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| **Knowledge Skills** | **Key Skills** | **Figurative Drawing** | **Clay Tiles** | **Monoprinting** | **Landscape Art** | **Key Skills** |
| Artistic Study | Their name. The time period in which they lived. The reasons their art is being studied.  Their styles, their techniques and the subjects of their work.  Identify similarities and differences between artwork by the same artist.  Identify the media used. Describe colour, pattern, line and shading. Compare different artists.  Compare art from different periods. Begin to identify styles of art.  Describe some of the work, key ideas, techniques | | | | | |
| Artist | NA | Quentin Blake | William Morris | Jan Tcega | LS Lowry | NA |
| Drawing | Drawing techniques  Cubes and cuboids | Compare the work of different artists. Identify their techniques and style.  Pencils have different grades  Shade is created by light being blocked.  Begin to show an awareness of scale and ratio.  Produce varying tone through use of different grades of pencil  Use shading to show light and shadow  Draw using pencil and charcoal | Produce varying tone through use of different grades of pencil  Use shading to show light and shadow  Draw using pencil and charcoal |  | Produce varying tone through use of different grades of pencil  Use shading to show light and shadow  Draw using pencil and charcoal  Experimenting with pastels to create shade and tone  Experimenting with pastels to mix colours.  Experimenting with drawing techniques  Understanding of line and shape to draw from observation. | Drawing techniques  Cylinders and spheres- turn into a still life object |
| Painting |  |  | Use finishing techniques such as painting and glazing. |  | Use watercolours  Blend watercolours  Experiment drawing in a range of tools e.g. pencil, pastel Mixing and creating colours of various shades Paint with contrasting colours |  |
| *Printing* |  | Use watercolour to produce washes for backgrounds and add detail Identify the techniques used by different artists | Printing can use an indent to create a pattern. A print gives a reverse image.  Repetition is created by using the same print multiple times  Print using different colours  Create patterns using repetition.  Print using a variety of materials, objects and techniques | Understand that screen prints are made by forcing ink over a stencil.  Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.  Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning |  |  |
| *Textiles / Collage* |  |  |  |  |  |  |
| 3D Form / Sculpture |  |  | Understand that when we  make sculpture by moulding with our fingers it is called modelling (an additive process  That clay and Modroc are soft materials which finally dry/set hard  Construct a simple clay base for extending and modelling shapes  Manipulate clay with increasing control and accuracy, introducing coiling  Join 2 parts  Carve intricate patterns  Use finishing techniques such as painting and glazing. |  |  |  |
| Sketchbooks | Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons’ sketchbook looks is unique to them.  Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.  Develop mark making skills. | | | Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook  Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape | | |
| Vocabulary |  | Shade, grade, line, | Slip, sculpture, scale, glazing | Print, line, | Scale, ratio, depth, intricate |  |
| Evaluating | Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Know how to explain the ways of using some of the tools and techniques they have chosen to work with. Select and use relevant resources to develop their ideas  Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.  Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used. | | | | | |