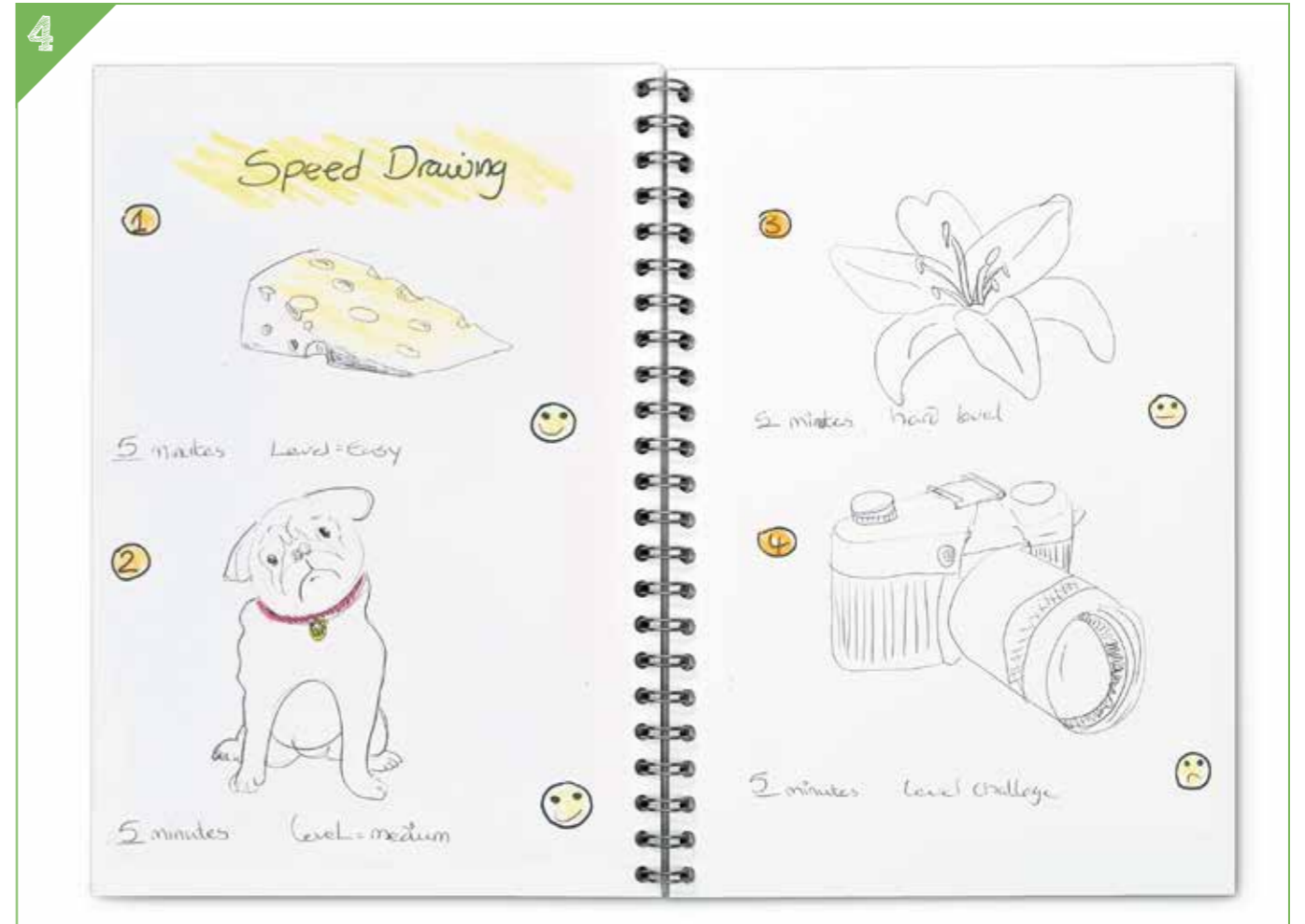
- Shape
- Line
- Light and dark
- Tone



Photocopy a selection of the speed drawing worksheets from pages 30-39 and demonstrate to pupils how to fold the sheets and where to put them on the table. If you have five minutes before the lesson it is quicker and easier to do it yourself.



Pupils write the title 'Speed Drawing' and draw a line in the middle of both pages. They write 1-4 to designate space for each drawing.



Set a five-minute timer and all pupils draw their chosen drawing in ballpoint pen. This is a no talking task and pupils work independently without asking any questions or making any noise once the timer has started.

5. Pupils to mark their drawing and choose a different speed drawing worksheet. You could keep the timer set at 5 minutes or for a challenge reduce the time.

6. Using a four-minute timer pupils draw the new image in silence and using a ballpoint pen. No pupils are to speak and must work independently.

7. This could be repeated until the end of the lesson reducing the time to 30 secs, this would be easier if the pupils moved around the classroom and the speed drawing sheets stayed in the same position.

8. End the lesson with Table Gallery with the focus to find the best shape drawn in the least time.

Notes

Pupils will need a little time to settle but still insist on not speaking. Pupils have to wait until the timer has stopped to sort out any issues which usually are just minor and can be dealt with by the pupil. This will encourage independent learning.

Painting

LO: Demonstrate watercolour techniques and brush control.

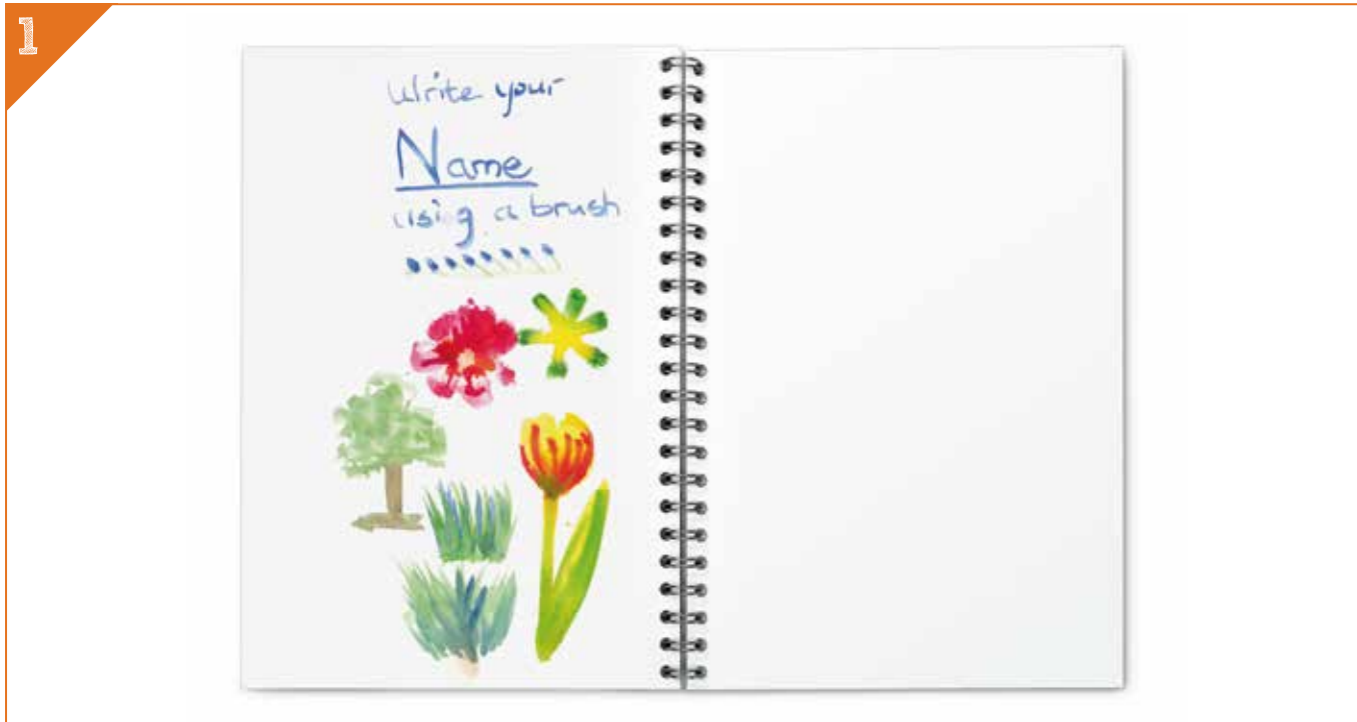
Task 1: Write your name using a paintbrush.

Task 2: Look at the demonstration and using a double page demonstrate the following watercolour techniques: A Wash, Wet in wet, graduated wash.

Task 3: Make different colours starting with blue and yellow to make green, red and yellow to make orange etc.

Key Words

- A wash
- Watercolours
- Brush control
- Palette management
- Graduated wash



Ask pupils to write their name in their sketchbook using a brush.

2



Experiment using watercolours. Make a wash, wet in wet and graduated wash.

A: Graduated wash

Start with a strong colour and gradually get darker or lighter.

B: Wet in wet

Dampen the paper with water and choose a colour with the top of your brush, paint the damp area before it dries.

C: wash

Paint an even layer of a light colour.

Notes

Avoid having any pupils at the sink, including the team. If you have a Teaching Assistant ask them if they would take charge of the wet area.

9

GREAT ARTISTS

DRAWING WITH PAINT

Drawing with watercolours

LO: Applying watercolour techniques to make an image.

Task 1: Choose image and draw with a paintbrush then paint, include the watercolour techniques from last lesson.

Task 2: Complete the drawing with a variety of materials, pen, colour pencils. Smiley Face

Key Words
 - Watercolours
 - A Wash
 - Graduated Wash
 - Mixed media



Use a selection of images from interesting artists. School libraries usually have art books. Or ask fellow staff for inspiration in the form of old postcards or calendars that contain well known artists.



Pupils paint image using a brush. They may use one page to experiment with colours and marks as shown here.



Using a variety of mediums pupils draw over the painting to add light and dark, tone and line.

4. After about 15 minutes stop the lesson and ask pairs to look for strengths and weaknesses in the work. Then elicit a few examples making sure you show the pupils the work you are talking about, ask pupils to give comments on improvements that can be made.

5. Continue the task encouraging pupils to discuss ways to improve before they have finished.

6. Table Gallery

Notes

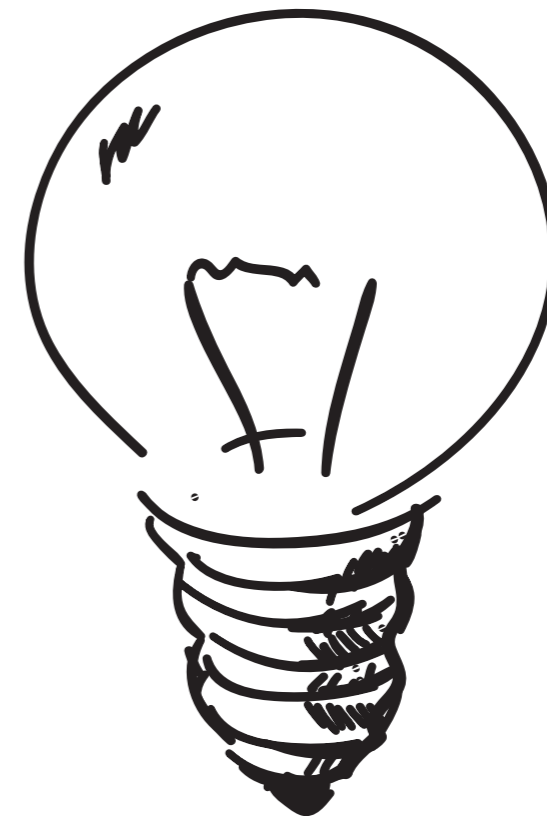
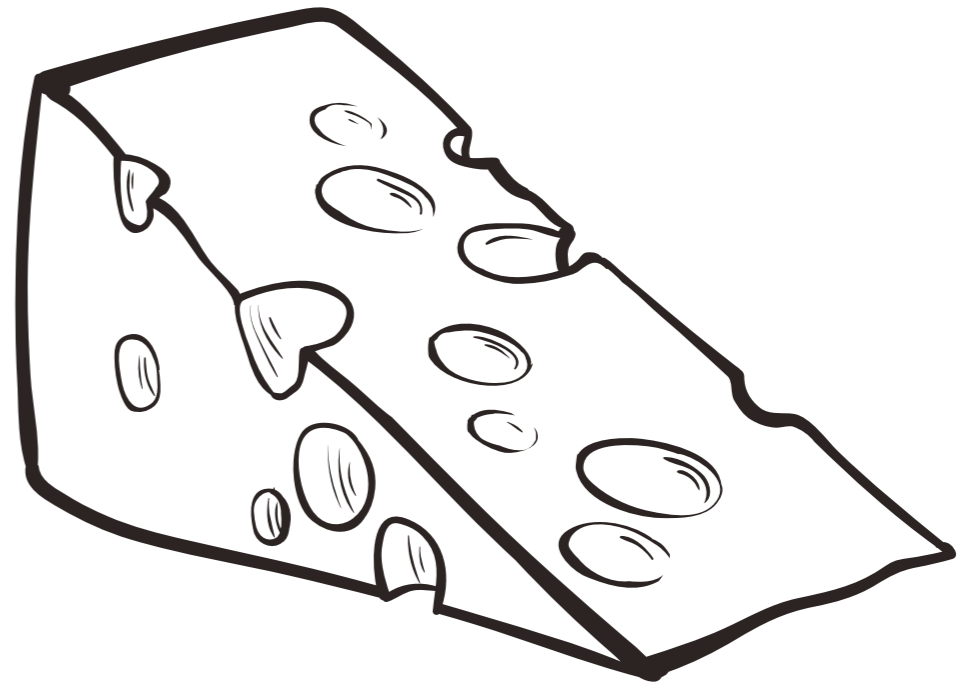
This lesson could be combined with an artist or art movement that you are currently studying.

TEACHERS RESOURCE

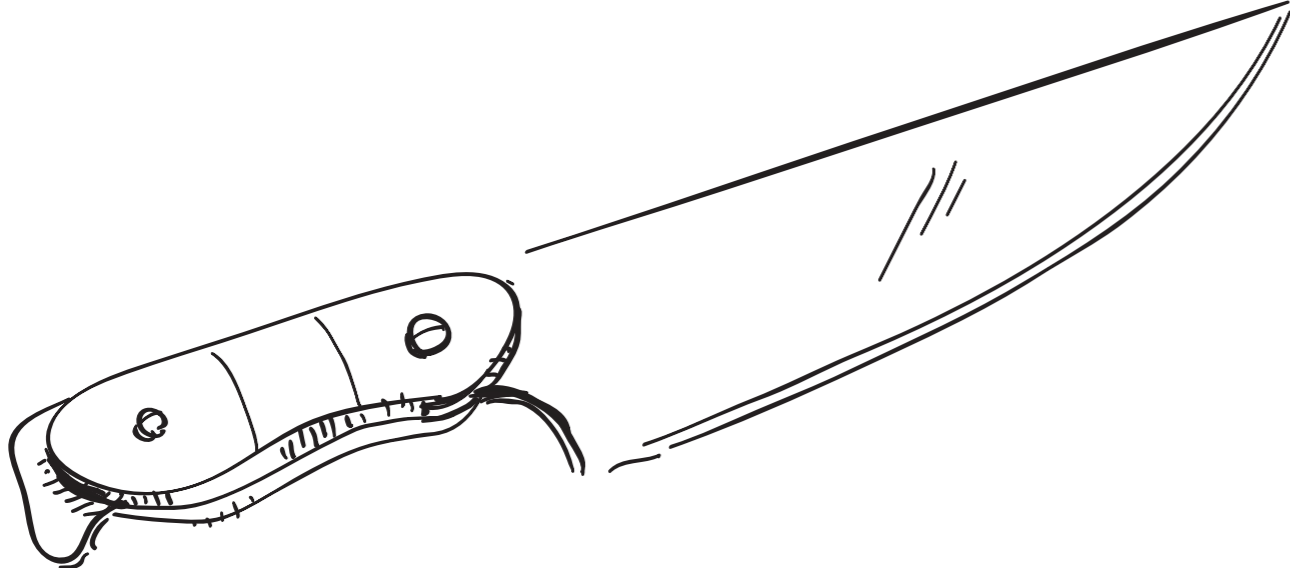
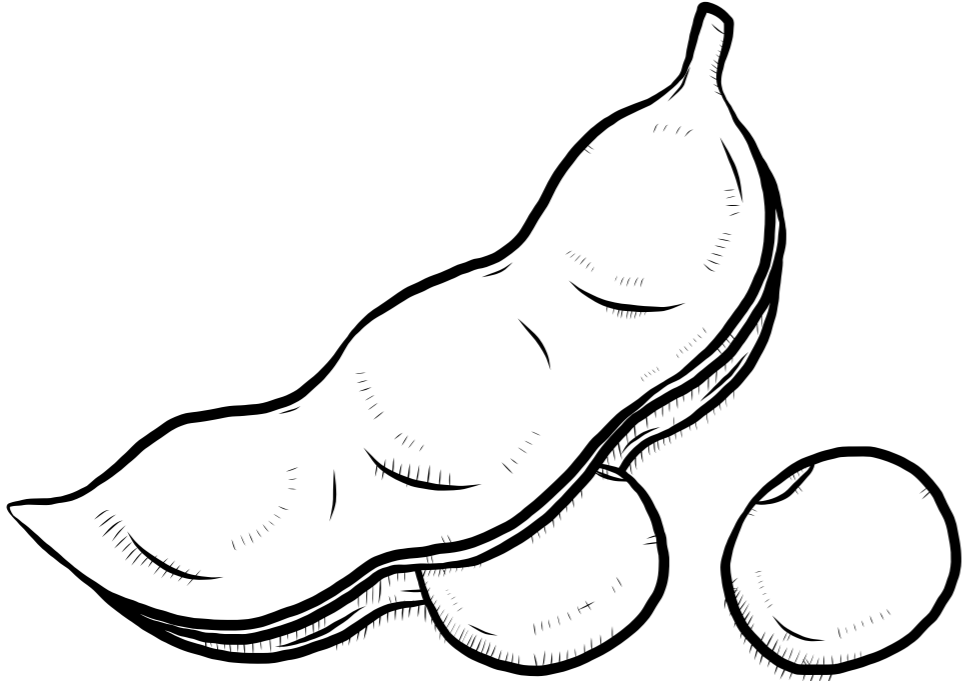
SPEED DRAWING: EASY



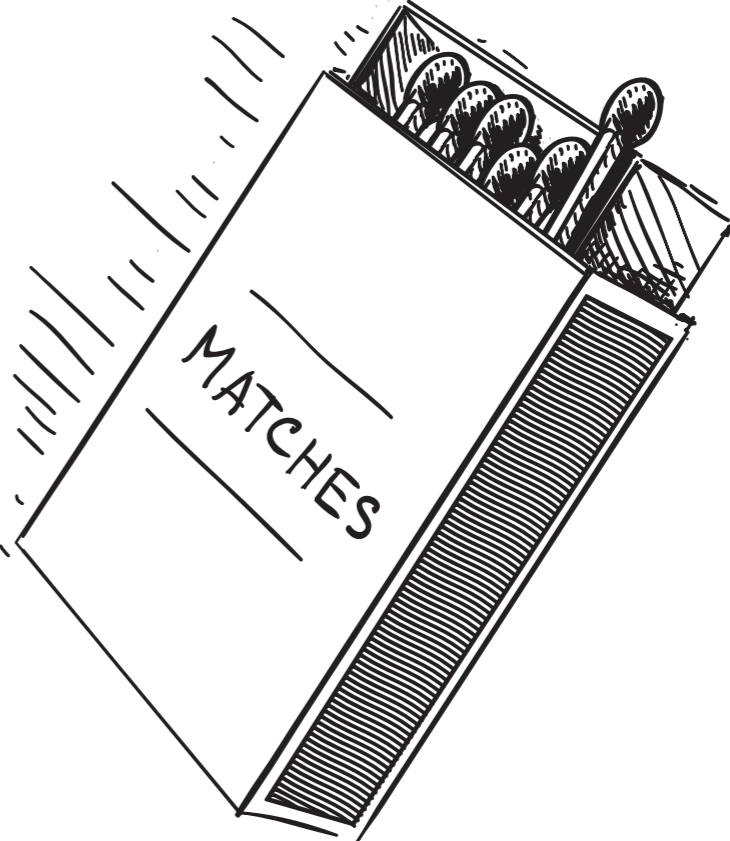
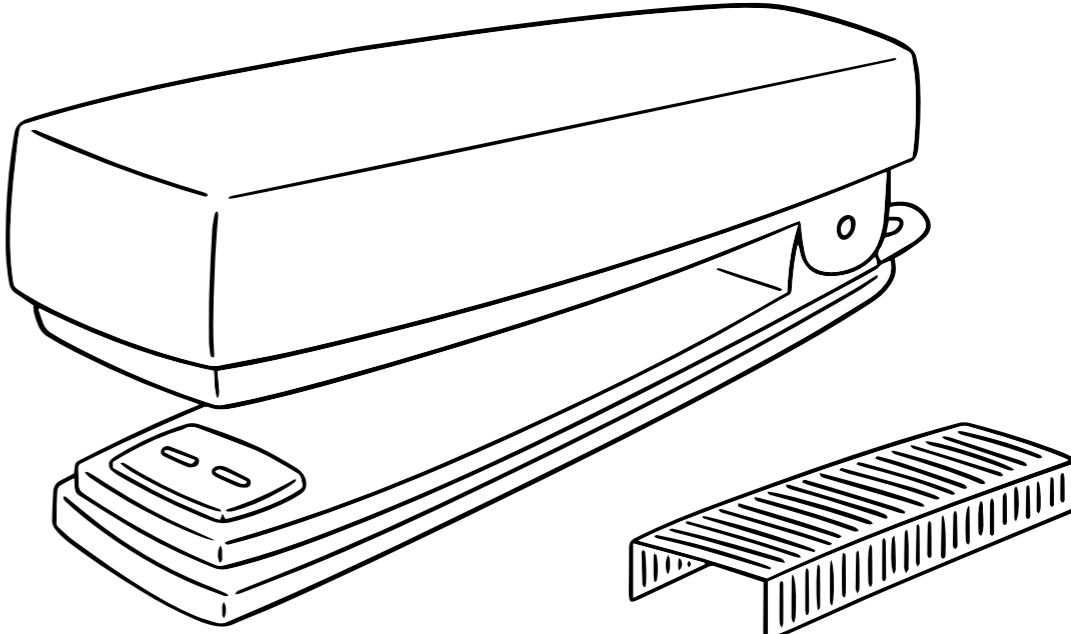
SPEED DRAWING: EASY



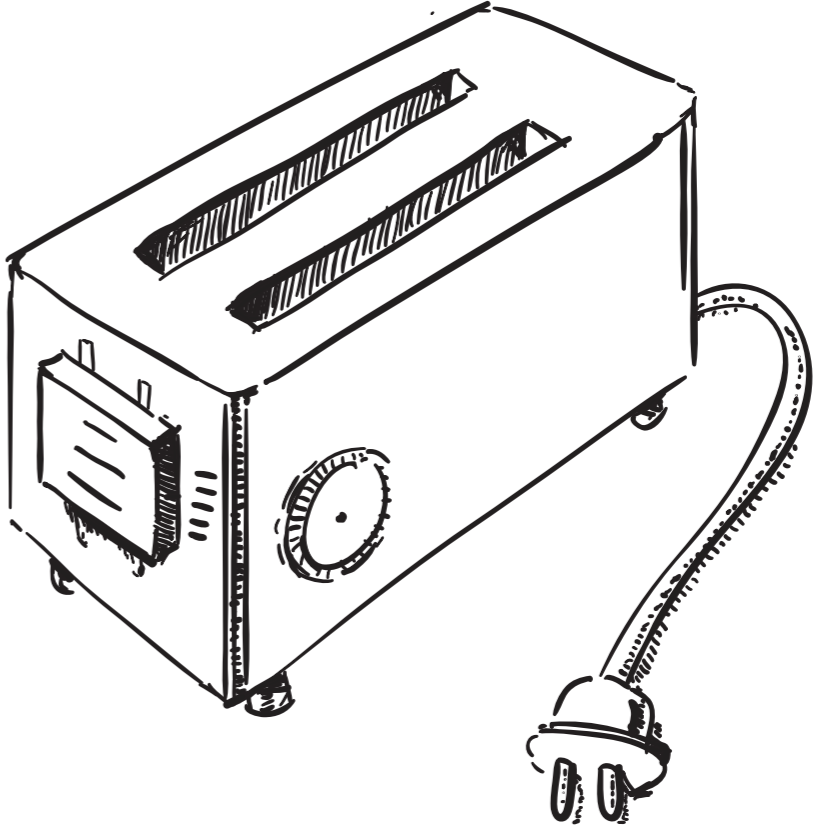
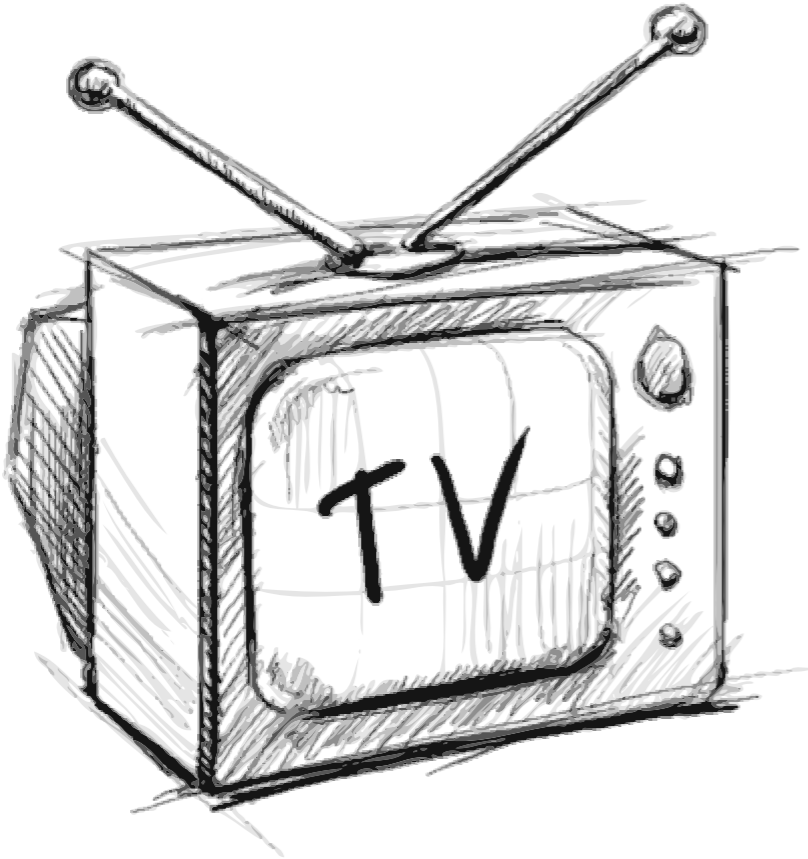
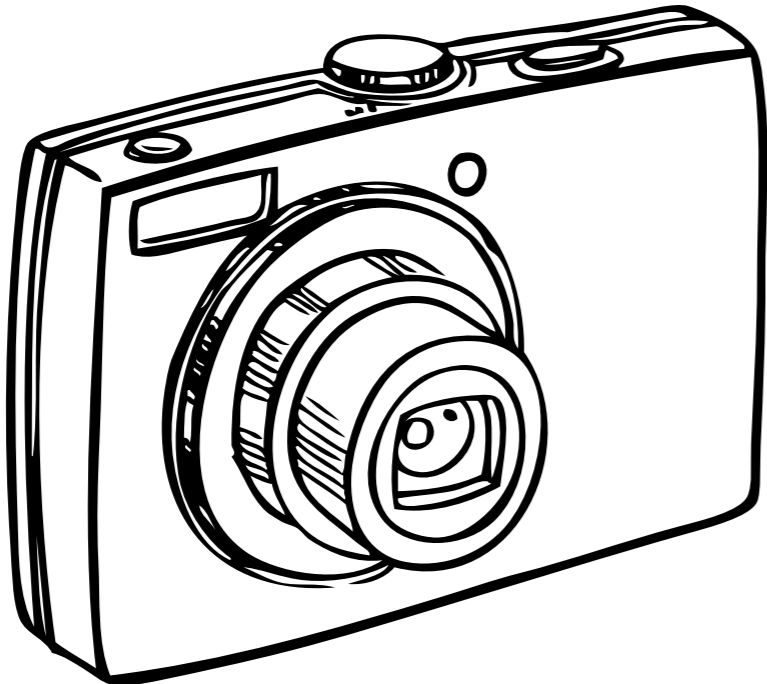
SPEED DRAWING: EASY



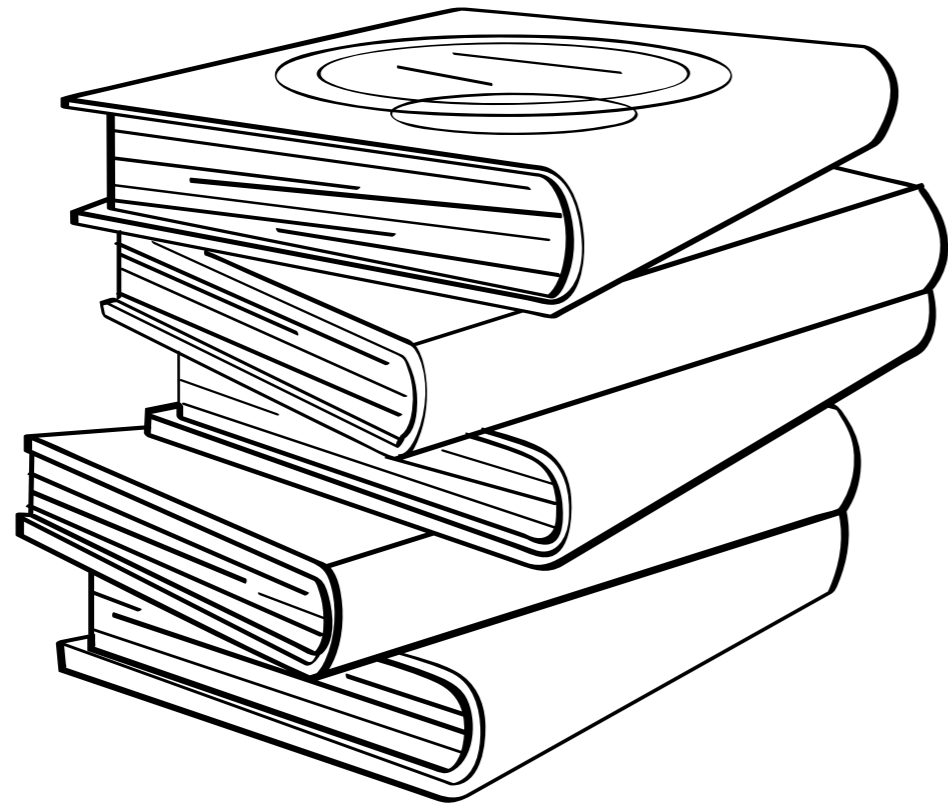
SPEED DRAWING: MEDIUM



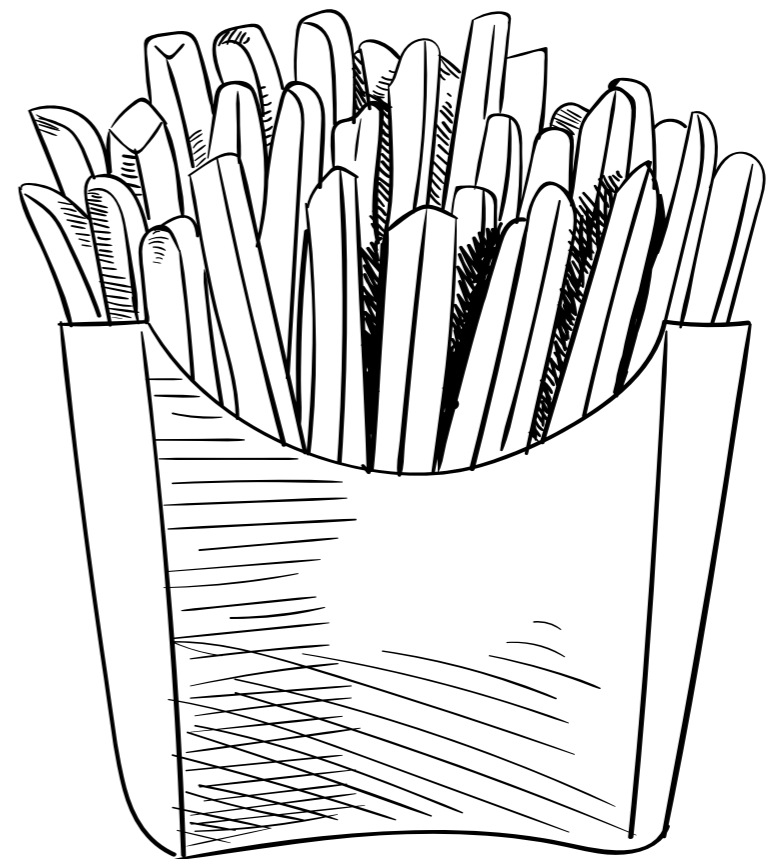
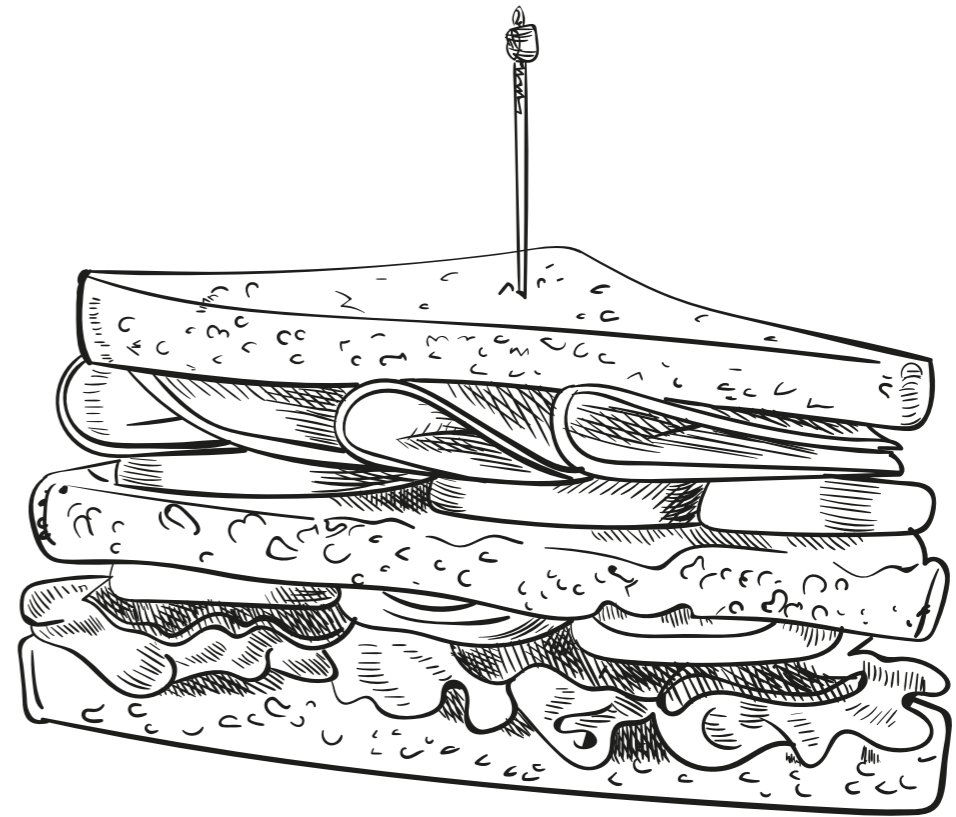
SPEED DRAWING: MEDIUM



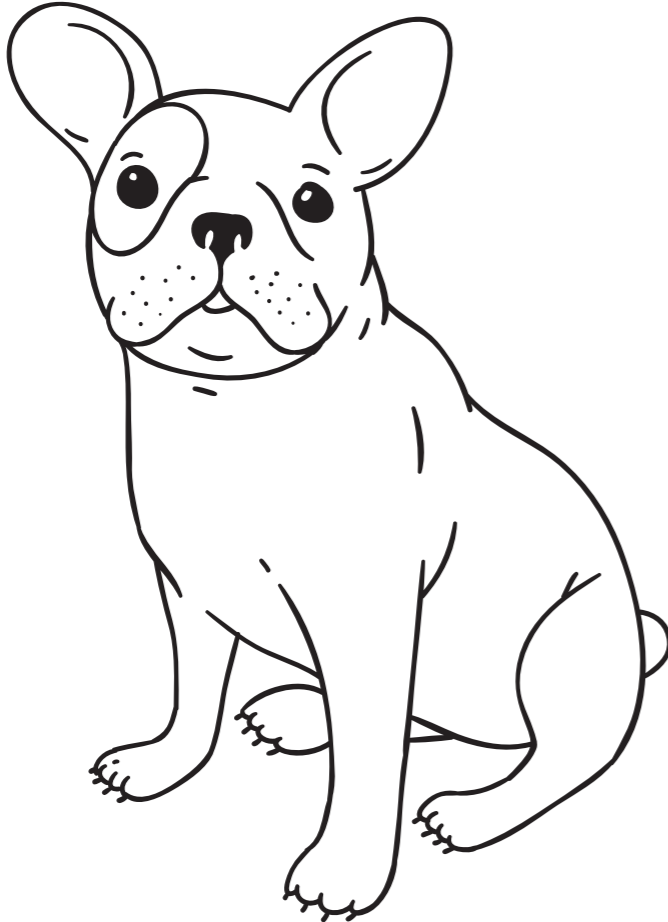
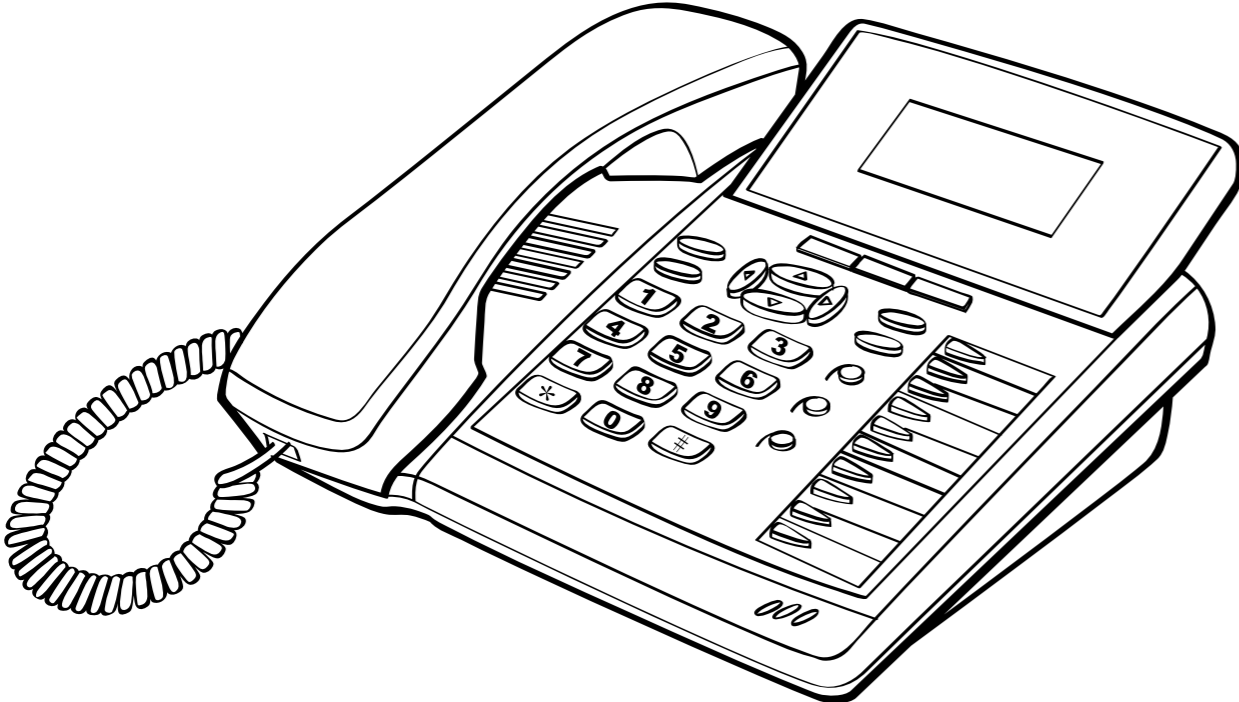
SPEED DRAWING: HARD



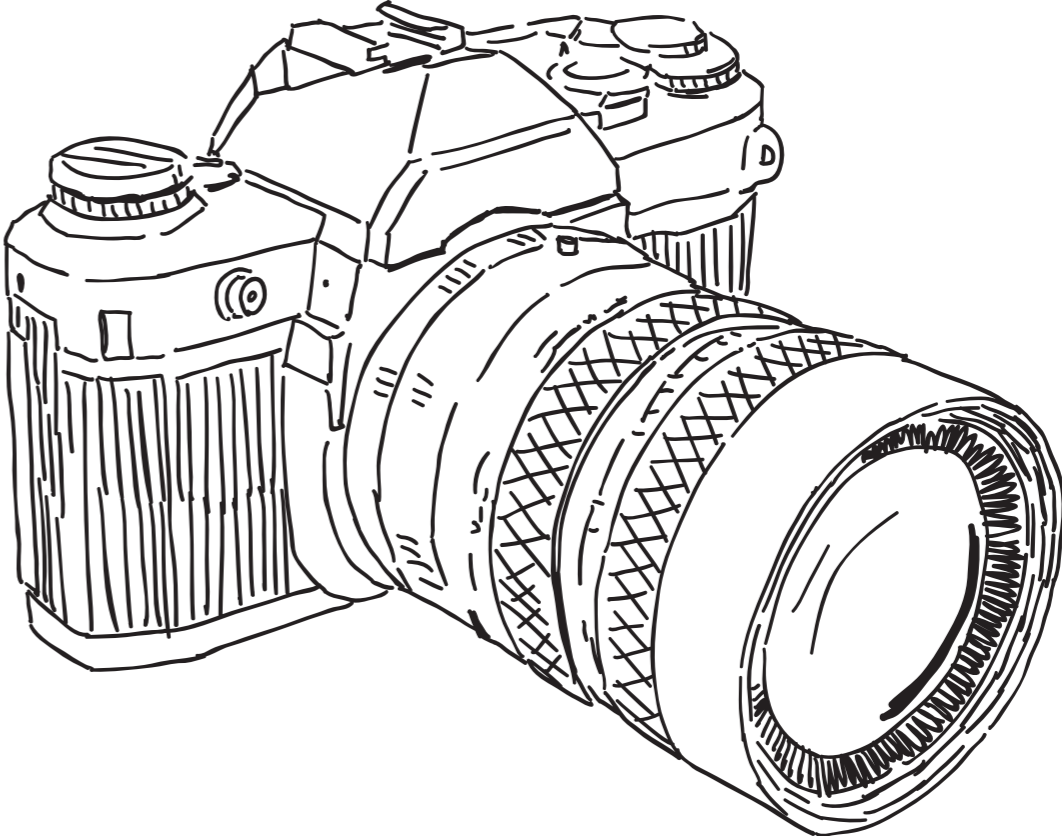
SPEED DRAWING: HARD



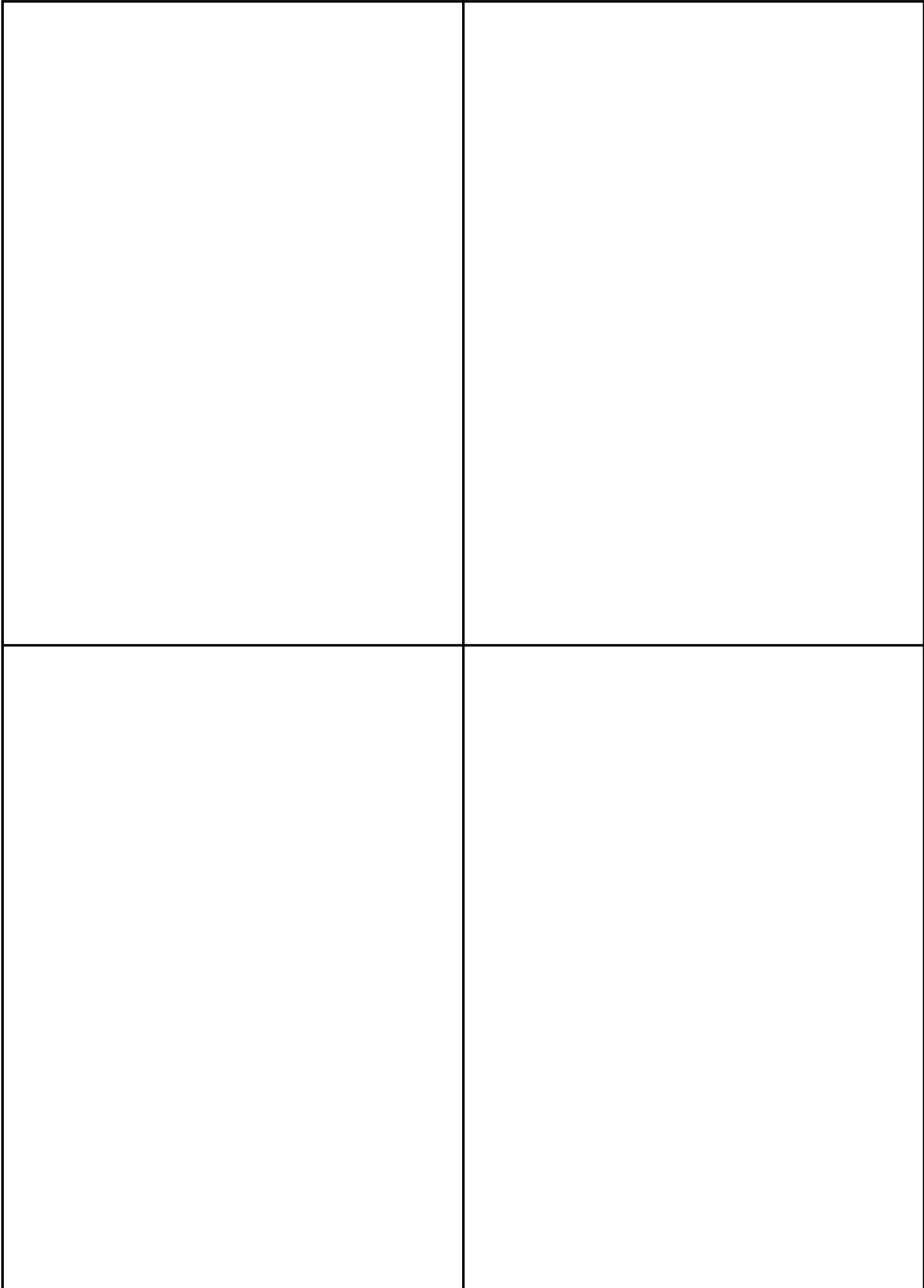
SPEED DRAWING: HARD



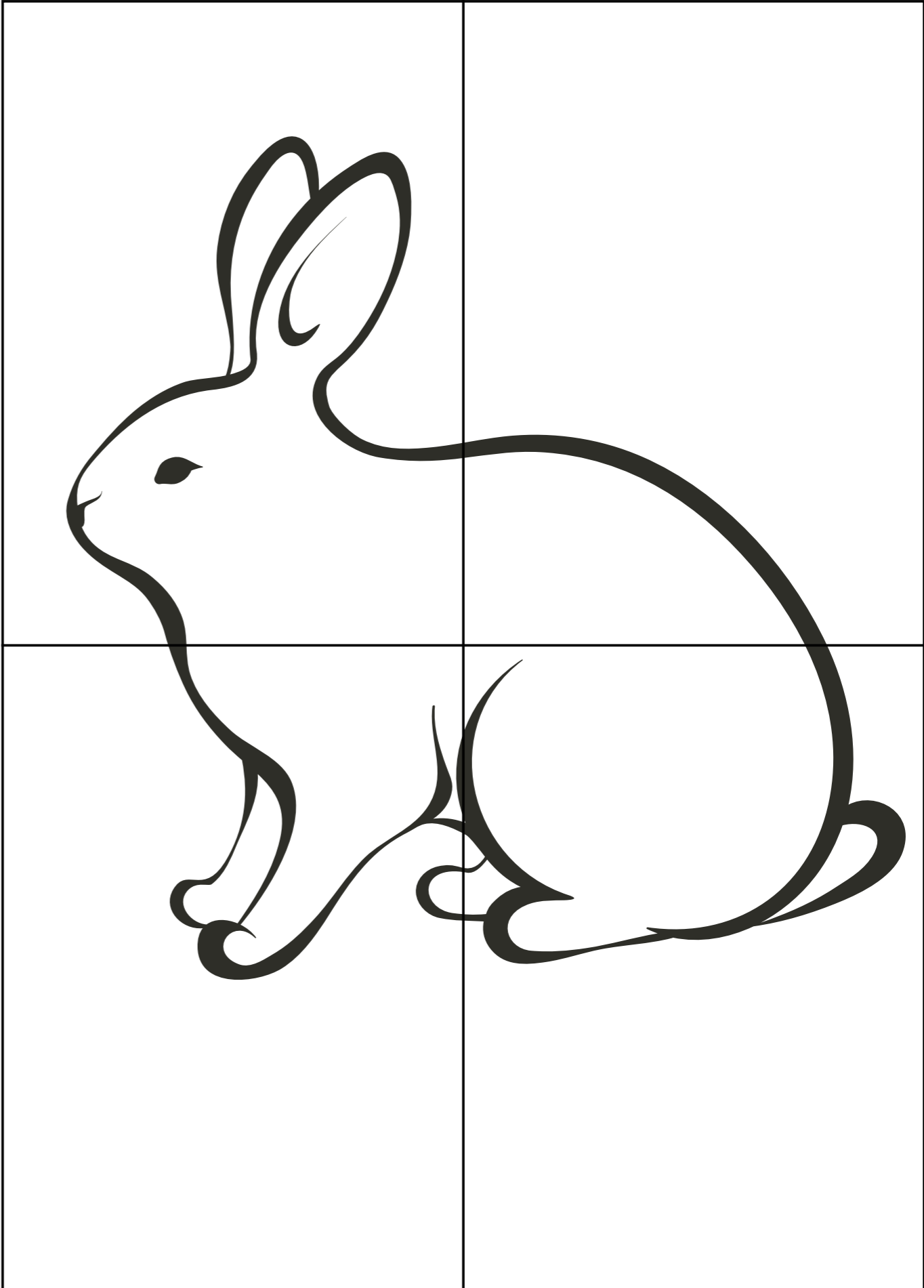
SPEED DRAWING: CHALLENGE



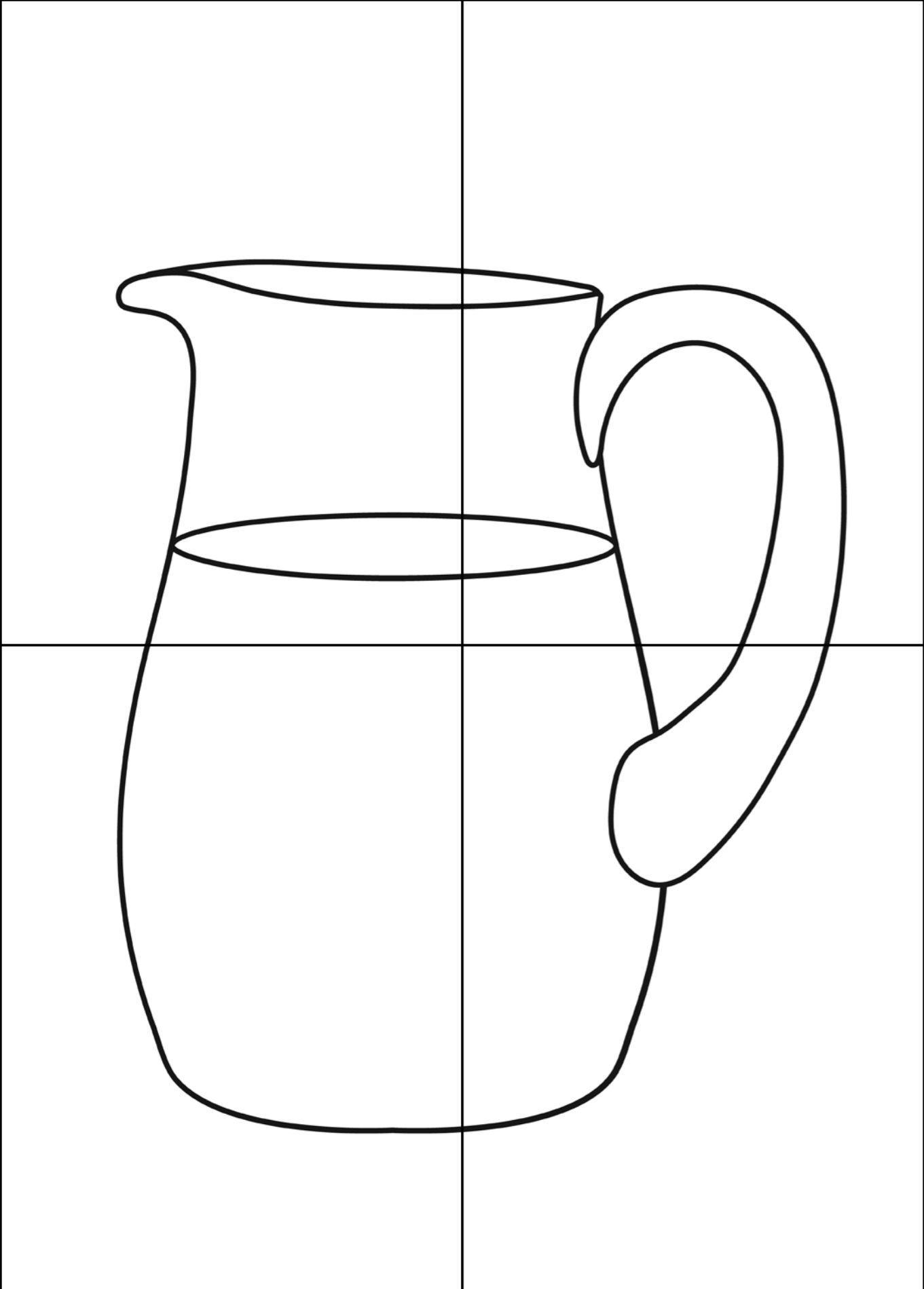
GRID DRAWING: EASY



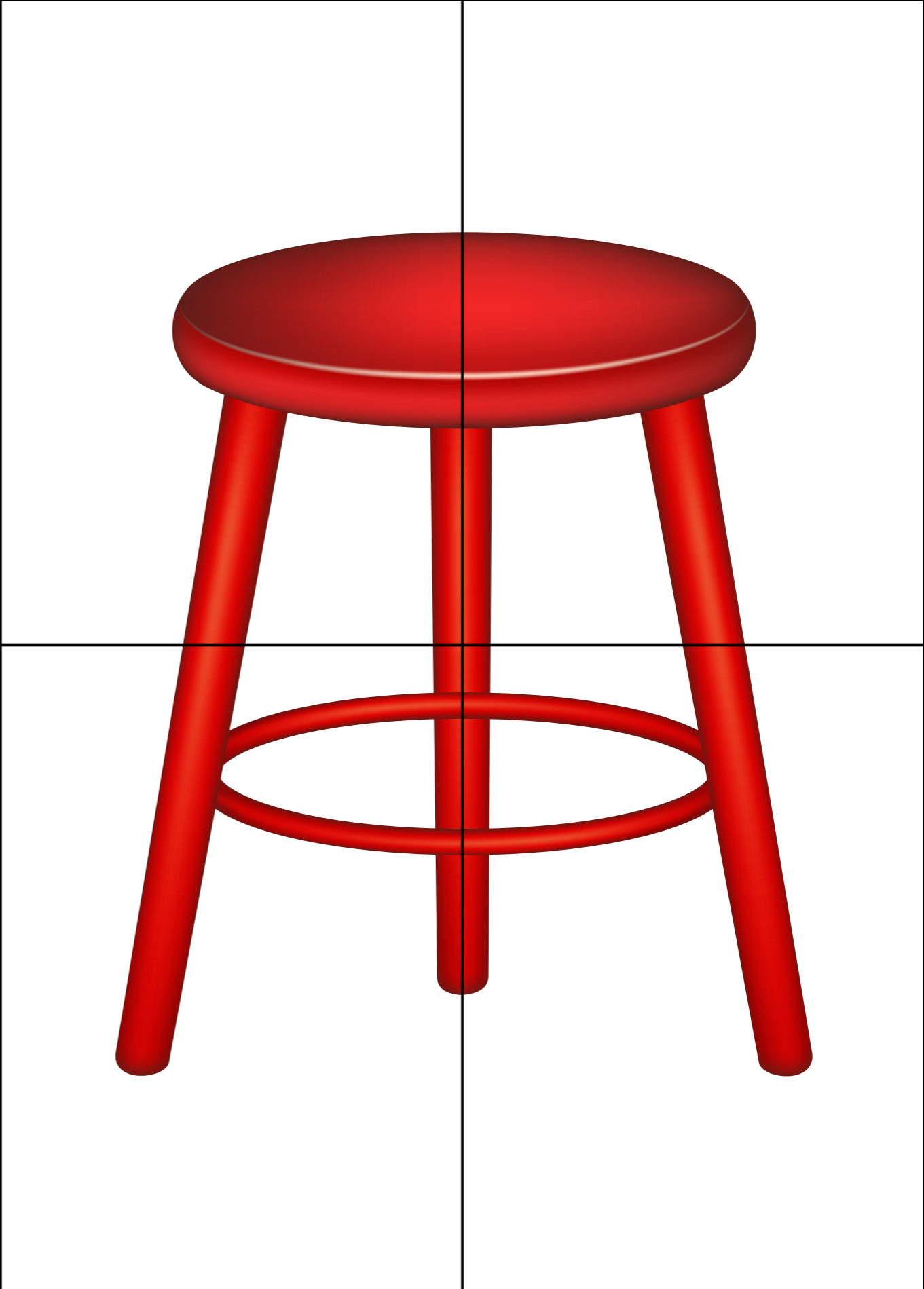
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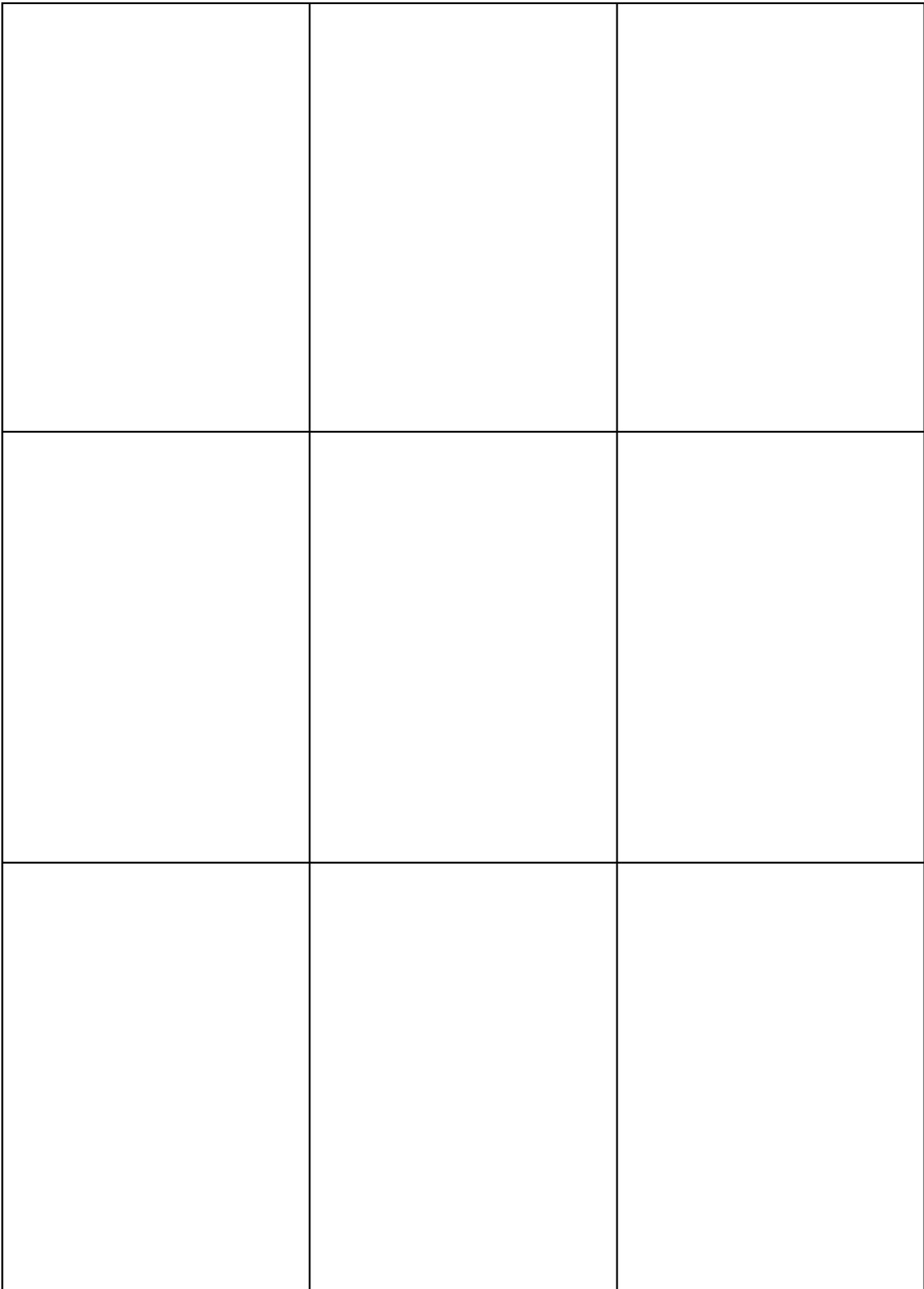
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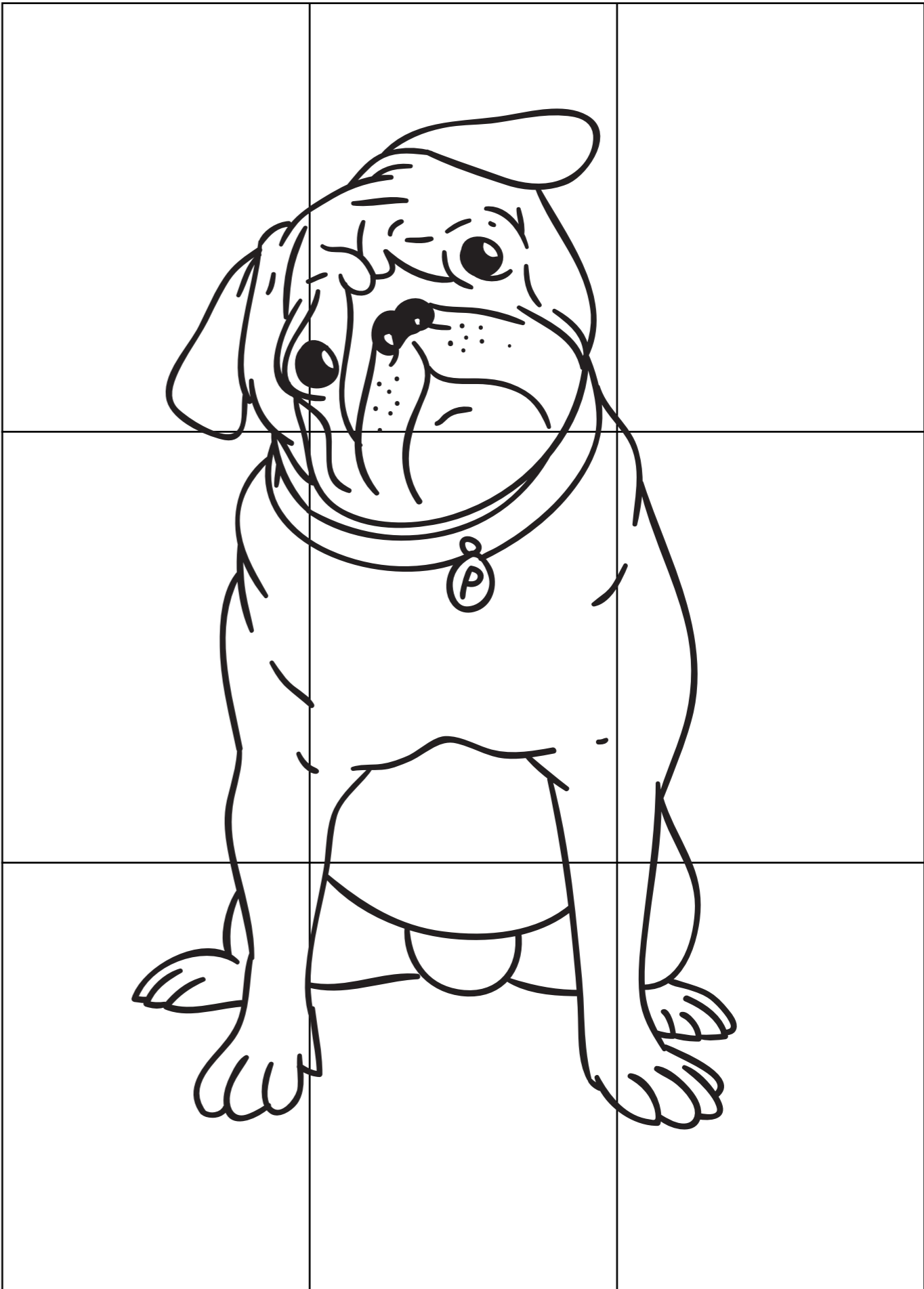
GRID DRAWING: EASY



GRID DRAWING: MEDIUM



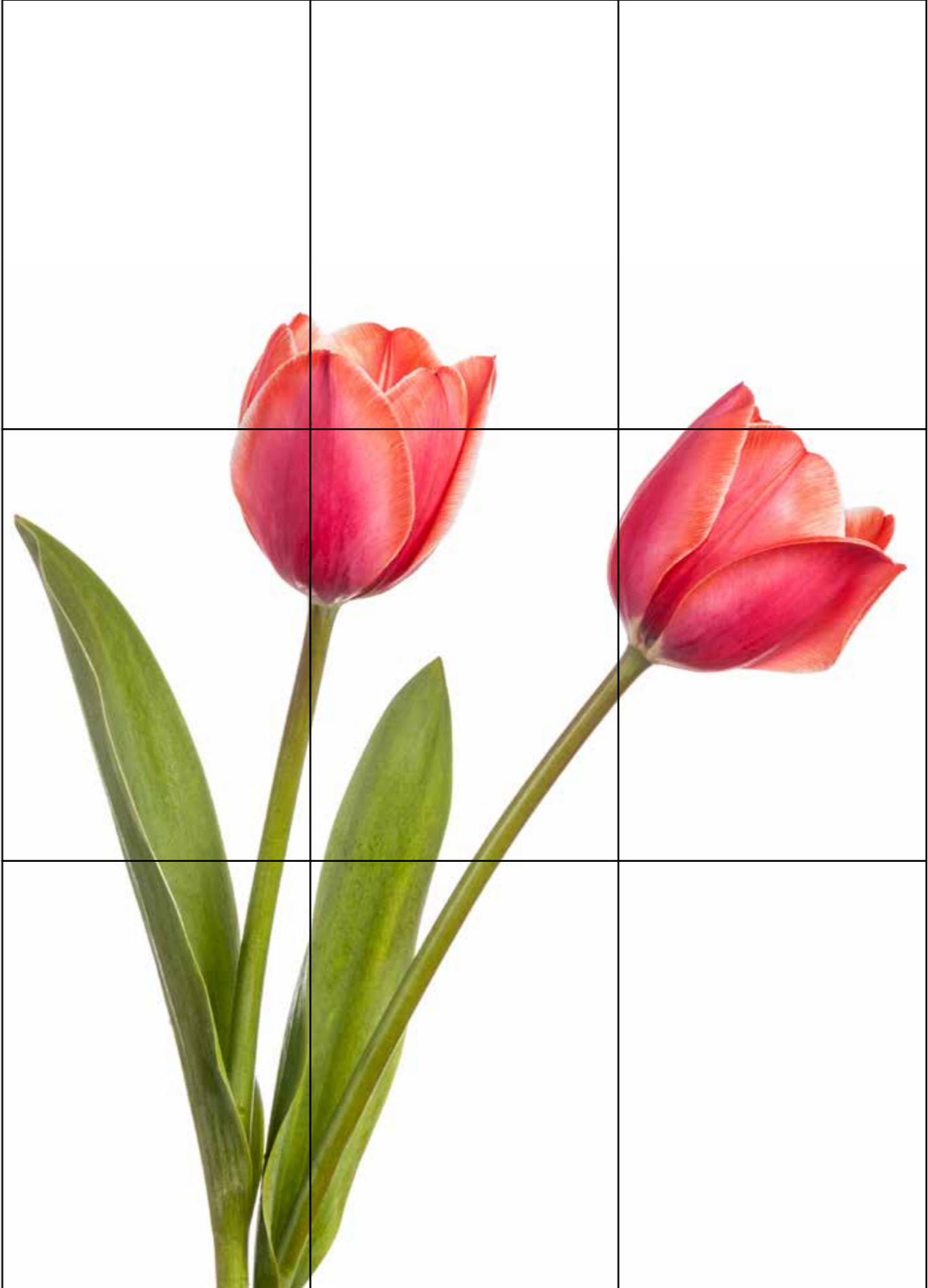
GRID DRAWING: MEDIUM



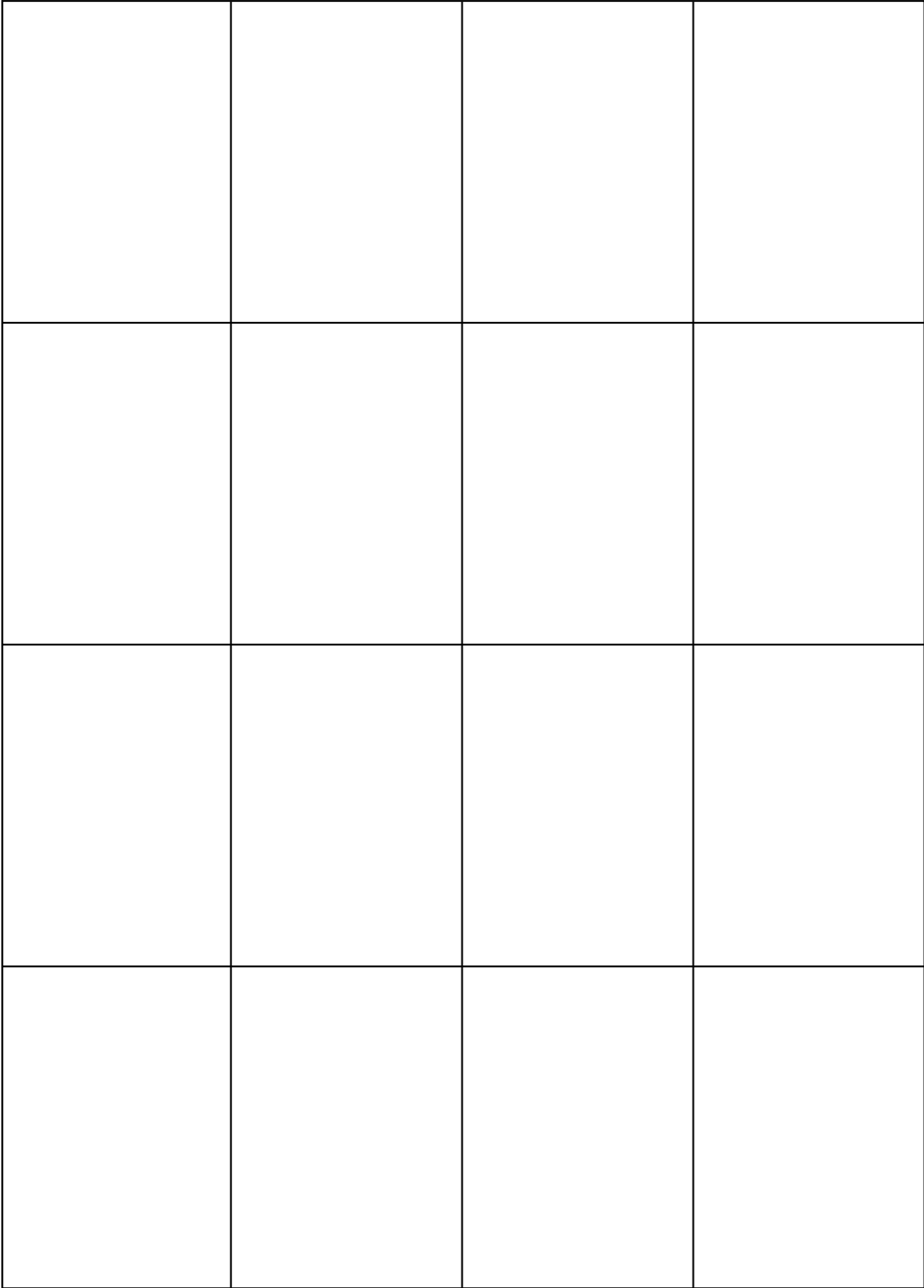
GRID DRAWING: MEDIUM



GRID DRAWING: MEDIUM



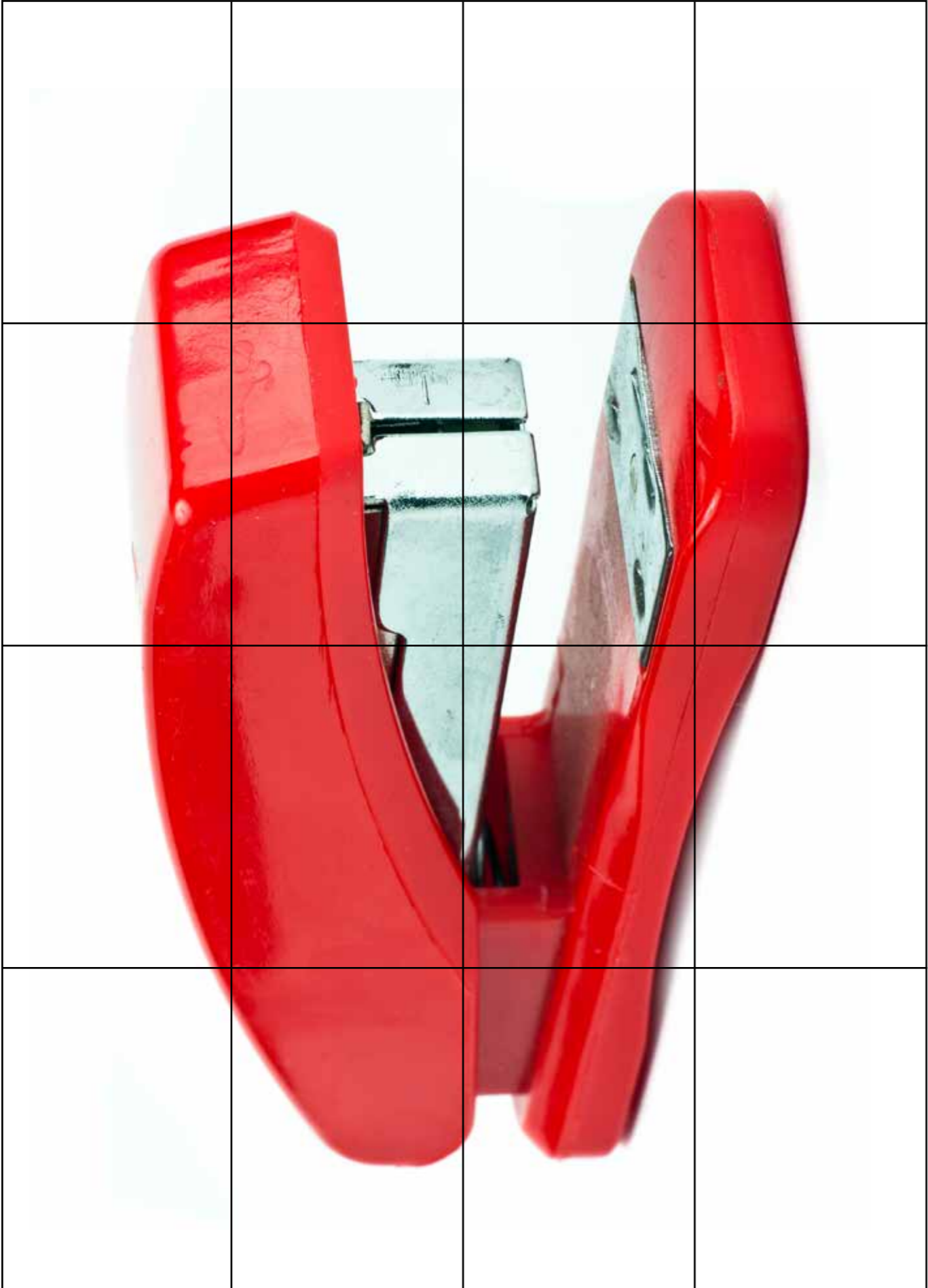
GRID DRAWING: HARD



GRID DRAWING: HARD



GRID DRAWING: HARD



GRID DRAWING: HARD



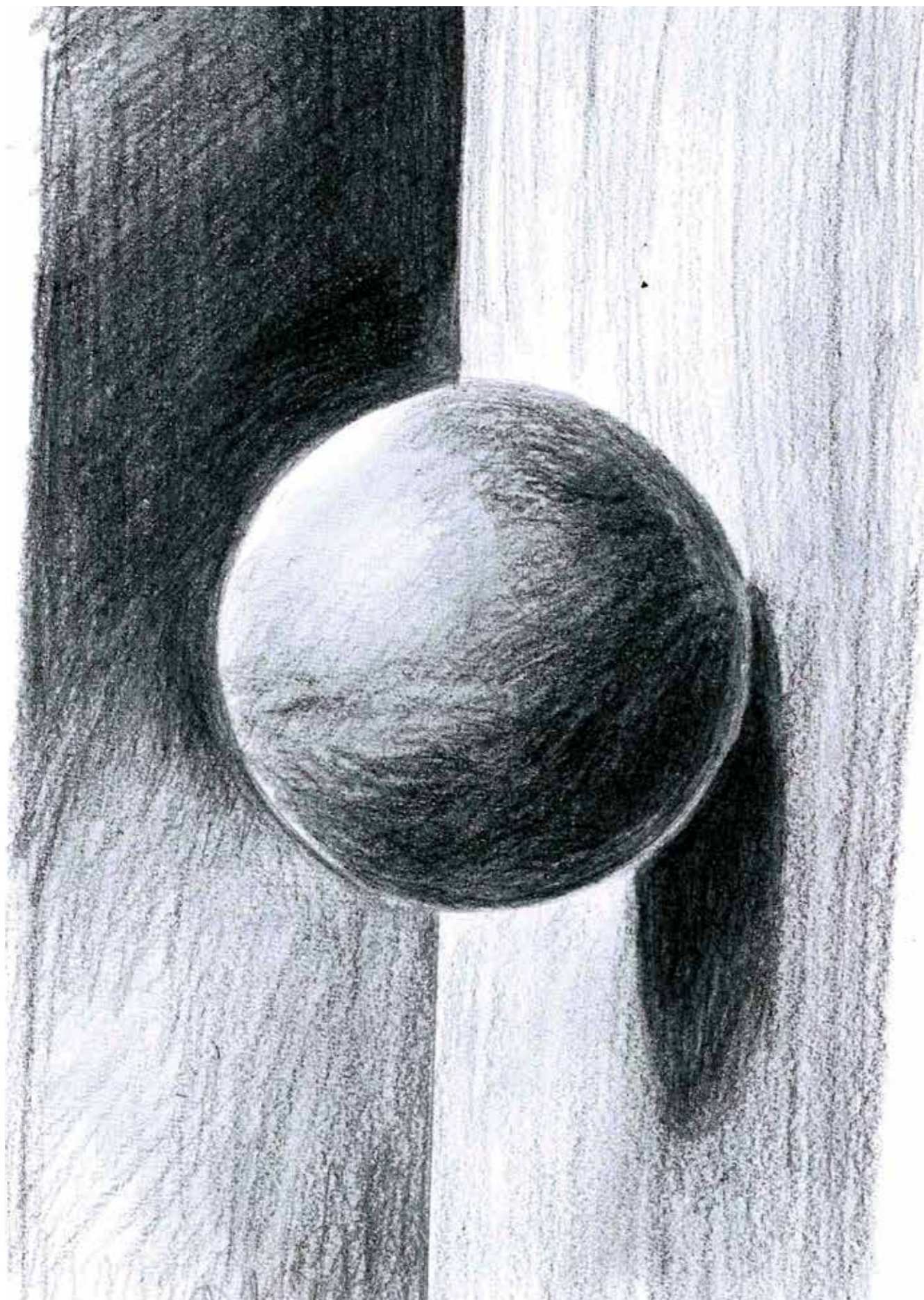
GRID DRAWING: CHALLENGE



GRID DRAWING: CHALLENGE

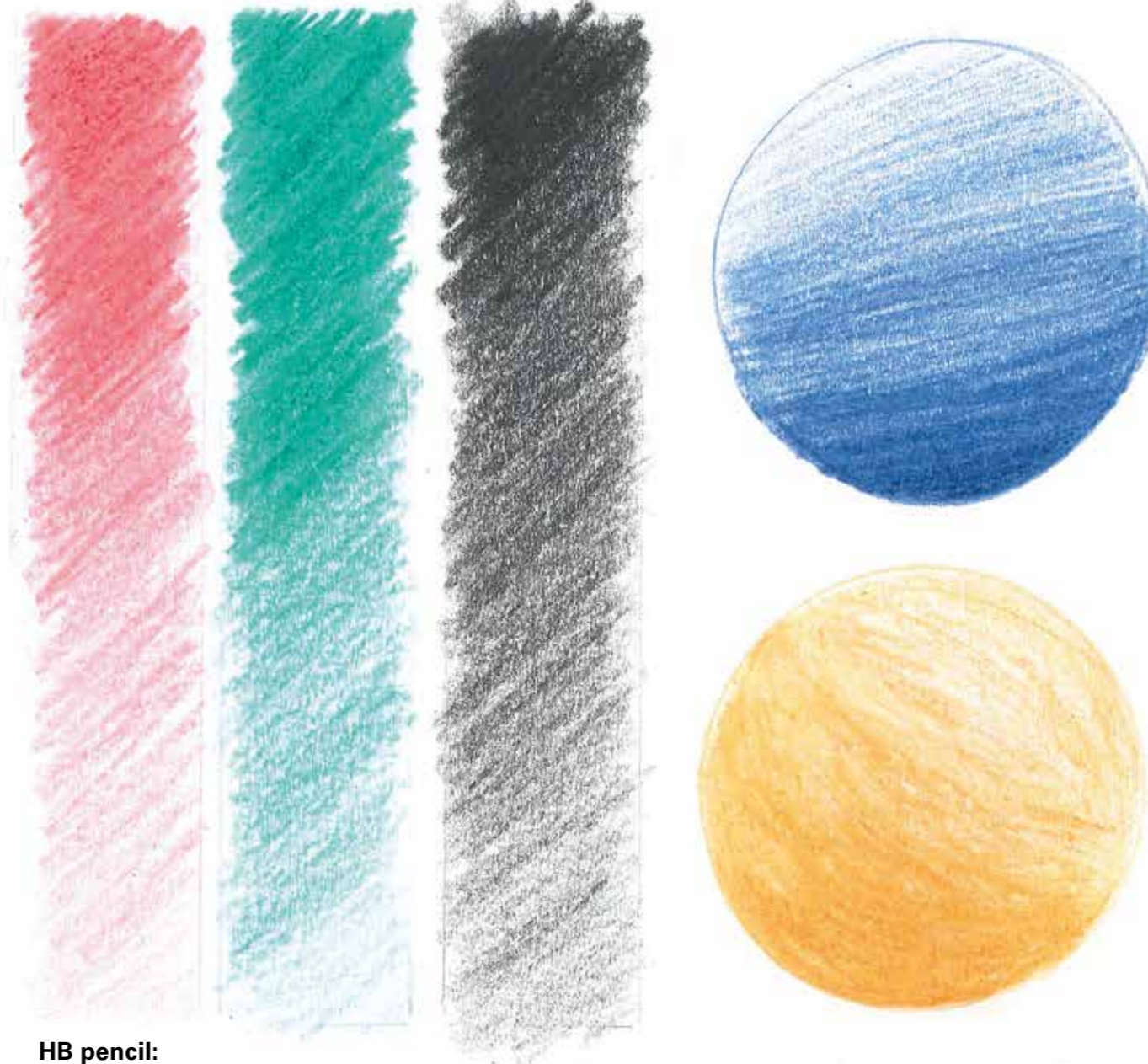


TONAL RANGE Using a black colouring pencil copy this example.



TONAL RANGE Using similar materials copy these examples.

Colour pencil:



HB pencil:



Black ball point pen:



Ball point pens:



Felt tip:



Highlighter:



Wax crayon:



Graphic pen:



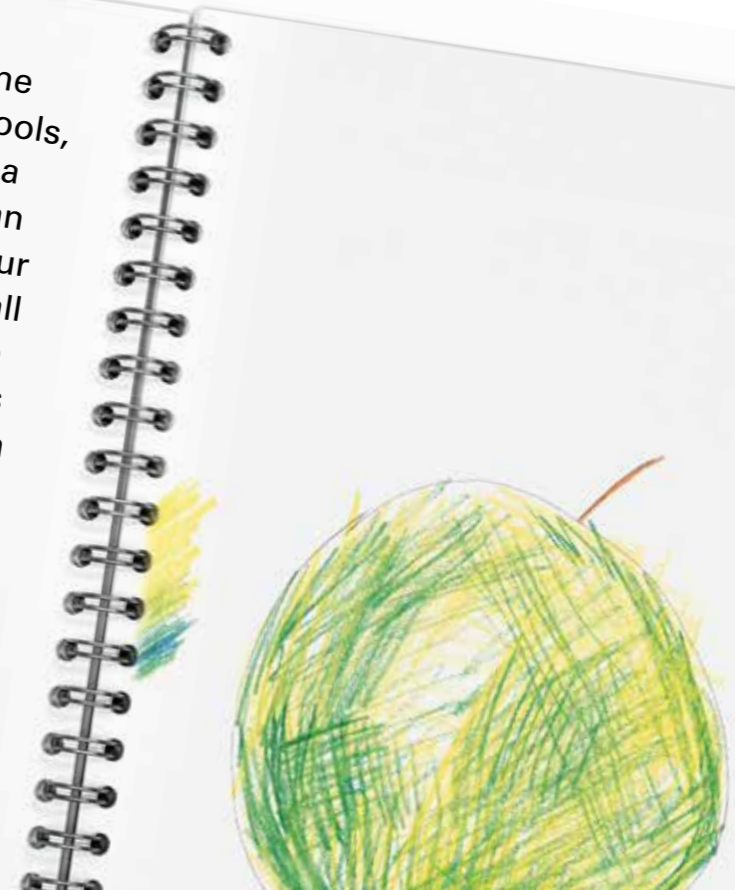
GOOD PRACTICE

Parents evening is a great time to show children's sketchbooks. An instant visual demonstration of drawing progress and parents really enjoy reading comments their children have written and seeing their drawings. It is also an opportunity to discuss how parents can get involved.

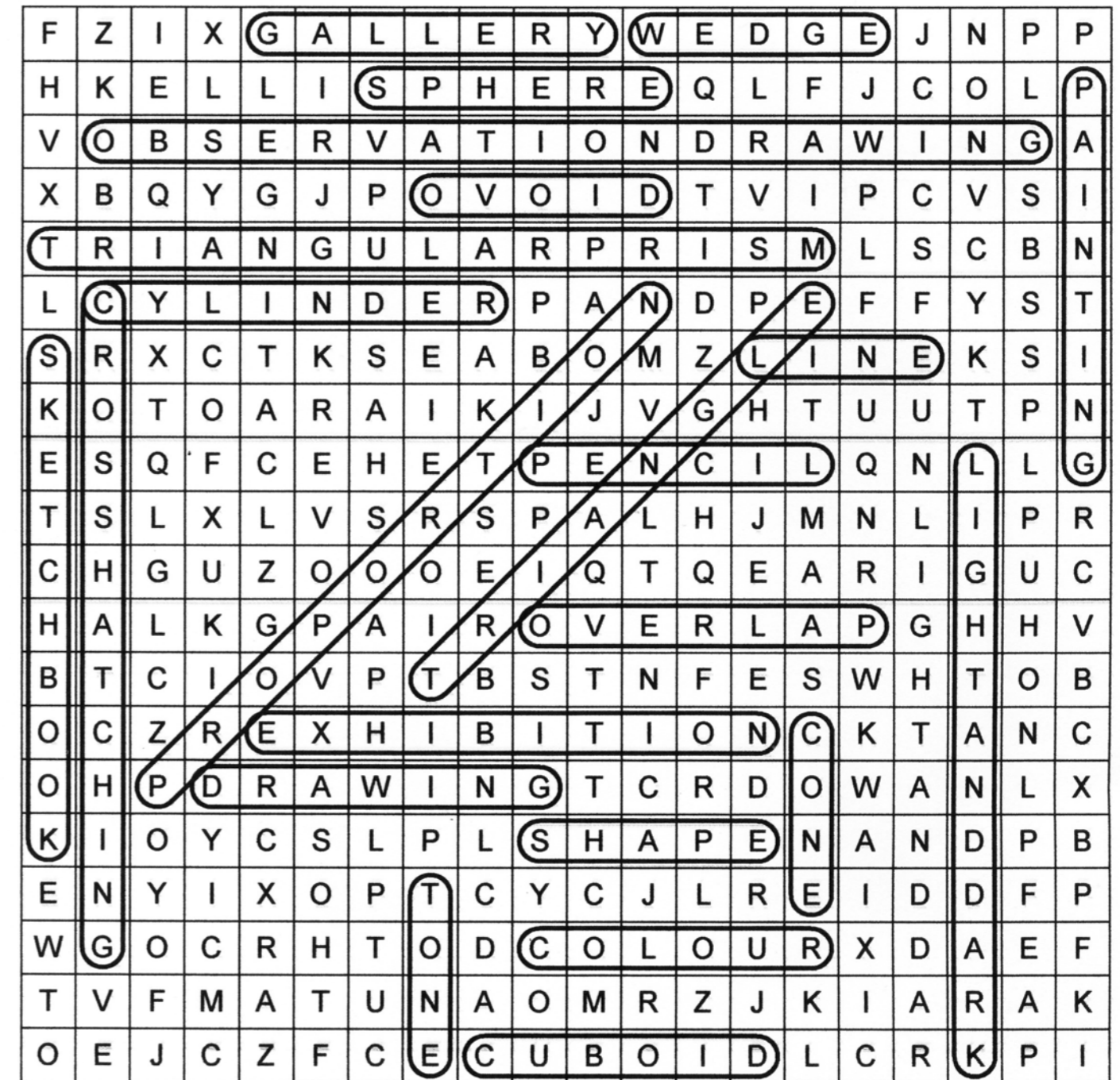
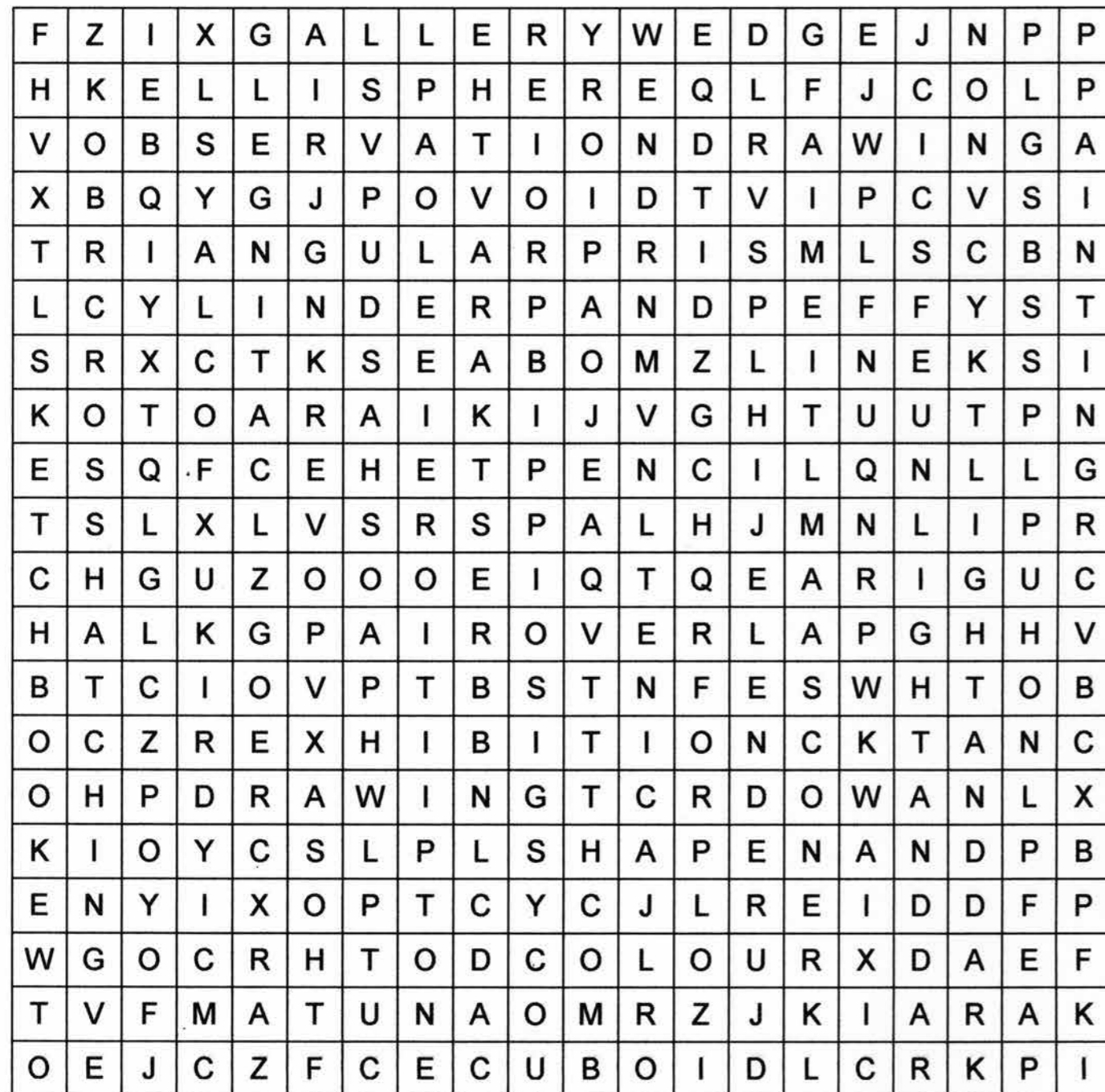


Objects found around the school can be used for observational drawing. Having a box or container for them means a lesson can be arranged at short notice. Choose objects that are good strong shapes and meet health and safety rules. Staff Rooms/PE/Lost Property are places where you could find suitable objects.

Using sketchbooks has become standard practice in primary schools, in the last ten years. This book is a place to record progress which can then be used in reports. Also colour copying outstanding work for a wall display is a way around putting the whole book up. When the display is taken down the work could be given back to the pupil to take home or used in an example record book of past work.



WORD SEARCH



- | | | | |
|------------------|----------------|------------|---------------------|
| triangle | shape | painting | observation drawing |
| cone | line | proportion | pencil |
| ovoid | tone | overlap | sphere |
| wedge | light and dark | gallery | cuboid |
| Triangular prism | colour | exhibition | cylinder |
| crosshatching | drawing | sketchbook | |



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