

Year 3 - DRAWING

What it looked like last year:

- Used a range of materials creatively to design and make products.
- Used drawing, painting and sculpture to develop and share ideas, imaginations and experiences.
- Developed a wide range of art and design techniques using colour, patterns, texture, line, shape, form and space.
- Learnt about various artists, craft makers and designers, examined the differences and similarities between each and linked them to their own work.

(National Curriculum KS1)

What it looks like next year:

- Continue developing accurate observation skills.
- Experiment with a wider range of drawing tools.
- Improve shading and blending skills
- Apply learning to drawings
- Combine media for greater effect
- Study Paul Cezanne's life and work
- Draw a still life or landscape
- Reproduce a portrait



Vocabulary for Year 3

Line- A primary design element that is two dimensional but can suggest three dimensional form.

Value – The lightness or darkness in a colour.

Texture – The way something feels

Colour- When light strikes an object and is reflected back

Hue- a colour or a shade

Value- The lightness and darkness of colours

Intensity- The degree of purity of a colour


Sequence of learning:

- Learn about line, value, texture and **colour (colour wheel)**
- Learn how to observe
- Develop observational skills
- Learn about still life drawing.
- Create a collage of still life art and artists
- Compose and draw a still life model
- Develop understanding of shadows and shading in relation to still life drawings.
- Complete a half portrait.

Cultural Capital –

- Learn about still life artists
- Develop understanding of composition, observation, balance and proportion.

YEAR 4 - DRAWING


<p>What it looked like last year:</p> <ul style="list-style-type: none"> • Learnt about the importance of observation • Developed observational skills • Learnt about still life painting and drawing • Created a collage of still life art and artists • Composed and drew a still life model • Started learning about shadows and shading 	<p>What it looks like next year:</p> <ul style="list-style-type: none"> • Understand the value of drawing skills • The life and art of Vincent van Gogh • Emotions and artistic expression • Using depth to create perspective • Explore book illustrations • Focus on work of Jeff Kinney and Liz Pichon • Tony Ross and movement • Quentin Blake and the use of colour. 
<p>Vocabulary</p> <p>Media – materials used to create art work</p> <p>Shading – Creating lighter and darker areas of shade</p> <p>Blending – Mixing colours to create other colours (refer back to colour wheel)</p> <p>Form – A three dimensional shape.</p> <p>Shape – A two dimensional shape</p> <p>Monochrome – Shades of one colour</p>	<p>Sequence of learning:</p> <ul style="list-style-type: none"> • Continue to develop accurate observation skills. • Experiment with a wider range of drawing tools. • Improve shading skills using a greater range of shades • Blending colours to draw an accurate pinecone/flower • Combining media for effect. • Investigate Paul Cezanne’s life and art • Use prior learning to draw a still life or landscape in greater detail. • Reproduce a portrait

Cultural capital

- Study Paul Cezanne, Andy Warhol
- Develop shading and blending skills
- Improve and develop observation skills

YEAR 5 DRAWING

What it looked like last year:	What it looks like next year:
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<ul style="list-style-type: none"> Continued to develop accurate observation skills Experiment with new drawing tools Improved shading skills Understood form and shape Draw an accurate pinecone/flower Blended colours Use combined media for effect Studied Paul Cezanne Reproduced a portrait 	<ul style="list-style-type: none"> Jean Baptiste Corot's life and works Understand and apply perspective using a vanishing point Explore the works of hyperrealist Paul Cadden Develop the ability to observe minute details. Practice drawing realistic eyes and noses Practice drawing realistic and cartoon mouths
<p>Vocabulary:</p> <p>Cubism – genre showing different angles of an object simultaneously</p> <p>Depth – difference in position between front and back</p> <p>Composition – placement or arrangement of the elements of art in a work of art</p> <p>Space – How an artwork uses or depicts depth or distance</p> <p>Contrast – the arrangement of opposite elements and effects, for example, light and dark, smooth and rough.</p> <p>Foreground – area closest to the front</p> <p>Background – area towards the back</p> <p>Illustration – picture decorating or explaining a text.</p> <p>Text – a piece of writing</p> <p>Movement – Appearance of movement in a picture</p> <p>Gesture – Movement of part of a body.</p>	<p>Sequence of learning:</p> <ul style="list-style-type: none"> Understand the importance and value of drawing skills Life and art of Vincent van Gogh Link emotions to artistic expression Learn about depth in creating perspective Explore a variety of book illustrations Focus on Jeff Kinney (Wimpy Kid) Focus on Liz Pichon (Tom Gates) Focus on Tony Ross and movement Focus on Quentin Blake and colour 

Cultural Capital

- Develop an appreciation of book illustrators and their styles, compare and contrast styles, explore illustrations of Kinney, Pichon, Ross and Blake.

YEAR 6 – DRAWING

What it looked like last year:	What it looks like next year:

<ul style="list-style-type: none"> • Understood the value and prevalence of drawing • Learnt about Vincent van Gogh • Linked emotion to artistic expression • Learnt about depth in creating perspective • Explored a variety of book illustrations • Focused on Jeff Kinney and Liz Pichon • Focused on Tony Ross and movement • Focused on Quentin Blake and colour 	<ul style="list-style-type: none"> • Expand on the use of recording ideas and observations • Increase range of techniques and media • Further develop proficiency in the handling of different materials • Analyse and evaluate works of art to strengthen visual and practical impact • Expand knowledge of art history <p>(National Curriculum for KS3)</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Hyperrealism – Artwork with photo quality • Photorealism – Previous name for hyperrealism • Perspective – The illusion of 3 dimensions • Horizon line – Imaginary line separating earth from sky • Vanishing Point – Place where converging lines disappear • Construction Lines – Lines connecting foreground to vanishing point 	<p>Sequence of learning:</p> <ul style="list-style-type: none"> • Learn about Jean Baptiste Corot's life and works • Understand and apply perspective using vanishing point • Explore the art of hyperrealism • Develop the ability to observe minute details • Practice drawing realistic eyes and nose • Practice drawing realistic and cartoon mouths. <p>Additionally – https://youtu.be/ozzA-wkHaTY Stephan Pabst</p> 

Cultural Capital –

- Learn about Jean Baptiste Corot
- Draw perspective using vanishing point and construction lines
- Experience and attempt hyper realistic drawings