



Learning Module:
Drawing cartoons

Outcomes for Pupils as a result of this module

	<u>National Curriculum References</u>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Use research to inspire drawings from memory and imagination • Apply research knowledge to drawings 	<p>2B</p>
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Create images independently in a sketchbook. • Alter and refine drawings • Draws familiar objects with correct proportions 	<p>2A 2B</p>
<p><u>Understanding</u></p> <ul style="list-style-type: none"> • Explain and compare relationships between line and tone, pattern and shape, line and texture. • Describe changes using art vocabulary. • Evaluate the effect of their work. 	<p>2C</p>

less on	Learning Objectives (surrey skills grid)	Teacher Led (STARTERS AND PLENARIES)	Planned Learning Experiences (DIFFERENTIATED ACTIVITIES)	Success Criteria (ALL, MOST, SOME)	Resources
1	Explore relationships between line and tone, pattern and shape, line and texture.	Ask chrn to think of as many different things they can draw with as possible. How to draw a cartoon tree	Give a selection of pen, pencil, charcoal. In groups of 3, chrn move their chosen medium around the page, exploring line. Watch video clip and children draw on clipboards on the carpet area in stages. Must try it in 2 or 3 different mediums (pencil, charcoal, pen)	ALL Draw a tree MOST Will follow stages on video clip SOME Will add extra detail.	Youtube video clip boards A4 paper Pencils Pens
2	Collect images and information independently in a sketchbook.	<u>How to draw a:</u> <ul style="list-style-type: none"> • Cartoon lion • Cute kitten face • Panda bear face • Cartoon face 	Set up tables in rows facing the IWB. Watch 4 Video Clips back to back stopping them when appropriate for children to watch clip and then draw or catch up. By the end of the lesson, each child should have 4 complete drawings each A5 in size.	ALL Will attempt to draw cartoons MOST Will follow stages on video clip SOME Will add extra detail.	Youtube video clips x 4 A4 double sided sheet split into 2boxes on both sides & LO on top.
3	Alter and refine drawings and describe changes using art vocabulary.	Remind children about the techniques & skills learnt in previous art lessons: <ul style="list-style-type: none"> • Drawing with pencil, • Drawing guidelines to help position the character features • Going over the lines in pen or dark pencil and rubbing out lines • Following step by step • Taking care not to rush ahead 	Set up groups into 6 tables of 5 children. Play quiet music in the background. Leave out copies of cartoon ideas and pictures for children to choose on tables and children spend time working through the stages of the cartoon to create the finished drawing. Chrn to draw their own cartoons (separate characters on one page) Less able to be supported as necessary.	ALL Will attempt to draw cartoons in stages MOST Will be able to draw guidelines to help them position character features SOME Will be able to make improvements	A4 paper split according to how many example boxes are needed.

4	Use research to inspire drawings from memory and imagination.	<p>Remind children of the importance of taking their time and really thinking about their cartoon characters.</p> <p>Discuss different comic book ideas.</p>	<p>Chrn in pairs, create their own comic book plot (8 boxes) on a 8 bullet point list. Draw 4 examples of characters which will be in their story books made in DT.</p>	<p>ALL Will choose their own characters</p> <p>MOST Will position character features correctly</p> <p>SOME Will be able to refine and improve.</p>	<p>How to draw cartoons books</p> <p>Double sided A4 paper split into 2 boxes on each side.</p>
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‘Building Strong Foundations for the Years Ahead’