



DRAWINGS BY ME ART CLASSES

Social Studies KS2 Art Guide

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Social Studies KS 2

The following activities aim to provide art and drawing activities that will assist in promoting children's learning and understanding of Social Studies.

Year 3

YOU WILL NEED

- A4 art paper provided by Drawings By Me
- Drawing pencil
- Coloured pencils, waterproof marker pens, chalks and paint

OBJECTIVE

- Students learn why tourism is important to the UAE and can identify landmarks and areas of interest.
- Students recognise natural and human features of the UAE.
- Students will learn to create a background wash and use pen as a means of adding detail to their drawings.
- Students will investigate colour and pattern as a means of illustrating the life and vibrancy of the UAE.

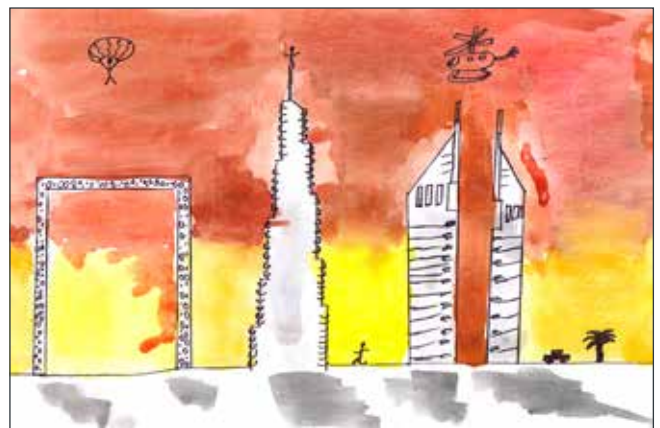


Activity 1

Students will create a personal picture illustrating Dubai / UAE as a tourist destination highlighting key landmarks and points of interest. They will learn about creating a wash, using colour to complement their drawing.

Instructions

1. Discuss with the students why people come to the UAE for holidays and list what they think attract them.
2. Explain that they are going to produce a cityscape picture that will promote landmarks of the UAE.
3. Model drawing a horizon line on A4, landscape paper and demonstrate sketching the skyline. Show the students how to wash a background lightly blending colours in to illustrate the sky and land.
4. Students then draw their own pictures.
5. Once dry, use waterproof marker pens to go over the sketch and add more detail to the pictures.



Activity 2

Students will create a personal picture illustrating Dubai / UAE as a tourist destination highlighting key landmarks and points of interest. They will use pattern and colour to illustrate the country's life, positivity and vibrancy.

Instructions

1. Discuss with the students why people come to the UAE for holidays and list what they think attract them.
2. Explain that they are going to produce a cityscape picture that will promote the landmarks and vibrancy of the UAE.
3. With the A4 paper in a landscape position, draw a sun at the top of the page and sketch a horizon line.
4. Sketch key landmarks on the horizon line.
5. Using a ruler, draw 8 lines from the sun dividing the background into 8 sections.
6. Again, using a ruler divide the ground into geometric shapes.
7. Colour the picture with pencils or marker pens, filling each section in with a different pattern or design.
8. Outline the shape dividing lines with marker pen so that the different sections stand out.



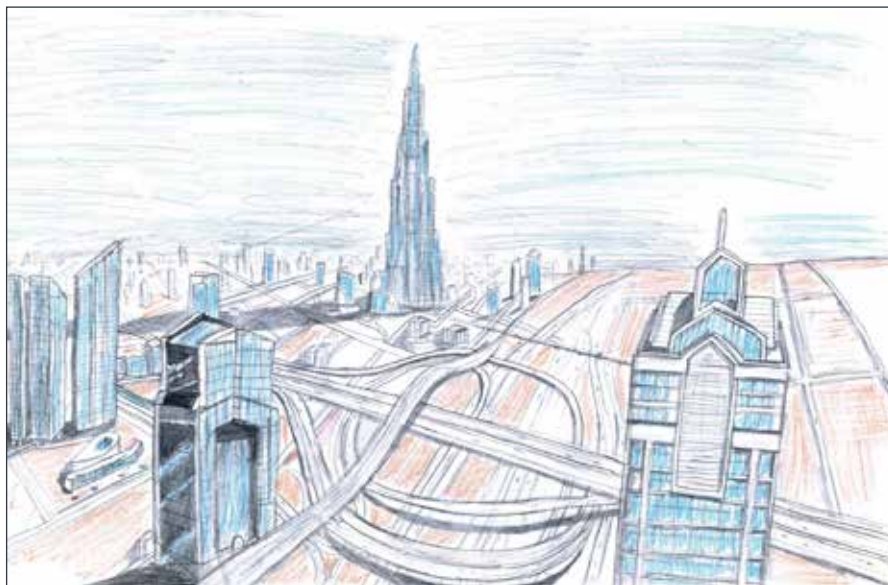
Year 4

YOU WILL NEED

- A4 art paper provided by Drawings By Me
- Drawing pencil
- Coloured pencils, marker pens, chalks and paint

OBJECTIVE

- Students will learn about the history of the UAE as a trading port and the camel trains that travelled from the Silk Route and also to Oman.
- Students will identify how transportation has developed due to innovation and change.
- Students will explore creating a montage of linked ideas within a piece of artwork.
- Students will explore using mixed media to create a range of effects.

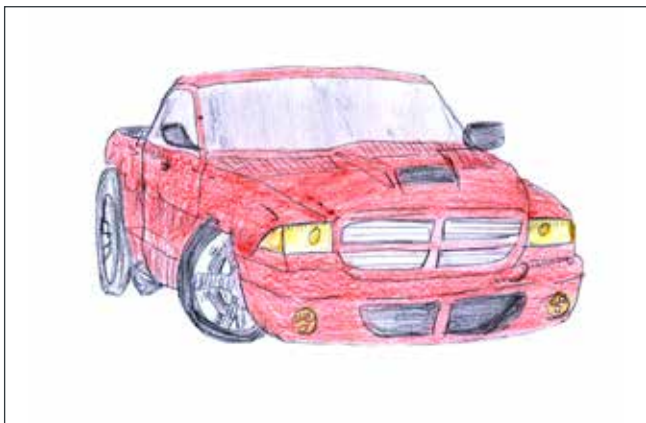


Activity 1

Students will discuss and list the different types of transportation available in Dubai. In groups they will discuss and identify the benefits of the different modes of transport. To illustrate their ideas, they will create a montage of drawings, illustrating the types of transportation they enjoy using. They could include themselves and their family to give the impression of a 'selfie.'

Instructions

1. Class discussion on the types of transportation available to the public in Dubai. Which have the students travelled on? Which do they enjoy?
2. Explain a montage – a picture that contains a collection of smaller pictures to illustrate a range of different images.
3. Model an example of a montage including a 'selfie' picture.
4. Students complete their own montage pictures of transport and include self-portrait/family-portrait.
5. Colour the pictures neatly using pencils or marker pen. Outline the key features and detail so that it stands out.



Activity 2

Establish that trading in Dubai began thousands of years ago but at that time people travelled by camel or dhow. Discuss the types of things transported and countries that were trading. The students will then generate a personal picture illustrating how people traded in the past using mixed media to create a range of effects.

Instructions

1. Class discussion on the types of transportation used in the past. Provide illustrations for the students to look at.
2. Students then choose a means of transportation to illustrate.
3. Begin by sketching the drawing neatly in the centre of the page.
4. Discuss the background and what the illustration could include.
5. Model different background effects using paint (wash / pointillism), pastels (shading / blending) and pencils.
6. Allow students choice to colour their picture reminding them to present work neatly.



Year 5

YOU WILL NEED

- A4 art paper provided by Drawings By Me
- Drawing pencil
- Coloured pencils, marker pens, chalks and paint

OBJECTIVE

- Students learn about traditions and culture in the UAE and explain their significance.
- Students will compare and contrast life in the UAE in the past to life in the present.
- Students will develop their understanding of mark making and shading to create form in their drawings.



Activity 1

Using pictures and books students will compare life in the past in the UAE to life in the present discussing how buildings differ and technological changes have taken place. They will then create a personal picture illustrating an aspect of life in the past or demonstrating a contrast using different mark making of shading techniques.

Instructions

1. Students will look at illustrations of buildings from the past and discuss the places and timeline of use, comparing them to current buildings in the UAE today.
2. Explain that they will be producing a picture that illustrates a building from the past or contrasts the past and present.
3. Provide pupils with A4, landscape paper and pictures for stimulus and ask them to draw a building or buildings of their choice.
4. Begin by sketching the drawing neatly in the centre of the page.
5. Discuss the background and what the illustration could include.
6. Model different methods of mark making e.g. pointillism, broken lines and shading and illustrate how they create form.
7. Allow students choice to colour their picture reminding them to present work neatly.



Activity 2

Students will research different traditional items, rituals and beliefs from the UAE. They will then draw a personal picture illustrating an artefact that represents their learning using different mark making of shading techniques.

Instructions

1. Students will look at artefacts from the past and discuss their uses and the beliefs around them.
2. Explain that they will be producing a picture that illustrates an artefact from the past.
3. Provide pupils with A4, landscape paper and pictures for stimulus and ask them to draw an artefact of their choice.
4. Begin by sketching the drawing neatly in the centre of the page.
5. Discuss the background and what the illustration could include.
6. Model different methods of mark making e.g. pointillism, broken lines, shading and illustrate how they create form.
7. Allow students choice to colour their picture reminding them to present work neatly.



Year 6

YOU WILL NEED

- A4 art paper provided by Drawings By Me
- Drawing pencil
- Coloured pencils, marker pens, chalks and paint
- Mirrors

OBJECTIVE

- Students discuss the characteristics of a good leader and identify who leads in their home, school and the UAE.
- Students recognise their own positive qualities and strengths and celebrate them.
- Students develop their sketching and portrait drawing skills.
- Students explore 'Pop Art' in the style of Roy Lichtenstein and Andy Warhol and create a personality portrait.



Activity 1

Students will discuss and identify the characteristics of a good leader and establish who are the key leaders in the UAE. They will then analyse their own personality traits and create a personal personality picture.

Instructions

1. Using pictures and internet, identify key leaders in the UAE and list what the characteristics are that constitute a good leader.
2. The students then reflect on their own personalities and individually list their own positive personality traits.
3. Using A4, landscape paper the students draw a picture of themselves – either full body or head and shoulders.
4. Recap on 3-part rule for drawing portraits, splitting head into 3 sections, eyes, nose and mouth.
5. Encourage students to add as much detail as possible and colour the portrait using pencils or marker pens.
6. Around the portrait neatly write positive personality traits.
7. If the students have space left, decorate the background with pictures of their interests and hobbies.



Activity 2

Students will discuss and identify the characteristics of a good leader and establish who are the key leaders in the UAE. They will then analyse their own personality traits and create a personal personality picture in the style of the 'Pop' artists Roy Lichtenstein and Andy Warhol.

Instructions

1. Using pictures and internet, identify key leaders in the UAE and list what the characteristics are that constitute a good leader.
2. The students then reflect on their own personalities and individually list their own positive personality traits.
3. Using pictures to illustrate introduce the term Pop Art and discuss the works of the artists Roy Lichtenstein and Andy Warhol.
4. Give the students the option of using a small piece to create 4 Warhol style pictures or an A4 sheet to complete Lichtenstein design and then draw a self-portrait, remembering the 3-part rule.
5. Warhol style trace the picture and reproduce it 4 times in a square.
6. Decorate the portrait with character words in they style of Roy Lichtenstein's 'Pow' and colour the picture brightly using pencils and marker pens.
7. Outline the features and writing to ensure they stand out.





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