

Programme of Study Statements

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To 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]
- About great artists, architects and designers in history.

<p><u>Skills</u> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> 	<p><u>Creativity</u> Explore ideas, invent, imagine, problem solve</p> 	<p><u>Knowledge</u> Learn great Artists, crafts and design, learn how artists use formal elements</p> 	<p><u>Reflection</u> (which leads to personal development) Evaluate and Analyse own and others work.</p> 
---	---	--	---

Artists and sketchbooks

- I can recognise when art is from different historical periods
- I know how to identify the techniques used by different artists
- I can recognise when art is from different cultures
- I can begin to understand the historical and cultural significance of a chosen artist
- To create a sketch collection in books to record their observations
- To use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Drawing - Artist Study - Quinton Blake - Illustration

Prior Knowledge/skills:

- 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 background and midground.
- I understand how to create background and foreground when drawing a landscape.

Sticky Knowledge:

- To know how to show facial expressions in art.
- To use shading to add interesting effects to drawings, using different grades of pencils.
- To know how to draw from first-hand experience
- To know how to select graded pencils for purpose.

Potential Evidence to support our Artist:

- I can use a wide range of drawing implements, to include chalk pastels and inks
- I can create tone and texture and different forms and shapes, pattern and colour
- I Know how to show facial expression in art
- I can Use different grades of pencils show tone and textures
- I can identify areas of shadow and light and blend tones accurately to create soft gradients.
- I can use shading to show shadows and reflections using graded pencils.
- To use cross-hatching and hatching to show tone and texture.
- I can draw first hand observation and secondary sources images.

Key Vocabulary

Hatching, cross hatching, textures, reflection, shades, first hand observations, emotion, expression, secondary source images,

Drawing

Vocabulary

Hatching/cross hatching

Textures

Reflection

Shades

First hand observation

Secondary source images

Definition

Techniques used by draftsmen, engravers, and other artists who use mediums that do not allow blending.

One of the seven element of art that refers to the visual "feel" of a piece.

When light bounces off an object.

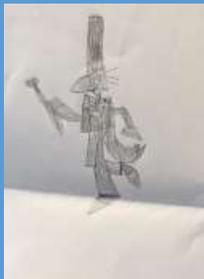
The darkening or colouring of an illustration or diagram with parallel lines or a block of colour.

When you look at surroundings and you draw what you see first.

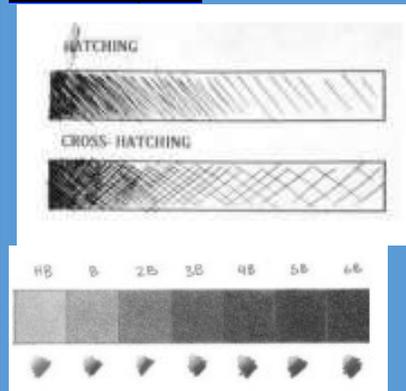
Material produced by others. e.g artefacts, photographs, film, video or webbased material.

Artist study

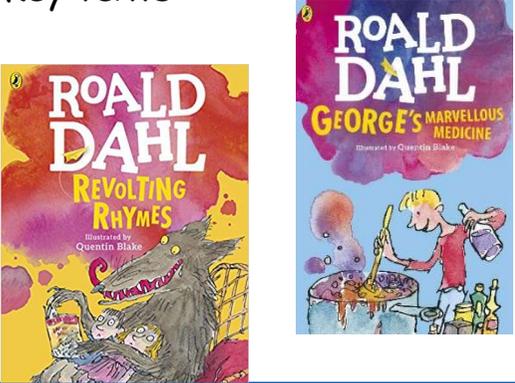
Quentin Blake



Techniques



<https://www.accessart.org.uk/exaggerating-to-communicate/>

Cultural Capital		
<p>Visits and visitors Illustrators or authors Local art galleries</p>	<p>Experiences and events Arts week exhibition Art workshops</p>	<p>Key texts</p> 
<p>Community events and links Learning share with parents displaying artwork.</p>	<p>Global issues</p>	<p>Life skills Curiosity Creativity Resilience Making Links</p>