

John Byrne Drawing Competition 2018

B Byrne Biography BELIEVE (School aim)		Media Pencil White paper	
Warm up – to relax shoulder, wrist, pencil grip	Starter	Focus	Assessment/Evaluation
Draw pencil spirals Vary – size, speed, pencil pressure	<p>Who is John Byrne? Watch - JB Tip 1 – “Always have a pencil, look around you, take things in, draw them from memory” “Greatest assets – memory, imagination, pencil.” Inspired by this article on Access Art https://www.accessart.org.uk/continuous-line-drawing-exercise/ Ask the children to draw their hand holding a pencil without looking at the paper. Use the competition poster , photographs and self-portraits of John Byrne to identify his use of visual elements when drawing a portrait. Read for information about him – explore the National Galleries website https://www.nationalgalleries.org/art-and-artists/artists/john-byrne</p>	While drawing a portrait of John Byrne play What do artists do all day? (with the volume down as there is some swearing and stop before he begins completing the commission for the theatre – I found this was long enough) https://www.youtube.com/watch?v=eUPKic-MN7A this allows the children to draw from ‘actuality’ Watch John Byrne in his studio https://www.youtube.com/watch?v=ik2-QCYPB1A	<p>Starter activity – evaluate the use of line to create shape; ability to keep looking, really looking to guide pencil. Focus activity – Walk around the classroom to visit the drawings created by everyone. Evaluate how well the artist has captured the likeness of John Byrne. Evaluate application of visual elements and knowledge of facial proportions</p>

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<p>Y You Portraiture Sitting Ducks</p>	<p>Media Pen Coloured paper</p>		
<p>Warm up – to relax shoulder, wrist, pencil grip</p>	<p>Starter</p>	<p>Focus</p>	<p>Assessment/Evaluation</p>
<p>Draw pen ovals. Vary, size and speed. Discover the options with this media.</p>	<p>Watch JB Tip 2 – “Draw every day” Draw from memory, imagination or actuality. Open it again in your mind’s eye</p> <p>Look carefully at each other’s eyes. Discuss the shapes, lines, form, light, dark, patterns, and textures. Draw a huge eye from memory.</p> <p>Discuss the title of John Byrne’s exhibition at the Scottish National Portrait Gallery – ‘Sitting Ducks’</p> <p>Discuss his portraits of his family and the use of visual elements to create them.</p> <p>Discuss Robbie Coltrane portrait and use of cross hatching.</p>	<p>Draw yourself from memory using black felt tip pen</p> <p>How will you use line to draw shapes, patterns, texture, tone, and form?</p>	<p>Starter – Let’s check – With a partner compare the drawing with the real object. What have you remembered to include? What would you add next time? How well have you used line to create the eyelash or eyebrow pattern?</p> <p>Focus – After drawing for a while hand out mirrors and congratulate yourself for what you have included. Talk to the person beside you about what you need to do next? How have you used line to draw tone and form? Have you captured the real you/your personality/a likeness?</p>

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R Rene Magritte Rousseau Real?		Media Chalk Black paper	
Warm up – to relax shoulder, wrist, pencil grip	Starter	Focus	Assessment/Evaluation
Doodle chalk clouds using different pressures, sizes, shapes. Experiment with blending Large, small, cauliflower shaped, streams, smudge, blend etc.	Watch JB Tip 3 – Use your imagination – “Your imagination is the greatest thing you will ever own.” Discuss artworks by Magritte What do you see? What do you think? What do you wonder? Identify the elements that they didn’t expect/think are a bit bizarre. Discuss surrealism MOMA – The False Mirror The Empire of Light Mental Floss Article about Magritte’s self portrait ‘Son of Man’ (some advertising) Fine Arts Museum Belgium Le Retour Le Baiser La Geante	Cover the back of the pen portrait with chalk. Use pencil to print the lines, shapes etc that worked well onto black. Create a self portrait with some surreal elements.	Process of selecting elements from portrait that have worked well. Wander and wonder at the art created in the classroom. Spot the surreal elements.

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R Rousseau Real?		Media Oil pastel White paper	
Warm up – to relax shoulder, wrist, pencil grip	Starter	Focus	Assessment/Evaluation
Draw Forwards and Backwards – Activity inspired by AccessArt Draw an apple by drawing what you see moving your eye backwards across the apple and then forwards so that the drawing builds up like an inkjet print.	Watch - JB Tip 4 – ‘Use your eyes’ Look and see! Not just to see, to look at things and commit to memory Watch BBC Teach ‘The Surprise’ Zoom into the painting on the National Galleries site Revisit John Byrne’s self portrait and zoom into his jacket. Discuss how he has used visual elements to create the flowers form Give each group some fresh flowers to study, discuss and draw.	Create a portrait using real objects in a surreal style with oil pastel. Imagine and discuss where you or the person in your picture might be.	Look through portfolio of achievements/artwork. Photograph each step in the process of the John Byrne Drawing competition into a blog/ePortfolio. Use the tablet to zoom into artworks to look carefully at personal use of media and visual elements. Talk with a partner about imaginative ideas for competition entry.

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<p>N Neurons Now think!</p>	<p>Media Personal choice</p>	
<p>Starter</p>	<p>Focus</p>	<p>Assessment/Evaluation</p>
<p>Watch JB Tip 5 – “Resist drawing from photographs” Quickly sketch idea for final piece. Interview each other about creative ideas and how they plan to create the drawing to break down the process into a series of steps</p>	<p>Using paper and media of choice sketch the main shapes of the drawing. Use line to add more detailed shapes, pattern, texture.</p>	<p>At the end of the drawing session check in and talk about next steps – in particular - How the idea for the drawing is developing and how colour will be used to create tone and form. Discuss how imaginative you have been.</p>

<p>E Endeavour (School Aim) Evaluation</p>	<p>Media Personal choice</p>	
<p>Starter</p>	<p>Focus</p>	<p>Assessment/Evaluation</p>
<p>Discuss How they would feel to have John Byrne look at their painting and add it to his memory box. How they would feel to have John Byrne hold their drawing. How they are endeavouring to do their best. How well they are using their time and talents to represent their school in a Nationwide competition.</p>	<p>Most should have completed the main sketch, using lines to create shapes, patterns, texture. Focus is form and how to create that with colour and tones. Discuss where light is hitting John Byrne’s paintings. How he creates this effect.</p>	<p>Where is the source of light in their picture? Talk with a partner about where the light is hitting objects in their picture. How are you creating form?</p>

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	Final evaluation of creative process. Write a blog post to John Byrne about the drawing competition. Create a collaborative Sway to showcase the process beyond their school community.	
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line, shape, form, colour, tone, pattern and texture.

EXA 1-03a

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 0-04a / EXA 1-04a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a