


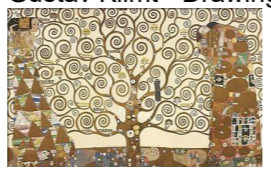

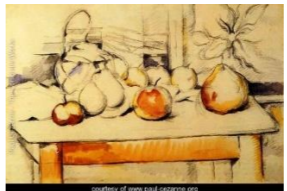



Drawing – What is it? - <https://www.tate.org.uk/art/art-terms/d/drawing>

The 7 Elements of Art: <https://thevirtualinstructor.com/artfundamentals.html>

	Term 1 – Year 1	Term 1 – Year 2	Term 1 – Year 3	Term 1 – Year 4	Term 1 – Year 5	Term 1 – Year 6
Artists	<p>Mondrian art work</p>  <p>1872-1944 Dutch</p> <p>https://www.accessart.org.uk/adapting-accessart-colour-and-composition/</p> <p>https://www.accessart.org.uk/filling-a-sketchbook-ruler-drawings/</p>	<p>Van Gogh's sketches</p>  <p>1853-1890 Dutch – Post impressionism</p> <p>https://www.accessart.org.uk/introduction-to-colour-pencils/</p> <p>https://www.accessart.org.uk/finding-marks-artists/</p> <p>Kono Bairei 1844-1895 Japanese</p> 	<p>Gustav Klimt - Drawing</p>  <p>1862-1918 Austrian – Art Nouveau, Symbolism</p> <p>https://www.accessart.org.uk/year-three-pupils-explore-stencils-composition-and-expressive-mark-making-with-oil-pastels/</p>	<p>Leonardo Da Vinci – Sketching</p>  <p>1452-1519 Italian – Renaissance</p> <p>https://www.accessart.org.uk/drawings-of-inventions-inspired-by-leonardo-da-vinci/</p> <p>https://www.accessart.org.uk/drawing-pouring-water/</p>	<p>Paul Cezanne – observational drawing</p>  <p>1839-1906 French – Post impressionism</p> <p>https://www.accessart.org.uk/still-life/</p> <p>https://www.accessart.org.uk/talking-points-cezanne/</p>	<p>Leonardo Da Vinci – human form sketching/study</p>  <p>1452-1519 Italian – Renaissance</p> <p>https://courses.shymer.com/renaissance/techniques/drawing-with-pen-and-ink/</p> <p>https://www.accessart.org.uk/life-drawing-drawing-hands-and-feet-with-hester-berry/</p> <p>https://www.accessart.org.uk/drawing-hands/</p> <p>https://www.accessart.org.uk/using-drawing-as-a-way-of-understanding/</p> <p>https://www.accessart.org.uk/drawing-pouring-water/</p>

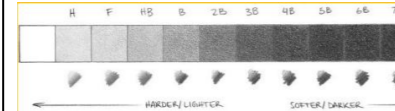
Vocabulary

-technique - how we do a particular task;
 -texture - how something might feel: rough, smooth, bumpy, coarse, rugged, lumpy, fluffy, even, polished, velvety, flat, slick
 -pattern (natural pattern or man-made pattern): repeating; random; geometrical;
 -line - a moving dot;
 -thin and thick;
 -short and long;
 -shape - contour; the outline of a subject;
 -mark making - describes the different types of pattern, lines and textures in a piece of art of any type;

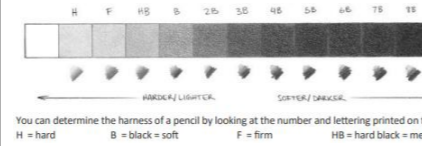
Landscape sketches

-tone - created by a way a light falls on a 3D shape: highlights (lighter areas); shadows (darker areas);
 -highlight - part of the object where the light is stronger;
 -shadow - the darker area of an object/surface;
 -shading - used to cover the areas between highlights and shadows, it is created by applying media more densely or with a darker shade;
 -background -the scene that is behind the main subject of the artwork
 -foreground - the ground of things place at the front of the picture;
 -grades of pencils - range of hardness from H (hard and light) to B (soft and dark);
 -pressure
 -hatching - used to show tone and texture;
 -cross-hatching - used to show tone and texture;
 -annotate - to add notes to something;

[Pencil Grades - YouTube](#)

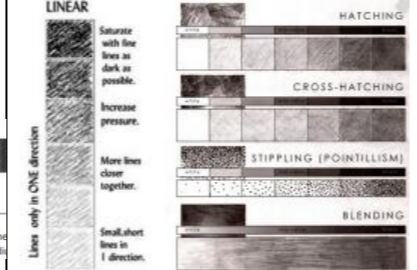


-line;
 -continuous line drawing - maintaining continuous contact between the tool and the surface;
 -line weight - the strength, heaviness or darkness of a line;
 -curved line - a line with no angles, used to show emotion and movement;
 -movement - depicted in drawing by where a line begins and ends
 -adds excitement, drama and compositional interest to an artwork;
 -graphite - a form of carbon that leaves a metallic grey colour on a surface (the most common is the 'lead' inside the pencil compressed and baked to varying degrees of hardness);
 -pressure
 -tone;
 -texture;
 -annotate - to add notes to something;

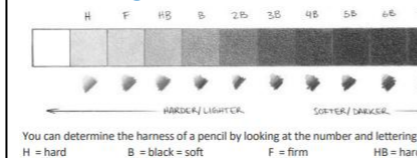


sketching

-sketch - a quick, freehand drawing, usually not intended as a final piece of work;
 -pencil hardness;
 -sketch lightly - without pressure;
 -line weight;
 -tone;
 -shading;
 -shading using pressure - linear (lines in one direction)
 -hatching - used to show tone and texture;
 -cross-hatching - used to show tone and texture;
 -blending/smudging;
 -stippling (pointillism);
 -value/tone - how light or dark something is, used in drawing to depict light and shadow;
 -value scale/value boxes/greyscale;



-annotate - to add notes to something;

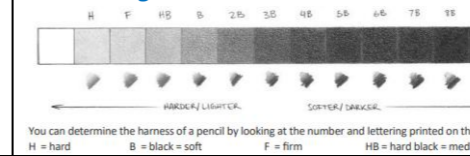


observational drawing

-still life - inanimate subject matter;
 -sketch;
 -sketch lightly;
 -annotate - to add notes to something;
 -line weight;
 -natural light - sun, stars, moon, fire, electricity in storm; some animals can create their own light - fireflies, jellyfish and some mushrooms
 -artificial light - created by man;
 -tone;
 -shading;
 -shading using pressure - linear (lines in one direction)
 -hatching - used to show tone and texture;
 -cross-hatching - used to show tone and texture;
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 -stippling (pointillism);
 -value - how light or dark something is, used in drawing to depict highlight and shadow;
 -value scale/value boxes/greyscale;

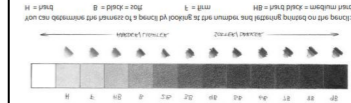


-annotate - to add notes to something;



Sketching human form

-Renaissance - period in European history marking the transition from the Middle Ages to modernity and covering the 15th and 16th centuries
 -form - objects that are three-dimensional;
 -realistic - a style of drawing where the subject of the piece of art looks much like the real thing;
 -line weight;
 -perspective;
 -captured image - a movement drawing showing a realistic image of something/someone doing something active;



Critical vocabulary: analyse, synthesise, compare, contrast

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Sequence of learning

1. **Research and develop ideas:** Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Children should find out about great artists, researching their life and work, as well as how they inspired other artists.
2. **Sketchbook experimenting:** Children to observe and imitate a piece of work by the artist studied/alternatively, focus on a particular aspect of the work and draw a close up. For support, you may stick mini photos of artists' work into sketchbooks.
3. **Explore and develop skills and techniques:** Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
4. **Master techniques and develop ideas:** Apply and use technical skills to plan from observation or imagination (in sketchbook) and then produce a final piece for display.
5. **Evaluating:** Evaluate own and others' work; annotating in sketchbook - stick photographs of final piece in sketchbooks, to go with the evaluation and to support judgements or record evidence on SEESAW.