

Year 5- Stephen Wiltshire-Line Drawing

Inspiration	Partnership with parents Pop-up art gallery for parent to attend
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Key Questions -Who is Stephen Wiltshire? -What do Lowry and Wilshire have in common? -How do you draw a building? -How can we show perspective in our drawing? -What links can you make between your work and that of Stephen Wiltshire?	Concepts Formal elements - Line, shape Architectural art Skills -Generally, appropriate techniques are used to achieve a variety of interesting effects -Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection -Generally, appropriate styles are selected to produce artworks -Create original pieces that show a range of influences and styles	Also covered in: - Y1, By the end of this unit, children will be able to: -understand how artists use line and tone to create perspective - explore perspective in their own drawings -create an architectural line drawing -talk about the work of Stephen Wiltshire and make links with their own work
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Knowledge
Artist-Stephen Wiltshire MBE is a British architectural artist and autistic savant. He is known for his ability to draw from memory a landscape after seeing it just once. His work has gained worldwide popularity. In 2006, Wiltshire was made a Member of the Order of the British Empire for services to art
 Website -
Art- Range of drawings
 -Discuss the work of Wilshire, links with Lowry and line work from KS1.
 -Show children the photographs of architecture to go with Wiltshire line drawings.
 - Share then and now images of Hartlepool from royal mail i.e. church street, sheriff street etc.
 -Replicate Wiltshire, T to model step by step how to draw buildings i.e. shape breakdown and perspective using a pencil only.
 -Introduce using a biro or fine liner to line over their pencil work and then rub away the pencil.
Art – Become architectural artists.
 -To take a walk around the local area, sketch and take photos of buildings.
 -Collect sketches, ideas and paste images into sketchbook and then annotate. Discuss how to change line to represent different parts of buildings i.e. tiles (wavy), brick (rectangular)
 -plan out their final design in the books
Final piece-
 -Chn commissioned by Mrs Sharpe to create a line drawing of a Hartlepool landscape/building using a fine liner or biro to go on display alongside Y1 Lowry. Display individual local scenes.




Artipedia
 Stephen Wiltshire
 24th April 1974 – present
 Architectural line drawing
 London



Topic Specific Vocabulary drawing, media, medium, line, shape, colour, architecture, commissioned, landscape, annotate , perspective	NC Subject content <ul style="list-style-type: none"> - To create sketchbooks to record observations and use them to review and revisit ideas - Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials - About great artists and designers in history
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Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
Area, response, source	Concept, period, process,	Cultural, specific, theory	Complex, interpretation, significance,

We are artists/Being an artist/I am an artist
Audience: parents invited after school (other possibilities invite expert etc.) Pop-up gallery – to show and share work.