

Programme of Study Statements

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Skills

Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

**Creativity**

Explore ideas, invent, imagine, problem solve

**Knowledge**

Learn great Artists, crafts and design, learn how artists use formal elements

**Reflection** (which leads to personal development)

Evaluate and Analyse own and others work.

**Artists and sketchbooks**

- I can suggest how artists have used colour, pattern and shape
- I know how to create a piece of art in response to the work of a well-known artist
- I can develop and record my ideas through painting, drawing and sculpture in response to first-hand observations.

Drawing - taught throughout the year.

Prior Knowledge/skills:

- I can explore and draw light, dark, and lines of different thickness, patterns and shapes.
- I can draw lines and marks from observations and memory.
- I can experiment with lines and blending.
- I can demonstrate control when drawing using chalk, wax crayons, pencils, colouring pencils and felt tips.
- I know how to show how people are feeling in their work.

Sticky Knowledge:

- To choose and use three different grades of pencil when drawing
- To know how to use charcoal, pencil and pastel to create art
To know how to use a viewfinder to focus on a specific part of an artefact or landscape before drawing it
- To know how show perspective and distance in drawings.

Potential Evidence to support our Artist:

- I can experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- I can draw from own observations showing increasing accuracy
- I can control pressure when using drawing implements to create lighter or darker tones and marks when sketching.
- I can explore a variety of drawing starting points (stimuli), including observational drawing, drawing from memory and imagination. (figurative, still life and landscape)
- I can create objects in the foreground that appear larger than those in the back and midground.
- I understand how to create background and foreground when drawing a landscape.

Key Vocabulary

Landscape, background, middle ground, foreground, observation, blending, tones,

Drawing

Vocabulary

Definition

Landscape

A picture representing a view of natural inland scenery.

Background

The ground or parts of a scene that are behind the main subject of the artwork.

Foreground

The ground or things placed in the front of the picture.

Middle ground

The middle distance of a painting or photograph.

Observation

The action or process of closely observing or monitoring something or someone.

Blending

The technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.

Artist study

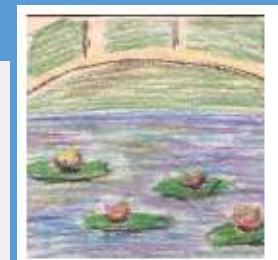
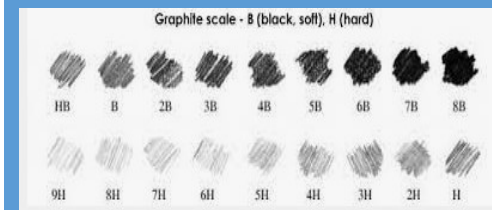
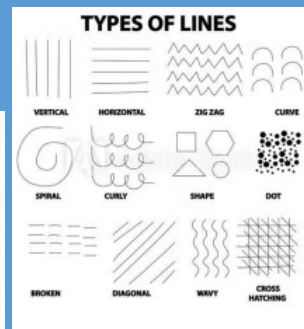
Claude Monet



David Hockney



Techniques



Cultural Capital		
Visits and visitors	Experiences and events	Key texts
Community events and links	Global issues	Life skills