

Y5 – Monochromatic

How can we find our own style of drawing?



Overview of learning

In this drawing unit, children will build on the knowledge and skills they have studied through KS2 and KS1. Children will explore different drawing styles to develop an understanding of their own style. They will develop their vocabulary to describe the style of art. They will learn specific skills and techniques to confidently use shape and value to create form in their drawings. They will understand when they might choose different pencils and the effect their choice may have. They will be able to articulate their observations. They will evaluate their own work.

Knowledge and understanding objectives

NC KS1:

Children will:

- 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
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- learn about great artists, architects and designers in history

Key vocabulary

Tier 1: line

Tier 2: abstract, composed, contrast, expression, form, inspired, organic, realistic, style, technique, texture, value

Tier 3: geometric, monochromatic, photorealism, medium, mixed media, perspective

Possible misconceptions

Some children may think drawing well means being neat rather than expressive. They might believe realistic art is better than abstract or stylised work or that 'style' just means copying another artist. Some may think monochromatic means only black and white or that geometric drawings must be perfect rather than creative. Others may see doodling as not real art or see mixed media as just mixing colours. They might also think that evaluating art simply means saying whether it looks good or bad, rather than explaining choices and techniques.

Practical materials

drawing pencils, blending stumps (or paper towel), rubbers, blue and black ballpoint pens, mirrors, optional felt-tips (lesson 2), watercolour paints and brushes (lesson 4 and 5), rulers, watercolour paper

Videos

<https://www.youtube.com/watch?v=scINHIDH-a0>



Previous learning

Y1: Explored mark-making, pressure, direction and pencil grip to create simple line landscapes.

Y2: Created patterns using lines and shapes, exploring geometric, organic and cultural designs such as mehndi.

Y3: Drew texture and facial features in different styles, creating imaginative portraits.

Y4: Learned the difference between shape and form, used value to create depth and explored perspective through hatching and cross-hatching.

Future learning

Y6: Use close observation and proportion to draw realistic portraits.

KS3: Study the history of art, craft, design and architecture, exploring key periods, styles and movements. Analyse and evaluate their own work and that of others to strengthen visual impact.

How are the art core and supporting skills developed in this unit?

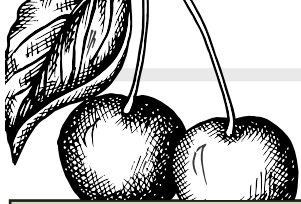
Core skills

-  Developing control when using line, tone and shading to create form and show detail from observation
-  Exploring lines, shapes and materials through doodle art to understand how different marks can express ideas
-  Refining drawing skills by studying different styles and artists and applying learned techniques to create personal work
-  Combining geometric lines, shapes and watercolour to design a balanced mixed media artwork that shows originality and control
-  Reflecting on artistic choices, using art vocabulary to evaluate outcomes and considering how to develop a personal style further

Supporting skills

-  Exploring materials and techniques by experimenting with pencil, pen and watercolour to create tonal effects, textures and mixed media
-  Recording inspirations and progress through sketchbook studies that explore different drawing styles and personal preferences
-  Refining lines, shading and expression to develop control, accuracy and confidence when creating observational and stylised drawings
-  Studying artists, movements and history by learning from contemporary artists such as Allison Kunath and others who use geometric and expressive drawing styles
-  Understanding art's impact and culture by exploring how artists use different styles to communicate identity, mood and meaning
-  Evaluating with art vocabulary to describe drawing styles, techniques and personal artistic choices, explaining how work can be refined and improved





Unit overview

How can we find our own style of drawing?



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key question: How can we create texture when drawing?	Key question: Can a doodle be art?	Key question: How can I develop my own drawing style?	Key question: How can we draw in a geometric style?	Key question: How can I explore my own style of drawing?
Learning objective: I can explore how values and pencil choices can create form.	Learning objective: I can experiment with lines, shapes and materials to explore how doodling can be a form of art.	Learning objective: I can describe and explore different drawing styles, developing my own preferences.	Learning objective: I can create a geometric style drawing using lines, shapes and mixed media.	Learning objective: I can reflect on my artistic style, evaluate my work and refine my drawing technique.
Success criteria: By the end of this lesson, children will be able to use a range of pencils to show texture, value and draw an observational study (cherry) using tone and form.	Success criteria: By the end of this lesson, children will be able to describe different drawing styles. By the end of this lesson, they will explain what doodle art is, explore drawing freely with shapes and patterns and create their own doodle artwork.	Success criteria: By the end of this lesson, children will be able to describe and compare drawing styles, identify their own preferences and draw a portrait in their chosen style.	Success criteria: By the end of this lesson, children will be able to explore geometric drawing techniques, combine line and shape to create form and produce a mixed media artwork using watercolour and pencil.	Success criteria: By the end of this lesson, children will be able to describe their artistic choices, evaluate their drawing process and refine their personal style through creating a final piece.
Cumulative quiz: Q1 – Q3	Cumulative quiz: Q4 – Q6	Cumulative quiz: Q7 – Q9	Cumulative quiz: Q10 – Q12	Cumulative quiz: Q13 – Q15
Core skills:  Experimenting	Core skills:  Drawing	Core skills:  Developing technique	Core skills:  Creating	Core skills:  Appreciating and reflecting
Supporting skills:  Exploring materials and techniques  Refining lines, shading and expression	Supporting skills:  Exploring materials and techniques  Studying artists, movements and history  Evaluating with art vocabulary	Supporting skills:  Evaluating with art vocabulary  Refining lines, shading and expression	Supporting skills:  Exploring materials and techniques  Studying artists, movements and history  Refining lines, shading and expression	Supporting skills:  Evaluating with art vocabulary  Refining lines, shading and expression  Understanding art's impact and culture



Unit overview



Stretch and challenge ideas

Children could:

- create a collaborative 'style wall', combining everyone's drawings into one giant monochromatic installation
- transform a real object (like a shoe, bottle or plant) into a surreal or abstract monochrome artwork inspired by an artist's style
- produce a double self-portrait (one realistic and one stylised) to explore how different techniques express personality
- use digital drawing or photo editing tools to reimagine their sketch in new tones, textures or reversed contrasts
- explore how music or emotion can influence drawing style by sketching to different soundtracks or moods
- combine geometric and organic forms to invent a completely new artistic style, then give it a name and explain its features
- add symbolic or cultural meaning to a monochrome piece, using line and form to tell a personal or imaginative story

Core skills key



Appreciating and reflecting



Experimenting



Creating



Drawing



Sculpting



Developing technique

Assessment

The **knowledge organiser** introduces key vocabulary, supporting children's understanding of drawing styles, tone, value and form both in class and at home.

A **post-unit assessment** assesses understanding of artistic style, monochromatic design and mixed-media techniques through discussion and short written reflections.

Practical assessment allows children to demonstrate their skills by creating observational drawings, experimenting with line and shading and producing a final piece in their chosen artistic style, which is observed and discussed by the teacher.

A **cumulative quiz** reinforces key concepts such as the meaning of monochromatic, recognising artistic styles, understanding how line and value create form and explaining personal artistic choices, with feedback provided to guide future learning.

Supporting skills key



Exploring materials and techniques



Refining lines, shading and expression



Building balanced 3D artworks



Recording inspirations and progress



Studying artists, movements and history



Understanding art's impact and culture



Evaluating with art vocabulary

