



The **BIG** Picture

In this unit, children will recognise how artists use shape in drawings. They will understand how to use shading. Children will understand how to create texture and apply observational drawing skills.

NC Objectives- Key Stage 2

Pupils should be taught:

Pupils should be taught to develop their techniques, including their control and their use of materials.

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].

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.

Suggested Prior Learning

Drawing: Tell a Story

Knowledge Of Artists

•Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

Unit Outcome

Pupils who are **secure** will be able to:

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Generating ideas:

Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Sketchbook- (objectives to cover all year)

Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Making skills:

Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Evaluating & analysing:

Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.



Key Knowledge

Formal elements:

- Form:** Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- **Line:** Using different tools or using the same tool in different ways can create different types of lines.
- **Pattern:** Surface rubbings can be used to add or make patterns.
- **Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
- **Tone:** That 'tone' in art means 'light and dark'.
- **Tone:** Shading helps make drawn objects look realistic.
- **Tone:** Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
- **Tone:** Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Making skills:

- How to use shapes identified within in objects as a method to draw.
- How to create tone by shading.
- How to achieve even tones when shading.
- How to make texture rubbings.
- How to create art from textured paper.
- How to hold and use a pencil to shade.
- How to tear and shape paper.
- How to use paper shapes to create a drawing.
- How to use drawing tools to take a rubbing.
- How to make careful observations to accurately draw an object.
- How to create abstract compositions to draw more expressively.

Knowledge of artists:

- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.

Evaluating and analysing:

- People use art to help explain or teach things.
- People make art to explore big ideas, like death or nature.



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Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.

NC Objectives- Key Stage 2

Pupils should be taught:

Pupils should be taught to develop their techniques, including their control and their use of materials.

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].

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.

Suggested Prior Learning

Painting and mixed media:
Life in colour

Knowledge Of Artists

- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.
- Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.

Unit Outcome

Pupils who are **secure** will be able to:

- Recognise the processes involved in creating prehistoric art.
- Explain approximately how many years ago prehistoric art was produced.
- Use simple shapes to build initial sketches.
- Create a large scale copy of a small sketch.
- Use charcoal to recreate the style of cave artists.
- Demonstrate good understanding of colour mixing with natural pigments.
- Discuss the differences between prehistoric and modern paint.
- Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
- Successfully make positive and negative handprints in a range of colours.
- Apply their knowledge of colour mixing to make natural colours.

Generating ideas:

Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Sketchbook- (objectives to cover all year)

Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Making skills:

Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Confidently use a range of materials and tools, selecting and using these appropriately with more independence.

Evaluating & analysing:

Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

Key Knowledge

Formal elements:

- Colour:** Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.
- Shape:** Negative shapes show the space around and between objects.
- Line:** Using different tools or using the same tool in different ways can create different types of lines.
- Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Making skills:

- How to use simple shapes to scale up a drawing to make it bigger.
- How to make a cave wall surface.
- How to paint on a rough surface.
- How to make a negative and positive image.
- How to create a textured background using charcoal and chalk.
- How to use natural objects to make tools to paint with.
- How to make natural paints using natural materials.
- How to create different textures using different parts of a brush.
- How to use colour mixing to make natural colours.

Knowledge of artists:

- Art from the past can give us clues about what it was like to live at that time.
- Artists have different materials available to them depending on when they live in history.
- Artists can make their own tools.
- Artists experiment with different tools and materials to create texture.
- Artists make decisions about how their work will be displayed.

Evaluating and analysing:

- Artists make art in more than one way.
- People use art to tell stories and communicate.
- People use art to help explain or teach things.
- One artwork can have several meanings.



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Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.

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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.

Suggested Prior Learning

Craft and design: Map it out

Knowledge Of Artists

•Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

Unit Outcome

Pupils who are **secure** will be able to:

- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.
- Have a clear idea of the subject of their zine, including a range of images and information.

Generating ideas:

Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Sketchbook- (objectives to cover all year)

Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Making skills:

Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Use hands and tools confidently to cut, shape and join materials for a purpose.

Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Evaluating & analysing:

Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.

Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

Key Knowledge

Formal elements:

•**Pattern:** Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).

Making skills:

- Layering materials in opposite directions make the handmade paper stronger.
- How to use a sketchbook to research a subject using different techniques and materials to present ideas.
- How to construct a new paper material using paper, water and glue
- How to use symbols to reflect both literal and figurative ideas.
- How to produce and select an effective final design.
- How to make a scroll.
- How to make a zine.
- How to use a zine to present information.

Knowledge of artists:

- Art from the past can give us clues about what it was like to live at that time.
- The meanings we take from art made in the past are influenced by our own ideas.
- Artists have different materials available to them depending on when they live in history.
- Artists can make their own tools.
- Artists can work in more than one medium.

Evaluating and analysing:

- Art can be purely decorative or it can have a purpose.
- People use art to tell stories and communicate.
- People can make art to express their views or beliefs.
- People use art to help explain or teach things.