



Hartford Primary School

YEAR GROUP	6	SUBJECT	Art	TERM	Autumn
Artist					
National Curriculum Statements	Pupil should be taught: <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing. About great artists, architects and designers in history. 				
Prior Learning (What should they already know)	<ul style="list-style-type: none"> In earlier years, they have used a range of drawing tools including pencils, charcoal, drawing ink, oil pastels, crayons, chalk and pens. They have used shading to create different tones in an artwork. They have learnt about the artists Britto, Bleck, Monet, Van Gogh They have developed observational and sketching skills. 				
Key themes and threads	<ul style="list-style-type: none"> Drawing To explore how contemporary artists like Ed Fairburn and Mark Powell combine drawing techniques with unusual materials, enabling pupils to develop their observational skills, experiment with media, and create expressive portraits that blend tone, texture, and imaginative design. 				
RETRIEVAL VOCABULARY	Artist, Medium, Shading, Tone, Hatching, Cross-Hatching, Self-Portrait, Technique		NEW VOCABULARY	Pointillism, Stippling, Style, Topography, Topopointillism	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	<ul style="list-style-type: none"> To explore and respond to the work of artists Ed Fairburn and Mark Powell, recording visual ideas and understanding how materials and intention influence artistic outcomes. 	Warm up/Retrieval: How many different artists can they name? Main Activity: <ol style="list-style-type: none"> Artist Study – Ed Fairburn <ul style="list-style-type: none"> Watch: YouTube video on Ed Fairburn Discuss: <ul style="list-style-type: none"> What materials does he use? What inspires him? 	<ul style="list-style-type: none"> I know who Ed Fairburn and Mark Powell are and what makes their artwork distinctive. I understand that Ed Fairburn uses maps and combines topography with portraiture (topopointillism). I understand that Mark Powell uses biro pens and draws onto

- What is topopointillism?
- What do you think about the merging of map and portrait?
- Task: Pupils write and sketch visual notes in sketchbooks showing key features of his work and their response.

Manipulates paper maps to construct other forms, usually portraiture.
 Ed Fairburn is an English artist (born 1989) who combines the geography of our facial features with the geography of the earth.
 He uses his imaginative designs to combine the human form with maps from various places around the world, manipulating the streets, rivers and mountain ranges through pen-work to create the human face.
 Ed Fairburn creates hand-drawn portraits using old road maps and charts as his canvases. He calls this process topopointillism; a direct combination of topography and pointillism.
 Using traditional materials such as ink, paint and pencil, I make gradual changes to the contours, roads and other patterns found in cartography. These changes allow me to tease out the human form, resulting in a comfortable coexistence of figure and landscape.
 Topopointillism describes a direct combination of topography and pointillism.
 By merging landscape and humanity, he reminds us that we are a product of our environment and vice versa.

2. Artist Comparison – Mark Powell

- Look at visual examples.
- Discussion points:
 - What's similar/different to Fairburn?
 - Why does he choose old people and old maps?
 - What effect does his pen technique have?
- Task: Pupils complete a short sketchbook activity (drawing a small area of a face using biro on a found paper/map printout) and write responses ("I liked..." / "It reminded me of..." etc.).

Look at Mark Powell – similar artist – look at examples of his work too.
 Mark Powell was born in Yorkshire in 1980.
 He is inspired by artists such as Jean Michel Basquiat, David Hockney, Samuel Bassett, Anthony Micallef and Richard Hamilton.
 He doesn't like the artwork he produces and always tries to make the next piece better.
 Powell uses biro pen because it is the 'most simple and readily available'.


maps or vintage paper to create expressive portraits.

- I can describe how artists are influenced by their materials, ideas, and the world around them.
- I can talk about and record my own thoughts, preferences, and questions in response to their work.

		<p>He is well known for drawing portraits but also draws animals and still life objects such as old typewriters.</p> <p>If you look at Mark Powell's biro pen drawings carefully, you might notice that he tries to capture each and every wrinkle or detail he can. He uses pen in a highly skilled way that allows him to show a huge range of tones and shades. This dramatic use of light and dark allows him to exaggerate the textures in the faces he draws. Mark Powell often chooses to draw older people's portraits on to maps. The portraits are drawn in black biro pen, so the only colour comes from the maps revealed below. Using biro allows Powell to carefully control the amount of light and shade in his drawings, sometimes completely blocking out the background and sometimes letting it show through onto the faces. At times it looks as though the lines of the map could also be lines or wrinkles on the face, giving a ghostly or unnatural quality.</p> <p>3. Reflection Questions (for written or verbal discussion):</p> <ul style="list-style-type: none"> o What do you notice about how they use line and tone? o How do their backgrounds influence their work? o Do you think the surface (map, paper) changes the meaning of the artwork? o Which artist do you prefer and why? 	
LESSON 2	<ul style="list-style-type: none"> • To refine shading techniques using pencil and pen, focusing on: line, tone, and mark-making to replicate depth and detail in an artist's work. 	<p>Warm-up:</p> <ul style="list-style-type: none"> • Quick retrieval: What is shading and why do artists use it? • Recap the Four Rules of Shading: <ol style="list-style-type: none"> 1. Shade in one direction. 2. Don't leave any gaps. 3. Work neatly to the edges. 4. Create smooth, even tones. <p>Main Activity:</p> <ul style="list-style-type: none"> • Zoom in on a section of one of Ed Fairburn's artworks. <ul style="list-style-type: none"> o Use high-quality images or a projected section. o Ask pupils: What lines and marks can you see? How does he build tone and detail? • Watch video clip of Ed Fairburn working: YouTube – Fine Lines Technique • Demonstrate different mark-making techniques: <ul style="list-style-type: none"> o Hatching, cross-hatching, stippling, line density. o Try these with pencils (HB, 2B, 4B) and fine liners/biro. 	<ul style="list-style-type: none"> • I can use a variety of shading and mark-making techniques including hatching and cross-hatching. • I understand how different pressures and directions of line can change tone and texture. • I can recognise and describe how Ed Fairburn uses marks to create portraits from maps. • I can experiment with shading on different backgrounds (light vs dark) using appropriate materials. • I can reflect on which techniques are most effective for different effects.

		<ul style="list-style-type: none"> Task: <ul style="list-style-type: none"> Practise Ed Fairburn-style shading and lines in sketchbooks. Use white on black (e.g. white pencil or gel pen on black card) and black on white (pen/pencil on cartridge paper). Annotate: Which tools give the strongest contrast? What technique was most effective for shadows? How do you create lines and shade to create darker? (This should be recap as they have done this in previous years.) <p>Reflection prompts:</p> <ul style="list-style-type: none"> How do your lines compare to Ed Fairburn's? What did you find challenging? Which technique do you want to develop further? 	
LESSON 3	<ul style="list-style-type: none"> To examine how artists combine materials and techniques for effect, and to recreate and reflect on the visual elements in their artwork. 	<p>Warm-up:</p> <ul style="list-style-type: none"> Quick recap quiz or retrieval activity: <ul style="list-style-type: none"> Ask pupils to define: line, tone, pattern, texture, colour, shape. Name the artists studied so far. Ask: What techniques do Fairburn and Powell both use? <p>Main Activity:</p> <ul style="list-style-type: none"> Focus on Ed Fairburn's 'Aberdeen Harbour': <ul style="list-style-type: none"> Use printed copies or project the image. Children use a viewfinder square to isolate and closely study a small section. Replicate it using fine liners or pencils – paying close attention to line direction, tone, texture and proportion. Offer choice: Repeat the same task using a Mark Powell artwork (also printed with viewfinder squares). <ul style="list-style-type: none"> Focus on how he uses pen for detail and texture. Encourage annotation around sketches in sketchbooks: <ul style="list-style-type: none"> What did they notice about the lines and marks? What materials were most effective? What was difficult? <p>Compare and Contrast:</p>	<ul style="list-style-type: none"> I can recognise how Ed Fairburn and Mark Powell use different materials and techniques in their work. I can replicate a small section of their artwork using careful observation and mark-making. I can identify similarities and differences between the two artists' approaches. I can use visual language to explain what I like or find interesting about an artist's technique.

		<ul style="list-style-type: none"> • Create a simple two-column reflection: <ul style="list-style-type: none"> ◦ What is similar in their work? ◦ What is different? ◦ Which artist do they prefer and why? 	
LESSON 4	<ul style="list-style-type: none"> • To explore monoprinting by using pen shading and controlled line work to create contrast and tone in a portrait. 	<p>Warm-up Activity:</p> <ul style="list-style-type: none"> • Straight Line Drawing Exercise: <ul style="list-style-type: none"> ◦ Pupils mark two dots and practise connecting them with a perfectly straight line. ◦ Repeat at different angles to improve control and precision. ◦ Link this to confidence and accuracy in line work during the printing process. <p>Main Activity:</p> <ul style="list-style-type: none"> • Photograph Preparation: <ul style="list-style-type: none"> ◦ Take black-and-white photographs of pupils' faces (or have pre-printed copies ready). • Model the Process: <ul style="list-style-type: none"> ◦ Demonstrate how to identify light and dark areas on the photograph. ◦ Show how to shade over the photo with pen, focusing on controlling tone and mark direction. ◦ Talk about which areas should be darker and how to create contrast through line density. • Carbon Transfer Technique: <ul style="list-style-type: none"> ◦ Pupils place carbon paper or graphite transfer sheet between their photo and sketchbook page. ◦ Trace over their shaded drawing to transfer the image onto paper. ◦ Emphasise applying consistent pressure and clear lines. • Reveal and Reflect: <ul style="list-style-type: none"> ◦ Peel back the photo to reveal the monoprint. ◦ Encourage pupils to assess clarity, tone, and balance of their final image. ◦ Add reflective notes to sketchbooks: <ul style="list-style-type: none"> ▪ What worked well? What could be improved? How effective is the contrast? 	<ul style="list-style-type: none"> • I can explain what a monoprint is and how to create one. • I can use pen to shade over a black-and-white photograph, thinking carefully about light and shadow. • I can transfer my image using carbon to create a clear monoprint. • I can evaluate how well my print shows contrast, detail and texture.

		Let me know if you'd like help with Lesson 5 next or a visual resource to support monoprinting techniques.	
LESSON 5 & 6	<ul style="list-style-type: none"> To apply portrait and map layering techniques to create a final piece in the style of Fairburn or Powell, making choices about composition and media. 	<p>Warm-up Activity:</p> <ul style="list-style-type: none"> Controlled Pencil Pressure Practice: <ul style="list-style-type: none"> Pupils explore light, medium and heavy pressure to create different tones and textures. Quick task using shading bars or gradient strips. Link to how artists like Powell and Fairburn vary tone in portraits.  <p>Main Activity:</p> <ul style="list-style-type: none"> Create a Map Portrait: <ul style="list-style-type: none"> Pupils use carbon copy technique to transfer a portrait (either of themselves or another subject) onto a map background. Choose to work directly in sketchbooks or on paper for display. Pupils choose media (e.g., fine liners, biro, pencil) and apply mark-making techniques such as hatching, cross-hatching, stippling, or layering tone. Independent Work Focus: <ul style="list-style-type: none"> Encourage working quietly and independently. Remind pupils to draw on earlier lessons (mark-making, pressure, shading rules). Teacher circulates, prompting discussion about stylistic choices. <p>Evaluation & Reflection:</p> <ul style="list-style-type: none"> Pupils reflect in sketchbooks or as a class discussion: <ul style="list-style-type: none"> What did I enjoy or find challenging? How is my piece similar or different to Ed Fairburn's or Mark Powell's? What would I improve or try differently next time? Peer feedback if time allows. 	<ul style="list-style-type: none"> I can create a piece of art inspired by Ed Fairburn or Mark Powell. I can use line, tone and texture to reflect an artist's style. I can explain my material choices and artistic decisions. I can evaluate my finished piece, including similarities and differences with artist examples.

Helpful resources to reference

- **Ed Fairburn official site:**
<https://www.edfairburn.com/>
Includes a portfolio of his topopointillism work and descriptions of technique.
- **Mark Powell official site:**
<https://markpowellartist.com/>
Includes examples of biro-on-vintage-paper portraits, perfect for visual analysis.
- **YouTube videos:**
 - *Ed Fairburn drawing process* – [Ed Fairburn Speed Drawing](#)
 - *Mark Powell drawing examples* – [Mark Powell Biro Artist](#)

Drawing & Technique Posters

- **Pen shading & mark-making** (hatching, cross-hatching, stippling)
 - Free PDF posters from The Arty Teacher:
<https://theartyteacher.com/drawing-techniques-posters/>
- **Facial Proportion Guides**
 - <https://www.twinkl.co.uk/resource/t2-a-1000-facial-proportions-guide>
- **Viewfinder Tools & Grids**
 - DIY printable viewfinders for isolating sections of artwork for study/sketching.

Monoprinting Resources

- **Monoprint tutorial for kids:**
<https://www.accessart.org.uk/monoprinting/>
Step-by-step visual guide, including examples for portrait monoprints.
- **Carbon paper/transfer technique:**
You can use printable worksheets from various art supply sites or Amazon for carbon transfer methods.

Map Resources

- **Free printable vintage maps** for student backgrounds:
 - <https://www.davidrumsey.com/> (high-res old maps)
 - <https://www.freevintagemaps.com/>
- **Twinkl Map Templates** (great for adapting work onto maps):
<https://www.twinkl.co.uk/resource/us-t2-h-2722-world-map-printable>
- **Sketchbook prompts:**
 - Compare and contrast template: “What’s similar/different between artists?”

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| | <ul style="list-style-type: none">○ Reflection bubbles: “This reminds me of...”, “I wonder why...”● Art Vocabulary Cards:<ul style="list-style-type: none">○ Line, tone, texture, contrast, pattern, proportion○ https://www.twinkl.co.uk/resource/t2-a-035-art-key-vocabulary-word-cards● |
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