



DRAWINGS BY ME ART CLASSES

English KS 2 Art Guide

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English KS 2

Using a cross curricular approach, the following projects use the National Curriculum KPI's for English combined with the objectives for Art & Design to create interesting and inspiring activities that reinforce and consolidate pupils learning.

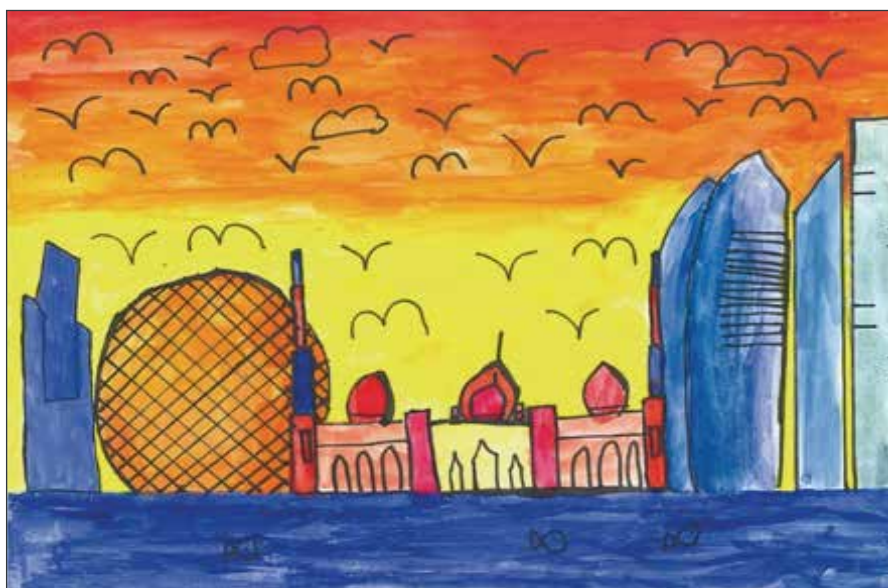
Year 3

YOU WILL NEED

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

OBJECTIVE

- Students can retell you a story that they have read before.
- Students are beginning to create settings, characters and a plot for a story.
- Students explore inferred information about the feelings, thoughts and motives of characters from what they have read.
- Students investigate using drawing and painting to develop and share their ideas, experiences and imagination.



Activity 1: Julia Johnson Stories

The project below is based around students having read or been read, books by local author Julia Johnson. (Humpy Grumpy Saves the Day, Tanker to the Rescue, Saluki Hound of the Bedouin, The Pearl Diver etc.) However, should you wish to use an alternative author the activity, which focuses on settings, would still be applicable. Once familiar with the stories, the pupils will create a personalised picture illustrating a setting from their favourite Julia Johnson text.

Instructions

1. Read a range of Julia Johnson stories to the class, discussing the characters, settings and plots examining areas and emotions the pupils can relate to and have experienced.
2. Ask the students to choose which is their favourite story and in pairs, retell the story to a partner.
3. Explain that they are going to illustrate a scene from the text focusing on the setting and therefore it could be a desert scene, water, beach or town scene.
4. Ask students to plan ideas and sketch what they will include in the setting.
5. Model how to create a background wash for a painting and allow students to wash the A4, landscape paper.
6. Once dry, draw the detail on to the picture and colour using pencils or marker pens.
7. Once complete, use a marker pen to outline the shapes and add more detail to the picture.



Activity 2: Crazy Characters

Children adore descriptions and come to love characters that they have learned about in stories. Reinforcing wash painting and exploring the need to add detail to pictures to express moods and emotions, the pupils will create a personalised illustration of a character they have enjoyed reading about.

Instructions

1. Students discuss their favourite books and characters. Within the discussion give examples of how a character's actions and movements can illustrate their mood and emotions.
2. Students determine their favourite book character and decide on the layout of their drawing.
3. If required, pupils paint a wash background.
4. Next, sketch a picture of the character focusing on how it moves and the emotion that it displays (some pupils may prefer to do this on a separate sheet, cut it out and stick it on the washed background).
5. Colour the character, carefully adding detail and expression.
6. Finally, outline the character and features with a black marker to make the character 'Pop'!



Year 4

Using a cross curricular approach, the following projects use the National Curriculum KPI's for English combined with the objectives for Art & Design to create interesting and inspiring activities that reinforce and consolidate pupils learning.

YOU WILL NEED

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

OBJECTIVE

- Students can explain the meaning of new words.
- Students can find and record information from non-fiction.
- Students check that what they are reading makes sense and can explain what they are reading.
- Students understand the role of illustrators in the production of books.



Activity 1: Interesting Illustrators!

With reference to the current topic being covered in class, the pupils will identify the role of the illustrator in producing a book and create their own personalised picture that could be used as an illustration for a text. Once complete, the pupils could follow-up by producing a short written or oral presentation about their illustration.

Instructions

1. Class discussion identifying and explaining the role of the illustrator. Students review non-fiction books to identify examples.
2. Explain that the pupils will be required to produce an illustration to link with a text relating to their current topic. Allow time for the students to look at books for inspiration and plan ideas.
3. Students sketch ideas on A4, landscape paper.
4. A range of media can be available for colouring depending on the picture content. Discuss choices with the Sstudents.
5. Students shade and colour pictures independently.
6. Finally, outline detail and features of picture so that the focus stands out.
7. Share the picture and presentation with a partner.



Activity 2: Mindful Synonyms

Students will learn that synonyms are words that are different but have a similar meaning and produce a personalised 'Mindfulness' picture that illustrates the words they have learned.

Instructions

1. Brainstorm a list of 'feel good' words that make us feel happy and positive.
2. In groups, take a word and see how many synonyms the group can create that have the same or similar meaning.
3. Students choose a word they wish to illustrate and carefully sketch the outline in the middle of the A4, landscape paper.
4. Using a ruler, section up the background to create different shapes.
5. Colour the word and background in bold colours, patterns could also be added.
6. Outline the word with a thick marker pen so that it stands out.
7. In smaller font, add the words from the synonyms list to make the message 'Pop'!



Year 5

Using a cross curricular approach, the following projects use the National Curriculum KPI's for English combined with the objectives for Art & Design to create interesting and inspiring activities that reinforce and consolidate pupils learning.

YOU WILL NEED

- A4 art paper provided by Drawings by Me
- Drawing pencils
- Coloured pencils, marker pens, chalk and paint
- Examples of picture poems/concrete poems

OBJECTIVE

- Students will discuss and evaluate how authors use language to impact the reader.
- Students can identify and discuss themes and conventions in stories.
- Students participate in discussions with their classmates about books that they have read, or that somebody has read to them.
- Students can use organisational and presentational devices to structure text.
- Students will produce pictures in the style of a specific illustrator e.g. Quentin Blake.
- Students can recite a poem they have written from memory.

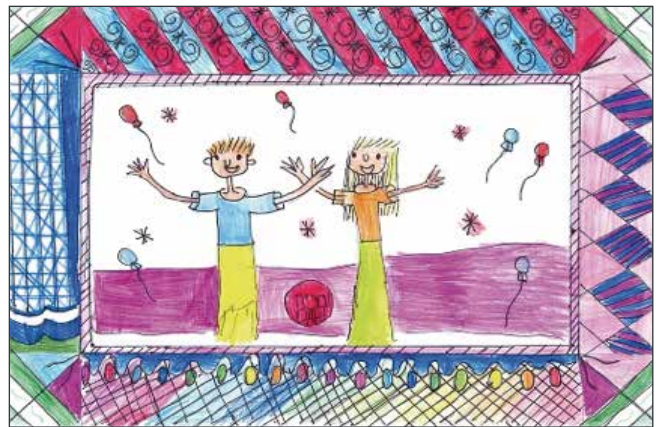


Activity 1: Authors and Illustrators

During the time students are in Primary school they frequently read different books by the same author e.g. Roald Dahl or Michael Morpurgo. Reflecting on the different books, can the pupils identify a style specific to the author as they often contain similar themes. This activity focuses on studying a specific author and identifying the techniques of the illustrator. The pupils will then create their own personalised picture to illustrate their favourite story and characters.

Instructions

1. Provide the pupils with a range of books by the same author and discuss the similarities and differences between the stories. What do the characters, settings and plots have in common?
2. Identify the illustrator of the stories and analyse the style used e.g. Quentin Blake's characters have cartoon like features and are quite simplistically drawn.
3. Students determine their favourite book and character and on A4, landscape paper sketch a scene from the story.
4. Provide a range of media to colour the work, such as pencils, paints and marker pens.
5. Students colour their sketch and add a decorative border.
6. Finally, outline the detail and features so that the character stands out.



Activity 2: Picture Poems

Illustrating that text can be organised and structured in different ways to create impact, the pupils will independently compose a poem that they will present in the form of a picture.

Instructions

1. Class discussion on poetry focussing on identifying the key features of a poem e.g. figurative language, emotion, description.
2. Provide illustrations of picture poems/concrete poems for pupils to read and review.
3. Students write their own individual poems on the theme of 'I like....'.
4. Students sketch the outline of the object they have focused on, filling the A4, landscape paper.
5. Once the poem is edited and the spelling accurate, carefully write the poem around the shape of the sketched object in pen.
6. Colour the picture lightly with pencils and add further detail/features to the background if they have remaining space.



Year 6

Using a cross curricular approach, the following projects use the National Curriculum KPI's for English combined with the objectives for Art & Design to create interesting and inspiring activities that reinforce and consolidate pupils learning.

YOU WILL NEED

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

OBJECTIVE

- Students enjoy a wide variety of different fiction genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.
- Students can identify and discuss the themes and conventions of many stories.
- Students use organisational, presentational and illustrative devices to engage the reader.
- Students can record and present information from a variety of non-fiction sources as well as about themselves.



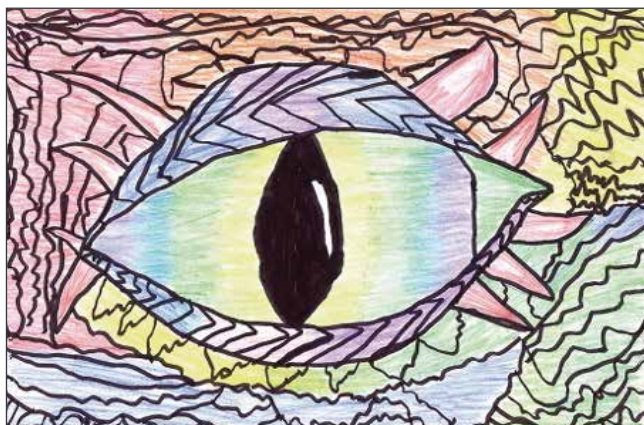
Activity 1: Mythical Creatures

This project would be best conducted during a unit on myths and legends/ mythical creatures.

Students will engage with the stories and work towards writing a myth or legend independently. To support writing a description, the pupils will produce a personalised illustration of their mythical creatures or focus on a specific aspect of the creature they wish to highlight.

Instructions

1. Before beginning independent narrative writing, discuss with the pupils the features of mythical creatures.
2. Explain that they will have the opportunity to create their own mythical beast or focus on an aspect of the beast they will be describing in detail.
3. Students sketch their idea on A4, landscape paper and peer review, discussing features, detail and colours.
4. Provide time for additional detail and features to be added to the sketch.
5. Once drawings are complete, Students choose from range of media to colour pictures such as pencils, marker pens, paint and pastels.
6. Finally, outline the features with marker pen so that the features stand out.

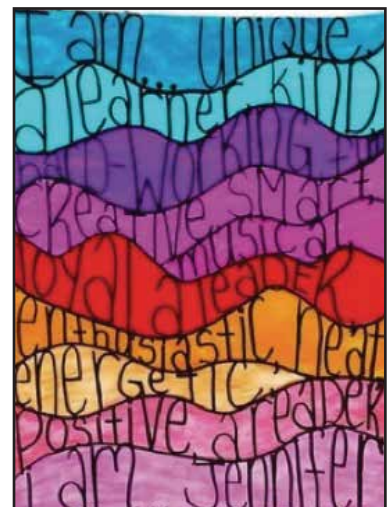


Activity 2: Amazing Achievements

For many Year 6 students, the transition to secondary school can be quite daunting. Taking time to reflect on and celebrate the students's achievements helps to boost confidence and generate a positive attitude. Identifying the positive character traits that they have developed; the pupils will generate a bright and attractive personalised keepsake picture.

Instructions

1. Class discussion, recapping on what they can remember from their first years in primary school. As the chat evolves ask the pupils to write a bullet point list of their achievements and ways in which they have developed.
2. Focus the discussion on personal characteristics such as kindness, patience, tolerance, leadership and ask the pupils to list characteristics that apply to them.
3. Explain that the pupils are going to generate their own 'I am....' picture and model the method.
4. Draw 5 wavy lines from left to right across the A4, landscape paper.
5. Paint between the lines in bold, bright colours and leave to dry.
6. Using a thin, black marker pen record all the words that describe them in neat font, touching the top and bottom on the lines.
7. Go over the wavy lines with a black marker pen.
8. Students share work with a partner and celebrate their achievements and positive characteristics.





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