

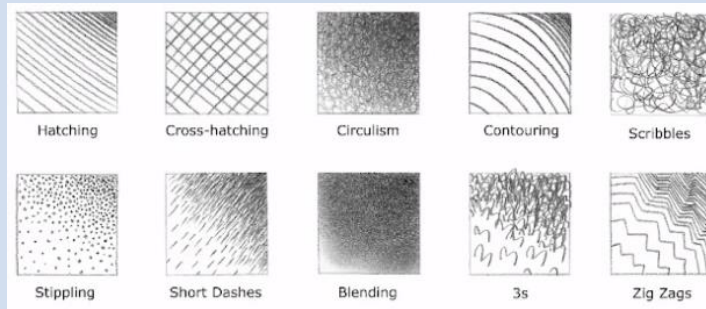
National Curriculum Art and Design - Knowledge

Key Learning

Vocabulary

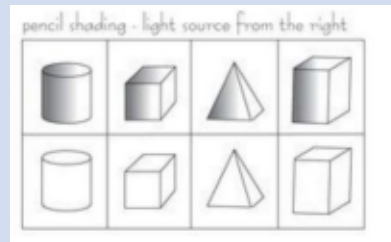
- create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Techniques for coverage, pattern and texture e.g. shading, cross-hatching, smudging, swirls, pointillism



Density of strokes to consider shape, line and movement

Experiment with shadow and the direction of a light source to create tone



Application of skills – enlarged observation – eyes



- Coverage** – How something is covered using different techniques
- Pattern** – a repeated decorative design
- Texture** – the feel or appearance of a surface
- Shading** – the darkening of an area
- Density** – A measure of how solid something is
- Shadow**- a dark area that is produced when a light shines upon an object
- Sketch** – a rough or unfinished drawing, not perfect

Sequence of learning – Drawing (pencil sketching)	
1	<p>Coverage techniques- Children practice techniques such as dots, full shade, cross hatching and swirls to experiment with coverage and intensity</p> <p>Complete 3 x 6 grid with a different technique trialled in each square and comment on effectiveness</p>
2	<p>Light and Shade - Explain force with which pencil is pressed creates a differing depth of shade. Ask: where do we see light and shade? Why is light and shade used in art? Demonstrate how to blend/shade by rubbing. Demonstrate how to create a light area by rubbing out the pencil marks.</p> <p>Children practise light and shade techniques by sketching and shading an apple (curved surface with create opportunity for capturing light and shade).</p>
3	<p>Shading – Recap the techniques for coverage and light and shade. Children develop their skills by drawing and shading a selection of stone age weaponry (linked to History) explore with the different techniques, which looks best for the weapon chosen?</p>
4	<p>Density of stokes/movement- Demonstrate small close together strokes vs long sweeping strokes with the pencil. Ask: when might each technique be useful?</p> <p>Children practise technique by drawing a peacock feather.</p>
5	<p>Final Piece -Children apply the skills they have learnt to produce an observational close up drawing of an eye using pencil.</p>
6	<p>Evaluation of final Piece- Create an art gallery and share work, giving 2 stars and a wish</p>