



Y6 – Monochromatic



What mistakes can artists make when drawing faces?

Overview of learning

In this final drawing unit, children will build on the knowledge and skills they have developed in KS1 and KS2. Children will learn specific skills and techniques to confidently use line, shape and value to create their own artwork. They will use pencils and ballpoint pens to explore shading, blending, and mark-making, and will develop proficiency in controlling and selecting appropriate tools. They will be able to articulate their observations. They will evaluate their own work and that of their peers.

Knowledge and understanding objectives

NC KS2:

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 sketchbooks 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)

Key vocabulary

Tier 1: shape

Tier 2: blend, composition, contrast, form, horizontal, observe, organic, portrait, pressure, proportion, realistic, reference material, refine, reflection, shading, smudge, texture, tone, value, vertical

Tier 3: contour, geometric, graphite, monochromatic

Possible misconceptions

Some children may think realistic drawing means copying exactly rather than observing and interpreting what they see. They might believe proportions in a face never vary between people or that mistakes can't be corrected once drawn. Some may think value only means shading darker, not using tone to show light and form. They might believe using a ruler or tracing is the only way to achieve accuracy, or that only soft pencils make 'good' shading. Some may see reflection as just spotting faults, rather than refining and improving technique or explaining artistic choices.

Practical materials

drawing pencils, blending stumps (or paper towel), rubbers, blue ballpoint pens, mirrors

Videos

1. <https://www.youtube.com/watch?v=cIP7xwh4RmM>
2. <https://www.youtube.com/watch?v=hmDVQQw32fg>
3. <https://www.youtube.com/watch?v=tYYkRG5Whks>



Previous learning

Y1: Explored mark-making to create landscapes using different lines, pressure and pencil grips.

Y2: Created patterns with lines and shapes, learning about geometric and organic designs, mosaics, wallpaper prints and Mehndi patterns.

Y3: Investigated texture through lines and shapes, studying how artists draw facial features and creating an imaginative portrait.

Y4: Learnt the difference between shape and form, using value to show depth and exploring perspective through hatching and stippling.

Y5: Explored artistic style, using shapes, lines and value to show form, and creating geometric-inspired drawings.

Future learning

KS3 – pupils study major art, design and architecture movements through history, analysing and evaluating their own and others' work to improve its visual impact.

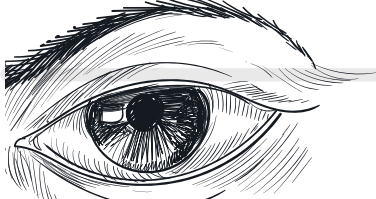
How are the art core and supporting skills developed in this unit?

Core skills

-  Building control and precision when using pencil, tone and blending to record fine detail and create realistic form from close observation
-  Applying understanding of line, shape and proportion to construct accurate facial features and balanced compositions
-  Exploring different pencil grades, shading methods and tonal contrasts to represent light, shadow and three-dimensional form
-  Applying learnt drawing and tonal skills to produce expressive, realistic portraits that show mood, accuracy and individuality
-  Evaluating and refining personal artwork, using art vocabulary to discuss proportion, tone and technique and identifying next steps for improvement

Supporting skills

-  Exploring materials and techniques by experimenting with pencil grades and blending tools to create tonal effects, texture and depth in realistic portraits
-  Studying artists, movements and history by learning from portrait artists and illustrators who use tone, proportion and monochromatic design to convey realism and expression
-  Evaluating with art vocabulary to describe drawing techniques, tonal values and proportions, explaining how choices and adjustments improve realism and impact
-  Recording inspirations and progress through sketchbook studies that capture observations, test shading techniques and show the development of ideas across the unit
-  Refining lines, shading and expression to build accuracy and subtlety when drawing facial features, using tone and line to suggest emotion and individuality

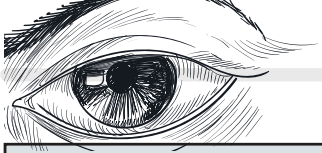


Unit overview

What mistakes can artists make when drawing faces?



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key question: How can we draw a realistic eye?	Key question: How can we use proportion to draw a face?	Key question: How can we use tone and value to draw a realistic nose?	Key question: How can we use light and shadow to draw a realistic mouth?	Key question: How can I avoid common mistakes when drawing a self-portrait?
Learning objective: I can develop my drawing technique by carefully observing and recording the details of a realistic eye.	Learning objective: I can apply my drawing skills to measure and draw facial features accurately in proportion.	Learning objective: I can experiment with pencil grades and shading to show form and depth in my drawings.	Learning objective: I can create realistic features by applying my understanding of light, shadow and proportion.	Learning objective: I can reflect on my progress and refine my self-portrait using evaluation and feedback.
Success criteria: By the end of this lesson, children will be able to use shading and blending to create realistic tone and form and show accurate detail in an observational drawing of an eye.	Success criteria: By the end of this lesson, children will be able to use line, shape and measurement to construct a balanced facial outline and position the features correctly.	Success criteria: By the end of this lesson, children will be able to explore tone and blending to create a realistic sense of form in a drawing of a nose.	Success criteria: By the end of this lesson, children will be able to use tone and contour to draw realistic lips, capturing texture and volume through shading.	Success criteria: By the end of this lesson, children will be able to complete a detailed self-portrait that shows realistic proportion, tone and personal expression, evaluating their work and others' using art vocabulary.
Cumulative quiz: Q1 – Q3	Cumulative quiz: Q4 – Q6	Cumulative quiz: Q7 – Q9	Cumulative quiz: Q10 – Q12	Cumulative quiz: Q13 – Q15
Core skills:  Developing technique	Core skills:  Drawing	Core skills:  Experimenting	Core skills:  Creating	Core skills:  Appreciating and reflecting
Supporting skills:  Exploring materials and techniques  Studying artists, movements and history  Evaluating with art vocabulary	Supporting skills:  Exploring materials and techniques  Recording inspirations and progress  Refining lines, shading and expression	Supporting skills:  Exploring materials and techniques  Recording inspirations and progress  Evaluating with art vocabulary	Supporting skills:  Exploring materials and techniques  Refining lines, shading and expression	Supporting skills:  Evaluating with art vocabulary  Recording inspirations and progress  Refining lines, shading and expression



Unit overview



Stretch and challenge ideas

Children could:

- use a drawing app or tablet to refine their portrait digitally, adjusting tone, blending or reversing light and dark values
- create a mixed-media 'identity portrait' by combining pencil drawing with collage, text or photographs that represent personality or interests
- study monochrome works by artists or photographers and recreate one using a different medium (e.g. biro, charcoal, digital brush)
- produce a 'half and half' portrait, combining one side drawn traditionally and the other reimagined digitally or in a different monochrome medium
- design an expressive piece inspired by emotions, using mark-making, smudging or line distortion to convey mood rather than realism
- work collaboratively to create a large-scale monochromatic mural where each pupil contributes one feature or section of a face

Assessment

The **knowledge organiser** introduces key vocabulary to support children's understanding of proportion, value, form and realistic drawing techniques in class and at home.

A **post-unit assessment** checks understanding of facial proportions, shading, tone and form through discussion and short written reflections.

Practical assessment allows children to demonstrate their skills by drawing facial features in proportion, using observation, tone and blending to create realistic portraits, with ongoing teacher feedback.

A **cumulative quiz** reinforces key concepts such as the meaning of proportion and value, how tone creates form and how artists use reference materials, with feedback provided to support future progress.

Core skills key



Appreciating and reflecting



Experimenting



Creating



Drawing



Sculpting



Developing technique

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