



'Let your light shine' – Matthew 5:16

Curriculum Planning ART- Drawing

<p>Overview</p>	<p>Key Stage 1: Pupils should be taught:</p> <ul style="list-style-type: none">• 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 <p>Key Stage 2: 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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	
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Year Group	Y1	Y2	Y3	Y4	Y5	Y6
<p>Key Progressive Skills/ Knowledge: National Curriculum skills covered</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<p>What is being made Medium used (Pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk, sketchbook and other types of paper.)</p>	<p>Pencil, rubber, pastel, chalk, charcoal, sketchbook, colour, felt tip pens</p>	<p>Pencil, rubber, pastel, chalk, charcoal, dark, light, tone, shape, pattern, colour, line, sketchbook, sketch, ideas</p>	<p>Pencils</p>	<p>Children to research and be taught how perspective is used to create 3D effects on pictures. The children will use art note books to experiment using these different methods.</p> <p>Pencil, felt tip pens, colouring pencils, sketchbook, charcoal</p>		
<p>Key Vocabulary National</p>	<p>Pencil, rubber, pastel, chalk, charcoal, thick,</p>	<p>Pencil, rubber, pastel, chalk, charcoal, dark,</p>	<p>Grades of pencil, visual information, media, line,</p>	<p>Line and tone, pattern and shape, line and texture.</p>		

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Curriculum and other	thin, sketchbook, line, shape, colour, felt tip pens, aboriginal art, Australia	light, tone, shape, pattern, colour, line, sketchbook, sketch, ideas	texture, tone, colour, shape and pattern.	Media, colour, shading, perspective		
<p>Building Aspirations/ Responding to Art Inspirational people studied.</p>	<p>Jacqueline Hurley (British artist) Aboriginal artists</p>	<p>Lynette Amelie - Artist specialising in English Seaside scenes using watercolours. Famous for her 'Beach Hut' paintings. Linda Lang - Canadian expedition and climate change artist who travels to the polar regions to create paintings of what she sees there. Great Fire of London artists??? Grace Darling portrait artist??</p>	<p><u>Ancient Greece</u>- Callimachus, a Greek sculptor of the 5th century BC. <u>Rainforest</u>-John Dyer-Eden Project</p>	Evelyn Dunbar		