
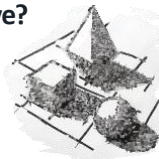




Monochromatic

Year 3	Year 4	Year 5	Year 6
<p>How do artists draw faces?</p> 	<p>How do artists draw perspective?</p> 	<p>How can we find our own style of drawing?</p> 	<p>What mistakes can artists make when drawing faces?</p> 
<p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will revise how grip can impact our control of a pencil.</p> <p>Pupils will revise the parts of a pencil.</p> <p>Pupils will explore how marks can be used to create an impression of texture.</p> <p>Pupils will explore how lines and shapes can create artistic impressions of facial features.</p> <p>Pupils will learn to draw from observation.</p> <p>Pupils will learn how to use shapes to support drawing.</p> <p>Pupils will use value and texture whilst drawing.</p> <p><u>Elements of Art</u></p> <p>Pupils will know the definition of texture, line and shape.</p>	<p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will revise how to control a pencil to create lines and values.</p> <p>Pupils will learn how to draw a basic shape with the appearance of form.</p> <p>Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective.</p> <p>Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective.</p> <p>Pupils will learn how to shade using hatching, cross-hatching and stippling.</p> <p><u>Elements of Art</u></p> <p>Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.</p>	<p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will use observational skills to notice details.</p> <p>Pupils will use shapes to guide their observational drawings.</p> <p>Pupils will select different pencils for different effects.</p> <p>Pupils will use proportion when drawing.</p> <p>Pupils will draw in a geometric style.</p> <p><u>Elements of Art</u></p> <p>Pupils will use values and lines to create form.</p>	<p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will use close observation when drawing.</p> <p>Pupils will select different pencils for different effects.</p> <p>Pupils will use proportion when drawing.</p> <p>Pupils will use shapes to guide their observational drawings.</p> <p><u>Elements of Art</u></p> <p>Pupils will use values to create form.</p>

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<p><u>Theoretical Knowledge</u></p> <p>Pupils will know that artists must practise specific skills to improve.</p> <p>Pupils will learn that different artists can represent facial features differently.</p> <p><u>Disciplinary Knowledge</u></p> <p>Pupils will begin to explore how art can connect with emotions.</p> <p>Pupils will learn the differences between landscape, portrait, and still life.</p> <p>Pupils will evaluate their work and learn how they can learn from others.</p> <p><u>Vocabulary</u></p> <p>bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value</p>	<p><u>Theoretical Knowledge</u></p> <p>Pupils will know that art can involve experimentation.</p> <p>Pupils understand that artists only sometimes know how to capture perspective (challenge activity).</p> <p><u>Disciplinary Knowledge</u></p> <p>Pupils will consider what makes an artist successful.</p> <p>Pupils will consider what it means to be inspired by artists' work.</p> <p>Pupils will evaluate their own art process.</p> <p><u>Vocabulary</u></p> <p>atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point</p>	<p><u>Theoretical Knowledge</u></p> <p>Pupils will learn that artists can have an artistic style.</p> <p>Pupils will explore how they can develop their own artistic style.</p> <p>Pupils will learn about artists who work in different styles.</p> <p><u>Disciplinary Knowledge</u></p> <p>Pupils will describe the style of artworks with appropriate vocabulary.</p> <p>Pupils will know that art doesn't have to be realistic.</p> <p>Pupils will explore what the definition of art is.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><u>Vocabulary</u></p> <p>abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value</p>	<p><u>Theoretical Knowledge</u></p> <p>Pupils will learn about artists from around the world.</p> <p><u>Disciplinary Knowledge</u></p> <p>Pupils will develop a vocabulary to describe common errors made in realism portraits</p> <p>Pupils will understand that art can be practised and improved upon.</p> <p>Pupils will learn how artists can use reference material.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><u>Vocabulary</u></p> <p>cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical</p>