

Line

Year 3

The children return to the fundamental concept of line, initially studied at the beginning of year 1, at the beginning of year 3. They start by learning how artists use sketchbooks, looking at famous examples and go onto use their own, carrying out exploratory drawings using different kinds of lines and drawing materials. The children then study at how artists can vary the weight of their line looking at Leonardo da Vinci's sketchbook drawings of water. They go onto explore through the works of Rembrandt, Van Gogh, Elsworth Kelly and Moore how artists use lines in different ways, to show shape, tone and texture. They do drawing exercises to use lines in ways which they may not have encountered before: continuous line drawings to show a still life object and using multiple lines next to each other to show the 3d form of a hand.

The children conclude the unit by studying how printing can create lines through the woodblock prints of Hokusai, in particular The Great Wave. Over three lessons they carry out an extended project to produce a monoprint, using polystyrene. They will have used the same process at the end of year 2, producing prints of fish for their sea scene in the unit on Mural and Tapestries. Returning to this activity in another context will allow them to cement and develop their skill. The revisit printing in the unit dedicated to printing in year 5 and in the unit on William Morris in year 6.

Lesson Sequencing

In lesson 1 children look at pages from the sketchbooks of some famous artists and use their own sketchbooks to experiment using lines with different grade pencils. Lesson 2 introduces the idea that lines can have 'weight' by looking at drawings of water by Leonardo da Vinci. In lesson 3 pupils study how artists can use lines in different ways to show shape, tone and texture. Lessons 4-6 investigate how the process of woodblock printing produces line by studying the work of Hokusai.

Key concepts covered in this unit are the use of sketchbooks, line, shape, texture, tone, form and relief printing.

Key skills

Printing skills covered in this unit include:

- Selecting lines from a photographic image.
- Piercing holes through paper into polystyrene.
- Applying pressure (not too hard or too light) to draw lines into polystyrene.
- Evenly coating the whole of the printing block with printing ink using a roller.
- Using a different roller for different colours of printing ink.
- Smoothing the back of the paper onto the printing block with a clean roller.

Drawing skills covered in this unit include:

- Holding a pencil in a firm but relaxed grip.
- Experimenting using different pressure with different grades of pencil.
- Executing drawings just using lines.
- Experimenting using different kinds of line to create different shapes.
- Drawing using the imagination.
- Drawing by observation.
- Drawing using a continuous line, without taking the pencil off the paper.
- Using different line weight to create darker and lighter areas on an object.
- Making lines closer together to show darker areas and further apart to show lighter areas.
- Drawing fluid lines which rise and fall with form of the object.
- Drawing lines close together.

Key processes covered in this unit are analysing other artists' work, using observation and the imagination to create the children's own work, and evaluating their own work.

Key disciplinary concepts covered in this unit include understanding that artists can use sketchbooks in different ways, whether for drawing, painting or using other media to explore their ideas. The unit also explores how artists can use lines in different ways whether to convey shape, texture, tone or shade and can create lines using different materials such as pencils, printing or sculpture. The unit also explores how printing can be a vehicle for making multiple duplicate images.

Outcomes

Children carry out a separate task in three lessons of this unit and take three further lessons to complete one task. Two of these can be described as 'convergent' tasks (following guided instructions so that pupils reach broadly similar outcomes as each other). These are:

- Drawing a hand using lines to show form
- Making a print using a polystyrene printing block

Two of the tasks which the children undertake can be described as 'divergent' (using specified techniques but with unspecified endpoints). These are:

- Experiment using lines in a sketchbook
- Complete a continuous line drawing of an object using varying line weight