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| **Workshop : Explore Drawing****National Curriculum Links**KS1 * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

KS2 * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.
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| **Learning objectives** | **Session structure** | **Assessment for learning** |
| To understand how to find out about art and artists from the gallery space.To explore a variety of artists’ work and articulate what they see visually and verbally.To experiment with mark-making techniques and learn new ways of drawing texture, line, pattern, etc.To use these new means of mark-making to draw from observation and share what they see. | **Introduction to Galleries:** Ask students what they can find in art galleries and talk about the Laing’s collections briefly. Equip students with basic gallery interpretation skills by asking and answering where they can find a map of the exhibitions, the names of the artists, dates work was made, materials work was made from, etc.**Activity 1:** Mark Making Game (Gallery C or D) – 10 mins Students make a large collaborative drawing on a roll of paper taped to the gallery floor. Pick a word out of the envelope of a ‘line’ (not a picture, word or symbol, just a line) that they will draw and then give them a ‘way’ of drawing it, such as: Holding your pencil with your eyes closedHolding your pencil in your left/right handHolding your pencil in your elbow **Activity 2:** Line drawing (Gallery C or D) – 15 mins Students look at paintings in Gallery C or D. How would you describe it to someone who couldn’t see it? Think about all of its details. When we make a drawing of something we are describing how that object looks. Have pupils chose an artwork in the gallery. Ask them to draw it without looking at the paper and without taking the pencil off the paper. Show examples (to demonstrate that the drawing will not look exactly like the image they are copying, but that shapes and lines will end up in roughly the right place to represent it).Try this method again with another artwork. Tell them to take their time and think about where their eyes are going on the artwork and try to move their hand/pencil there in the same way. **Activity 3:** Experimenting with materials (Art Studio or Learning Room) - 10 mins Demonstrate different ways of making marks (cross-hatching, scribble, dashes, dots and lines, continuous line).Then, demonstrate using different materials (use of varying pressure, shading, using the side or point of materials, using expressive movements with your hand/arm).Pupils fill an A4 sheet of paper experimenting with what they’ve been shown  **Activity 4:** 3D shading – 10 mins Using gradient shading sheet demonstrate how to make an object look 3D using light and shade and the techniques above. Demonstrate how to transfer that shading onto the circle to make it spherical. Remember to demonstrate how to curve the shading to follow the form of the shape, and explain that where the light source is dictates where the lightest shading will be etc. **Activity 5:** Still Life Drawing – 25 mins Pupils then draw a still life object attempting to make it 3D using whichever materials or techniques they prefer – draw on white cartridge paper. These can then be cut out and collaged together to make a group still life. Stick on to colour sugar papers.  | Students will be asked questions about what they see in the galleries and encouraged to put forth their own opinions and descriptions of the art and artists.Students will create artwork using their observational skills and newly developed drawing skills. Each activity includes a small plenary session at the end where students look at each other’s work, ask questions, and discuss their process.  |
| **Before your visit** | **After your visit** | **Key vocabulary** |
| Make a free teacher pre visit to the Laing to familiarise yourself with the site- contact.Have a look at [our pre-visit information for teachers, pre-visit powerpoint for students, and self-led resources.](https://laingartgallery.org.uk/learning/resources) | Drawings can be incorporated into student sketchbooks.Review favourite artworks or search for new inspiration from the [Laing Art Gallery Collections Search.](https://laingartgallery.org.uk/collections/collections-search) | Drawing, blind contour drawing, line, mark-making, texture, cross-hatching, stippling, scribbling, shading, line, shape, form, value, still life, gradient, observation, collaboration |