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| <p style="text-align: center;">Form</p> | <p>reducing hue and improving the translucency of colour.</p> <ul style="list-style-type: none"> - Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). - At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. - Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. | | | | |
| <p style="text-align: center;">4</p> <p style="text-align: center;"><i>Drawing</i></p> <p style="text-align: center;">Skill and control</p> | <ul style="list-style-type: none"> - Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. - Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. - They control the amount of force and pressure when drawing to understand the difference between | <p>Sketchbooks</p> <ul style="list-style-type: none"> - Sketchbooks are used to practice and try out ideas & techniques. <p>Develop ideas</p> <ul style="list-style-type: none"> - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. | <p>Formal elements</p> <ul style="list-style-type: none"> - Using tone and texture with the choice of colour to create a piece of art to convey a message. - Children are to remember the techniques of using vanishing points and straight lines (including the horizon line) to create perspective of different objects in their picture. <p>Mood</p> | <ol style="list-style-type: none"> 1) Children to choose a famous person at the time of the English Civil War (e.g. Charles I) and draw a portrait of them. 2) Think about how they can show what kind of person they are with their smile/ eyebrows/ pose etc. 3) Use drawing techniques to create 3D features. | <p>Increasing understanding of purpose & intention for art</p> <ul style="list-style-type: none"> - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. <p>Awareness of choices & decisions</p> <ul style="list-style-type: none"> - Make careful and considerate judgments about own & others work without comparing their own work to that of others. |

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| <p>7 <i>Evaluating and developing work</i></p> | <p><i>Increasing understanding of purpose & intention for art</i> Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.</p> <p><i>Awareness of choices & decisions</i> Adapt their work according to their views and describe how they might develop it further.</p> | <p>Look at one point perspective drawings from Filippo Brunelleschi and evaluate how their work compares.</p> <p>What methods were similar and different?</p> | <p>Explain how to analyse what makes a good piece of art.</p> <p>What could we measure success against? Children to be constructive in feedback and teach them how they could word comments.</p> | <p>1) Show artwork as an exhibition.</p> <p>2) What do children like about their work and others? Write comments on post it notes and stick in books.</p> <p>3) What would they do differently next time or which part of their perspective drawing would they like to improve on and why?</p> | <p>-</p> |

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| <p>Resources</p> | <p>Images of artist's work Sketch books iPads Acrylic paints, palettes, paint brushes, cups of water, pencils, paper, sponges</p> |
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