

# Observational drawing

## Learning objectives

- To understand how to form an observational drawing.
- To understand how different types of lines can be combined and organised for different purposes.

## Resources



'Observational drawing' Notebook file; a selection of plant life, glass bottles (under supervised use), flowers or other natural objects to share between groups of three; sketchbooks or cartridge paper, one per child; pencils.

## Links to other subjects


### English

Creating and shaping texts: Write non-narrative texts using structures of different text-types.  
Text structure and organisation


- Ask the children to work in groups to write instructions on different ways to use lines in observational drawing.

## Whiteboard tools

Upload a digital image by selecting Insert, then Picture File, and browsing to where you have saved your image.

 Pen tray

 Select tool

 Pen tool

## Starter

Invite the children to use the Pen tool on page 2 of the 'Observational drawing' Notebook file to draw as many different types of lines as they can. Ask them to consider the different ways of drawing a line - straight, curvy, wavy, circular, zigzag, dotted, or any variation. Explain too, that in this lesson, they will be exploring how we can use a mixture of these lines to create an *observational drawing*.

## Whole-class shared work

- Go to page 3 of the Notebook file. Tell the children that this picture is part of a line drawing. Ask them to identify the lines that have been used. Can they guess what the picture may show? Is it a scribble or could it be part of a picture? Explain that although, close up, the picture may look scribbled and untidy, when a picture is looked at from a distance, the lines blend together.
- Show page 4 to the children. Did anyone predict correctly? Ask the children to describe how lines have been used in different ways to make this drawing.
- On page 5, ask the children to look at the drawing of the cup and saucer. What do they notice about how it has been drawn? (It is just drawn with lines and no colour.)
- Press the picture to see a sequence of drawings that show the children how the lines can be built up to create the finished drawing.
- Use the outline on page 6 to model for the children how they can add tone to the basic line drawing by adding lines in different ways. Demonstrate different techniques, such as cross-hatching, scribbling, and straight or curved lines. Vary the thickness of the pen.
- Tell the children that when making observational drawings they need to observe their object and pay attention to details like shape, colour and shadows.
- Insert a photograph of a simple object into page 13 and use the Pen tool to draw the outline of the main object. Select the drawn outline and drag it to the side of the photograph. Fill it in using appropriate techniques to illustrate shading and tone.

## Independent work

- Give each child some sketching paper and pencils. Place an object in front of each group. Encourage them to study their object and then draw the bare outline.
- After drawing the outline, ask the children to add darker and lighter tones to their work.

## Plenary

- After completing their drawings, ask the children to show their work to the rest of the class.
- Encourage each child to point out the features they particularly like. Annotate their responses on page 14.
- Discuss the techniques they all used and how they have shown tone in their drawings.