

National Curriculum

History:

- Carry out a local history study
Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.
- Explore significant historical events, people and places in their own locality.

English:

- Ask relevant questions to enhance their understanding and knowledge.

Art:

- Develop a range of art and design techniques in using colour, pattern, texture, line shape, form and space.
- Improve their mastery of art and design techniques including drawing with a range of materials.
- Produce creative work.

Learning Objective

L.O. To use sketching techniques to recreate pictures of buildings in the past.

Resources

Pictures for art lesson - PP.

PP for lesson.

Sketching books/paper.

A range of pencil grades.

<https://youtu.be/oytc8TOC4Dg>

Video by Circle Line Art School showing simple steps to drawing a building in perspective.

Whole class

Recap – what have we learnt so far? Pupils to discuss everything they have learnt in the previous lessons.

Show recap slide with photographs from the past. How did Gainsborough look? Remind them to use their knowledge from last week's lesson.

Look at image on slide 5. Go through key questions and model how to answer them using the picture.

Encourage them to look really closely at the detail. – You could have this image on a digital device/printed out so that they can see it even more closely. Or you could have the one displayed on the board for them to see and discuss.

Give students time to discuss the picture and then ask some students to share their choices and reasons.

Explain that we are looking really closely at the details as we are going to be drawing a picture of how the building looked in the past.

Ask them to look at the picture again with this in mind. What do they need to think about if they are going to create their own sketch of it?

Use flipchart paper to feedback and make notes of their ideas. Encourage them to think about skills that they have learnt in art (Depending on age/ability this expectation will differ).

Introduce the idea of artistic license (if they already have knowledge of this - recap). Explain that artists can sometimes change things if they wish – for example they may not include everything that is in the picture. For example, they may not want to include the market stalls and simply focus on the buildings. What benefit would this have? Why do you think they do this?

Display image of past building and sketch that has been done of it. Has the artist captured everything in the picture? Do they think it is a good representative of the building – why/why not? What techniques do they think have been used?

(Video of how to draw, in small clips would go here).

If not using the video – model how to begin the drawing using their observation skills and sketching techniques. Include perspective (decide how much detail you want to go into). Recap shading techniques, use of different pencil grades. (Age ability dependent, they may already have a lot of experience of this – if not spend some time exposing the students to the different styles they could use).

The entire class could do the same image and complete step by step or you could let the children choose their image (use the sketched versions to support) or you may want to allocate different buildings based on ability.

Model step by step using large paper. Students to have a copy of which ever picture they are going to create. Both the artist version and photograph.

Challenge/Extension.

Use a modern-day picture of the building for children to create a sketch of –similar to the one they have just created.

Ask questions about their two finished pieces. Which one do they prefer and why? Which one do they think is most appealing for customers and why?

What would they do to make Market Place welcoming? How could it be improved? Encourage them to think about other buildings that they have from the walk. Particularly the empty, rundown buildings. What would they want them to be if they could choose?

Outcomes

Children will

- Look in depth at drawings of buildings from the past.
- Use a range of sketching skills to draw a picture of a key historic building.
- Use shading techniques to enhance their drawing.
- Use perspective to create a 3D effect (KS2).