

## Design a Bear

**Outline of activity:** pupils will use simple shapes to draw a teddy bear from a tutorial. They will study fictional bears, analysing their design features, before designing their own Teddy Bear from imagination.

### Learning Objectives

- To develop skills in drawing using a tutorial
- Study and describe the works of famous art
- Design a product using their imagination and by referencing source materials
- Develop their design for their product making improvements and alterations  
Use their design to create a digital book cover using photo apps.

### Progression

#### Drawing

- **Skill & Control** - increasing control of line & using simple 2D shapes when drawing. Explore light & dark. Practice shading tones. Control the pressure of their drawing materials.
- **Medium** – Use a range of drawing media. Try new ways of drawing.
- **Purpose** – draw from observation.

**Design** - Pupils should design & make something they have imagined or invented.

**Digital:** They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.


**Creativity** – develop an idea linked to a theme they are studying. Draw things they know and love.


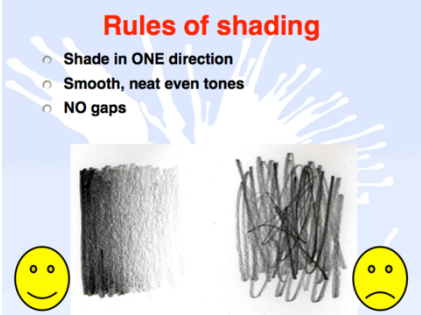

**Knowledge** - Study famous works of art craft & design, learning how and when they were made. Describe the content and the feelings & emotions conveyed by the work. Compare their art to appropriate works of art recognising what is the same and what is different.

**Knowledge of subject language** - Learn subject vocabulary and begin using it. Recognise when they are using formal elements and describe how they are using them.

**Reflection** - Makes creative decisions about their work, select appropriate media. Develop skills in orally describing their thoughts, ideas and intentions. They form opinions about the process of their work saying what went well & how they might improve it. Compare their art to works of art recognising what is the same and what is different.

**Key Vocabulary:** Design, accessories, shading, similarities, differences, sketch, design.

	<b>Creative Activity</b>	<b>Knowledge &amp; Skills</b>	<b>Assessment</b>
<b>1</b>	<p><b>Draw a toy bear</b> How to draw from imagination and observation.</p> 	<p>How to draw a Teddy Bear tutorial <a href="https://youtu.be/L9iEQif23yA">https://youtu.be/L9iEQif23yA</a></p> <p>Pupils develop their ability to draw with increasing control of line &amp; using simple 2D geometric shapes when drawing.</p>	<p>There is evidence of improvement in the skill and control of the pupil's drawing ability and their picture represents what they have described.</p> <p>The drawing exercise should be repeated to be properly learned.</p>
<b>2</b>	<p>Study the illustrations of several famous bear characters from books to identify how they have been animated to look more human. E.g. Paddington, Winnie the Poo, Rupert etc. Use images from this link <a href="https://www.theguardian.com/culture/gallery/2014/apr/25/the-10-best-fictional-bears-paddington">https://www.theguardian.com/culture/gallery/2014/apr/25/the-10-best-fictional-bears-paddington</a> Bear children's books <a href="https://bookshop.org/lists/best-children-s-books-featuring-bears">https://bookshop.org/lists/best-children-s-books-featuring-bears</a></p> <p>Compare the drawn characters with a photo of a real bear. Can they see the similarities and differences? How has the artist changed the bear? What have they added? How have they used colour? What details have they left out to simplify it?</p>	<p>Pupils should orally describe art &amp; learn and apply the meaning of the words colour, line, tone, shape, texture and pattern.</p> <p>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.</p> <p>Shading tutorial here <a href="https://youtu.be/altjlaObPJo">https://youtu.be/altjlaObPJo</a></p>	<p>Look for evidence of participation in the discussion. Some, more quiet pupils, might demonstrate their understanding when drawing or writing.</p> <p>Some pupils may be very practiced at colouring and so will shade confidently. Others will need repeated practice.</p>

	<p>Practice drawing their favourite famous bear in their sketchbooks or on paper. They might copy it freehand, or trace over a line drawing.</p> <p>Shade the drawings using a suitable medium such as coloured pencil, felt pens or use chalk pastel on sugar paper.</p> 		
<p><b>3</b></p>	<p>Study this page from the Jill Murphy website called Baby Bear's cut outs <a href="https://www.jillmurphy.co.uk/babybears-cutout-book">https://www.jillmurphy.co.uk/babybears-cutout-book</a> Can they see how it works? You have to cut the different clothes out and put them on a basic unclothed baby bear.</p> <p>Show the webpage Design a Bear <a href="https://www.designabear.co.uk">https://www.designabear.co.uk</a> showing the different styles, clothes and accessories you can choose from.</p> <p>If we were going to design our own bear, how would yours look? What clothes would it wear? What would it be called? What accessories would it have? What colour would it be?</p> <p>Draw and sketch your thoughts and ideas in your sketchbooks or on paper in rough.</p> <p>Provide pictures of different outfits that could inspire them or to copy from. Just do an internet image search for 'line drawings of children's clothes' and print out your favourites.</p> <p>Don't worry about the ideas being neat. Get lots of different ideas and see which one works best.</p>	<p>Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.</p> <p>Pupils should design and make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.</p> 	<p>Look for evidence of imagination and invention. Who is simply copying what they see and who is creating new imaginative ideas?</p> <p>How skilfully are their ideas being realised?</p>
<p><b>4</b></p>	<p>Explain that the children will now develop their design for their own bear.</p> <p>First, they are to draw a simple bear in outline building on the techniques they learned in lesson 1.</p> <p>Then, build on their rough design ideas for how they might dress it, accessorise it and colour it. Their ideas might change or be improved or adapted.</p> <p>Provide the children with simple line drawings of bears, clothes, and accessories for them to copy.</p> <p>The children might draw the bear first, then draw clothes on tracing paper overlaid on the drawing.</p> <p>The children should end up with a final design for their bear. It should be drawn as accurately and neatly as possible and be coloured in an appropriate way; using either paint, or pastels, crayons, pencils or pens. Give the bear a name and perhaps add a description of its character.</p>	<p>Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines &amp; simple shapes such as circles, squares and triangles.</p> <p>Pupils develop their knowledge, skill and control of using art materials.</p> <p>Learn how ideas change, grow and develop as work is produced.</p> <p>Create art from personal experiences and imagination.</p>	<p>Pupils should demonstrate improvement and development of idea from first, rough sketches.</p> <p>Ideas might change, alterations made and the work should improve in quality of execution.</p>

5	<p>The bear character might now be the basis for a story they compose. Perhaps they could join up with their peers to write a joint story where two or three bears meet.</p>	<p>Links to English and literacy for this.</p>	
6	<p>Take a photo of the bear design and import it into a photo editing app such as Photopea or Snapseed that can edit photos and add text.</p> <p>Use the app to create a simple front cover of a children's book about your bear story. Add a title, your name and add anything else that might improve your book design.</p> <p><b>Other idea</b> An alternative idea for this is to make their bear using coloured modelling clay.</p>	<p><b>Digital:</b> Children take photographs with digital cameras, learning to focus &amp; position what they see then apply filters to the results.</p> <p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p>	<p>When the work is complete, pupils should orally describe their work, describing its strengths and areas for development. They could describe it in terms of its colour, line, shape.</p>