

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

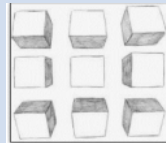
Study and critically analyse artwork by: Sue Averell (1957 - present), USA - particularly her artwork on cityscapes.



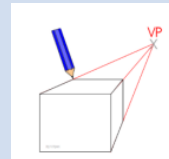
Use 2D observational drawing skills to complete a well known building



To learn how to draw cubes and cuboids from different angles



Learn how to use a vanishing point on the horizon to how perspective.



How to use a vanishing point on the horizon with parallel and perpendicular lines converging to show perspective



Apply these skills to create a Sue Averell inspired cityscape.



- perspective** – The way something is viewed
- parallel** – Two lines that run alongside but never meet
- perpendicular** – Where two lines meet at a right-angle
- Vanishing point** – The spot on the horizon that you can't see beyond
- Horizon** – The horizontal line where the land meets the sky
- Convergence**- The point where two lines meet
- Composition** – How objects are placed together to create a scene

Sequence of learning – Drawing (pencil sketching)

- Coverage techniques-** Children practice techniques such as dots, full shade, cross hatching and swirls to experiment with coverage and intensity
Complete 3 x 6 grid with a different technique trialled in each square and comment on effectiveness
- 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.
Children practise light and shade techniques by sketching and shading an apple (curved surface with create opportunity for capturing light and shade).
- 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?
- Density of stokes/movement-** Demonstrate small close together strokes vs long sweeping strokes with the pencil. Ask: when might each technique be useful?
Children practise technique by drawing a peacock feather.
- Final Piece** -Children apply the skills they have learnt to produce an observational close up drawing of an eye using pencil.
- Evaluation of final Piece-** Create an art gallery and share work, giving 2 stars and a wish