

# Art & Design: Seeing and drawing my local environment

This unit of work has been designed with Year 4 in mind but could easily be adapted for any Key Stage 2 year group.

## Introduction to the scheme of work

In this unit of work children will use their local environment and artworks from the John Ruskin exhibition as inspiration for their own artworks.

It is suggested that this scheme is linked to a visit to the gallery at Two Temple Place, London between 26 January and 22 April 2019, or the Millennium Gallery in Sheffield between 29 May and 15 September 2019. There will be free storytelling workshops available at Two Temple Place throughout the exhibition period, which will directly complement this scheme of work.

See [www.twotempleplace.org/learning/plan-your-school-visit/](http://www.twotempleplace.org/learning/plan-your-school-visit/) for further details. If no visit is possible, the plans and resources will work well as a stand-alone unit.

## Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson also has a resource list which makes it clear which resources have been included in this pack, and those which need to be sourced at school.

# Art (drawing) – John Ruskin – Lesson 1

LO: To develop ideas by investigating and collecting visual information

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p><b>CCL – History</b></p> <p>Class teacher to give a bit of background to John Ruskin. This can be tailored to the age group in question. Key biographical information includes:</p> <ul style="list-style-type: none"> <li>- He was born in 1819 and died in 1900</li> <li>- He was a leading Victorian art critic, as well as being a patron of the arts</li> <li>- He wrote on a huge range of subjects from architecture, to myths and legends, to education and botany</li> <li>- He is regarded as one of the earliest environmentalists</li> </ul> <p>Teacher to show images from this exhibition including detailed architectural drawings. Explain to the children that Ruskin believed you could learn almost all there was to learn about the world by spending time in nature, observing it, being in it, playing in it, drawing and writing poetry.</p> <p><b>Q How do you think nature has inspired these images or objects?</b>  <b>Q What details do you notice?</b>  <b>Q Do you like the artwork? Why? Why not?</b></p> <p>Children carry out Activity 1.</p> <p>Have a class discussion about their thoughts following Activity 1. Children could present their ideas to the rest of the class or to their groups.</p>	<p><b>Activity (Collaborative groups)</b></p> <p><b>Activity</b>            Each group to have a selection of images of John Ruskin exhibition artworks including paintings and drawings. Children to discuss in groups using the key questions to help them, and to make notes in their sketchbook of things they like/don't like about them and why.</p> <p><b>EAL / SEN:</b> Collaborative group discussion and work using visual aids.</p>	<p>Children to present their thoughts about different artworks.</p> <p><b>Speaking Frame</b>  <i>We think this painting/object is inspired by nature because...</i>  <i>I like how the artist has ... because...</i>  <i>I am not so keen on how the artist has ... because...</i></p>
	<p><b>Assessment</b>            I understand the role of nature as an inspiration for works of art.</p> <p>I can explain why I like or don't like artworks.</p>	<p><b>RESOURCES</b>  <b>(Items in bold are included in this pack).</b></p>
		<p><b>Questions and speaking frames</b>  <b>Images of artworks from John Ruskin exhibition</b>            Sketchbooks            Pencils</p>

# Art (drawing) – John Ruskin – Lesson 2

LO: To be able to appreciate the impact of looking closely on my art

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p><b>This lesson needs to happen on a day the children can go outside.</b> Ask the children to draw a view of their school they know well – for example the main entrance, or how the building looks from the playground. Do this inside the classroom without going outside to have a refresher look. Don't give the children very long and encourage them to add as many details as they can remember. (Activity 1)</p> <p>Take the children outside with their sketchbooks to see the view they have drawn from memory. Encourage them to look at their drawings and the reality in front of them.</p> <p><b>Q: Which details did you remember?</b>  <b>Q: What details had you forgotten?</b></p> <p>Ask children to sit quite near the building and to draw an aspect of it extremely carefully, looking really closely at every detail.</p> <p><b>Q: Are there cracks in the brick?</b>  <b>Q: Is their moss growing?</b>  <b>Q: Is the paint flaking?</b></p> <p>If possible, take a large paper flipchart outside so you can model looking closely and capturing details with your drawing.</p> <p>Give the children as much time as possible for the second activity.</p> <p>Possible extension:  This could be extended into collage work by using things from nature found in the environment as part of the work.</p>	<p><b>Activity 1</b>  Children to draw a view of their school from memory without observation.</p> <p><b>Activity 2</b>  Children to draw whilst observing the building, paying close attention to small details.</p> <p><b>SEN/EAL:</b> Speaking frames.</p>	<p>How did you find the two activities?</p> <p>Which did you prefer?</p> <p>What aspect did you prefer?</p> <p>Which of your artworks do you prefer?</p> <p>What makes you prefer it?</p> <p>Which brought you more satisfaction?  What about it made you feel satisfied?</p>
	<p><b>Success criteria</b>  I can use my memory as an inspiration for my own artwork.</p> <p>I can observe closely to create a detailed drawing.</p>	<p><b>Speaking frame</b>  <i>I preferred ...Because ...</i></p> <p><i>I found ...more satisfying because...</i></p>
		<p><b>RESOURCES</b>  <b>(Items in bold are included in this pack).</b></p> <p><b>Images from Lesson 1</b>  Sketchbooks  Pencils  List of resources available for artwork production</p>

# Art (drawing) – John Ruskin – Lesson 3

LO: To be able to use a range of natural materials in my drawing

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>Tell the children that Ruskin valued using natural materials in his drawings.</p> <p><b>Q: What natural materials can you draw with?</b></p> <p>- <b>Charcoal, chalk, mud...</b></p> <p>Take children outside – this could be out of school to a site of local interest/importance if time allowed.</p> <p>They should have sketchbooks and a range of natural materials to experiment with drawing with.</p> <p>Encourage children to choose their subject – it could be a detailed part of a building or a plant.</p> <p>Model on a paper flipchart using a range of materials and observing closely as you create your work.</p>	<p><b>Activity</b></p> <p>Children to have the chance to explore drawing with a range of natural materials.</p> <p><b>EAL / SEN:</b> Real objects as inspiration.</p>	<p>Which materials did you enjoy using?</p> <p>What about them did you enjoy?</p> <p>What did you find challenging?</p> <p>How did you overcome the challenge?</p> <p><b>Speaking frame</b></p> <p><i>We like how you have used...</i></p>
	<p><b>Assessment</b></p> <p>I can use a range of natural materials to create a drawing.</p>	<p><b>RESOURCES</b></p> <p><b>(Items in bold are included in this pack).</b></p>
		<p>Chalk</p> <p>Charcoal</p> <p>Mud</p> <p>Different coloured papers to suit materials (e.g. darker coloured paper for chalk drawings)</p>

# Art (drawing) – John Ruskin – Lesson 4 (will potentially take multiple sessions to complete)

LO: To be able to use a range of materials in a detailed drawing

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>Look back at the images from the exhibition and discuss the materials and techniques used.</p> <p>Discuss with children how they can use a range of materials today – pencils of different softness, black pens of different thickness, natural materials.</p> <p>Take the children to the outdoor setting for their work. Make sure they know they will have plenty of time to complete this work.</p> <p>Children to observe closely and have the chance to choose their materials. Perhaps they will choose to start with pencil and then build up details using a range of other natural materials in the following sessions. If the session occurs over multiple days rather than over one day it will be interesting to discuss how the different time/ weather has affected their work.</p> <p><b>Note: It may take more than one session, or an extended session for children to complete their artworks. It is important that they have time to appreciate the craftsmanship involved, and are not rushed. The crafting should occur outside, in nature, if space/weather permits.</b></p>	<p><b>Activity</b> Children to complete their detailed studies using a range of materials.</p> <p><b>EAL / SEN:</b> Real objects as inspiration.</p> <p>CT put visuals out for class to look at on tables before going outside.</p>	<p>Children to show their artworks and discuss them with the class.</p> <p>An exhibition could be created of the artworks for parents to come and visit.</p> <p>How did having a lot of time to complete your work affect how you feel about it?</p> <p><b>Speaking frame</b> <i>We like how you have used...</i></p>
	<p><b>Assessment</b> I can create a detailed artwork using a range of materials.</p>	<p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p><b>Images from John Ruskin exhibition</b> Chalk Charcoal Mud Pencils Pens Paper</p>



# Art (Drawing) Lesson 1

## Key Questions worksheet

How do you think nature has inspired these images or objects?

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What details do you notice?

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Do you like the artwork? Why? Why not?

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## Art (Drawing) Lesson 1

### Speaking frames:

We think this painting/object is inspired by nature because...

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I like how the artist has ...because...

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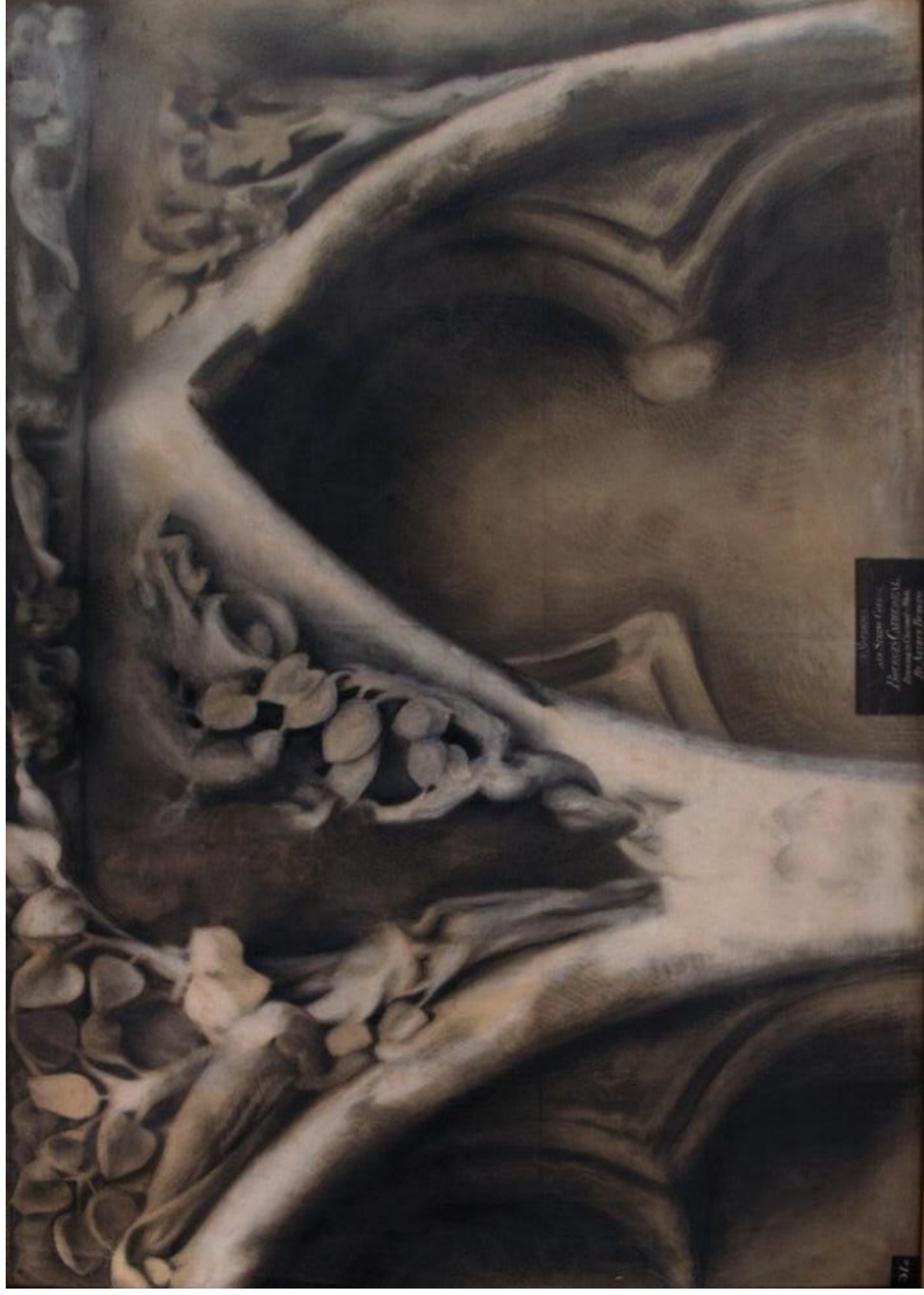
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I am not so keen on how the artist has ...because...

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Arthur Burgess

*Study of Arch Mouldings, Spandrel and String Course, Bourges Cathedral, France 1880-1887*

Watercolour, charcoal with white on paper

Collection of the Guild of St George, Museums Sheffield



John Ruskin

*Santa Maria della Spina, East end, Pisa, Italy 1845*

Watercolour, ink and pencil on paper

Collection of the Guild of St George, Museums Sheffield



Frank Randal  
*Study of Sculpture, North-West Porch, Rouen Cathedral, France 1882*  
Watercolour and bodycolour on paper  
Collection of the Guild of St George, Museums Sheffield

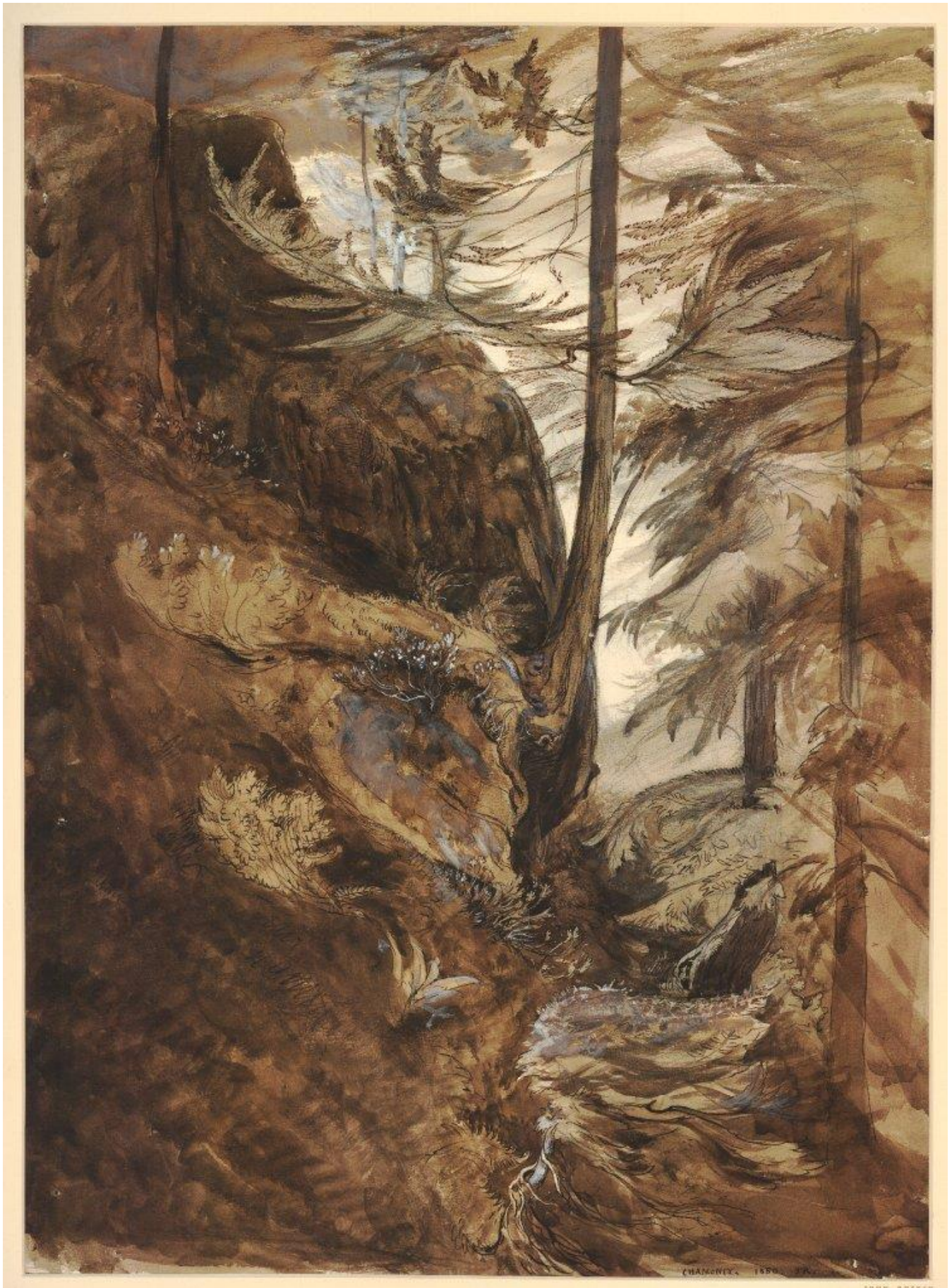


John Ruskin

*'Arch from the Façade of San Michele, Lucca': Plate from 'The Seven Lamps of Architecture' 1848-1849*

Soft ground etching on steel

Collection of the Guild of St George, Museums Sheffield



John Ruskin  
*Chamonix; hill with trees sloping upwards to left* 1850  
Pen and brown ink, with brown wash, touched with white, over graphite  
The British Museum



John Wharlton Bunney  
*Study of Cyclamen and Foliage* 1868  
Watercolour and bodycolour on paper  
Collection of the Guild of St George, Museums Sheffield



John James Audubon

*American White Pelican* 1836

Hand-coloured engraving and aquatint on paper

Collection of the Guild of St George, Museums Sheffield



John Ruskin  
*Study of Spray of Dead Oak Leaves 1879*  
Watercolour and bodycolour on paper  
Collection of the Guild of St George, Museums Sheffield



John Ruskin

*Study of a piece of brick, to show cleavage in burned clay*

Watercolour and bodycolour over graphite on wove paper

Ashmolean Museum, University of Oxford