



About this Unit

This 6-week unit develops drawing confidence and technique, enabling children to tell imaginative stories through art. Pupils will investigate line, mark-making, texture, colour, and narrative composition, guided by the works of notable artists. The unit concludes with a personal illustrated journey artwork, meeting objectives of the KS1 National Curriculum for Art & Design.

National Curriculum Links

- Mastery of drawing and mark-making techniques using a variety of tools and materials.
- Use of sketchbooks to record, review, and revisit ideas.
- Exploration of the work of selected artists and use of art to communicate experiences and imagination.
- Development of ideas and storytelling through drawing.

Artist Inspiration:

Ruth Allen- Continuous line drawing, observational skills

Oliver Jeffers - Storytelling, narrative illustration

Rob Biddulph - Drawing techniques for children, character creation

Quentin Blake - Expressive line, colour, and storytelling

Theme

Buildings and people, journeys, and holiday experiences.

Tools and Materials

Pencils (HB Soft)

Coloured crayons

Sketchbooks (A4/ A5)

Variety of papers (white, brown, coloured, patterned, old envelopes)

Optional extras:

Fine line, biro pens

Masking tape

Carbon paper (for tracing)

Resources/Imagery/Links

Visual Inspiration:

- Artist examples: Ruth Allen (continuous line drawing), Oliver Jeffers (narrative illustrations), Quentin Blake (line and colour), Rob Biddulph (children's drawing style).
- Themed images: Buildings, holiday scenes (seaside, doors, ice cream vans, people).
- Step-by-step visuals: Demonstrations of continuous line, blind contour drawing, mark making, and scaling techniques.

Digital Resources:

- Online galleries and portfolios of featured artists (official sites and Tate Kids).
- Image search platforms for KS1-friendly visuals (Google Images, Pinterest).
- Interactive whiteboard videos or tutorials on drawing techniques.
- Digital mood boards (Padlet or similar) for collecting ideas and work-in-progress images.

Implementation Tips:

- Display artist examples and pupil work clearly in the classroom.
- Encourage daily sketchbook use for idea development and experimentation.
- Use demonstrations and guided questions to scaffold new skills.
- Support weaker learners with tracing aids (carbon paper) or templates.
- Emphasise creativity and process over perfection.
- Incorporate peer sharing to build confidence and stimulate ideas.

Techniques/Process

- **Continuous Line Drawing:** Drawing a subject without lifting the pencil, focusing on observation and flow.
- **Blind Contour Drawing:** Drawing while looking at the subject only, not the paper, to build observational skills.
- **Mark Making:** Experimenting with lines, dots, dashes, and patterns to create texture and interest.
- **Scale Manipulation:** Drawing objects or figures larger or smaller than life size to explore emphasis and composition.
- **Grid Drawing:** Using divided squares to practice separate techniques in a structured format.
- **Sketchbook Planning:** Recording ideas, testing materials, and developing compositions prior to final artwork.
- **Narrative Drawing:** Combining images and simple text to tell a story inspired by personal experience or imagination

Weekly Lesson Plan

Week 1: Introduction & Observational Drawing

Learning Focus: Explore continuous line and blind contour portrait drawing.

Activities:

- Show and discuss Ruth Allen's continuous line artwork.
- Icebreaker: In pairs, children draw portraits of each other using a continuous line.
- Try a blind contour drawing (drawing without looking at the paper).
- Discuss preferences and outcomes.

Differentiation: Provide demonstration; use simplified tasks or conventional still-life objects if required.

Assessment: Observe child engagement and their attempts at both methods.

Week 2: Exploring Line, Colour, and Mark Making

Learning Focus: Investigate different drawing techniques.

Activities:

- Create a 4-square grid in each child's sketchbook.
- Focus on the theme of buildings, people, and holiday imagery.
- Fill squares as follows:
 1. Line drawing only (buildings or people)
 2. Line plus coloured crayon
 3. Mark making (dots, dashes, zig-zags, etc.)
 4. Vary scale (draw the same image small and large)
- Refer to Quentin Blake's loose, expressive style.

Differentiation: Provide inspiration sheets or visual templates.

Assessment: Check for variety and experimentation.

Week 3: Developing Techniques

Learning Focus: Extend mark-making and scale experimentation.

Activities:

- Continue with Week 2 grids; refine and develop textures and scale manipulation.
- Encourage class discussion: how does texture change the mood or feel?

Differentiation: Offer alternative mark-making media or support as needed.

Assessment: Look for progression and experimentation in sketchbooks.

Week 4: Planning a Narrative Drawing

Learning Focus: Use sketchbooks to plan an illustrated story.

Activities:

- Review grid exercises and select favourite elements.
- Plan and sketch a drawing about a personal journey or holiday, incorporating buildings, people, objects.
- Discuss and model narrative ideas using Oliver Jeffers' and Rob Biddulph's work.

Differentiation: Allow oral storytelling or use simple captions. Provide story starters if necessary.

Assessment: Review planning sketches and narrative clarity.

Week 5: Creating the Final Artwork

Learning Focus: Complete a finished piece with attention to drawing, colour, and story.

Activities:

- Transfer the planned sketch onto larger A4/A3 paper.
- Use carbon paper for tracing if needed.
- Add colour, patterns, and mark-making.
- Incorporate words or narrative captions if appropriate (inspired by Oliver Jeffers and Quentin Blake).

Differentiation: Provide one-to-one support, templates, or encourage creative risk-taking.

Assessment: Observe accuracy, creativity, and engagement.

Week 6: Finishing Touches & Presentation

Learning Focus: Refine, add definition, and present work.

Activities:

- Outline key details with biro or fine liner.
- Add final marks and patterns, ensuring good colour balance.
- Share drawings and stories in class or display as a gallery.

Differentiation: Peer feedback for confident pupils, extra support for fine details.

Assessment: Evaluate final outcomes for narrative, line, colour, and technique.

Learning Outcomes

By the end of this 6-week unit, pupils will:

- Use continuous line and blind contour techniques to draw from observation.
- Experiment with line, colour, pattern, texture, and scale.
- Use sketchbooks to gather and develop visual ideas.
- Plan and complete an imaginative, narrative artwork.
- Show developing control and expression through drawing aligned with KS1 expectations.