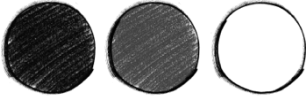


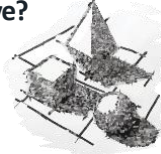




# Monochromatic

| Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|---|--|--|--|--|--|
| <p>What is drawing?</p>   | <p>How can patterns be used in art?</p>   | <p>How do artists draw faces?</p>    | <p>How do artists draw perspective?</p>   | <p>How can we find our own style of drawing?</p>    | <p>What mistakes can artists make when drawing faces?</p>   |
| <p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will know how to use a pencil.</p> <p>Pupils will have explored pressure and grip.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definition of line and shape.</p> <p>Pupils will begin to understand the concept of value.</p> | <p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will revise the parts of a pencil.</p> <p>Pupils will control a pencil with increased precision.</p> <p>Pupils will learn to use a guide to keep our drawings more precise.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definition of line, shape, and space.</p> <p>Pupils will explore how to use lines and space to create patterns.</p> <p><u><b>Tools</b></u></p> <p>Pupils will use scissors accurately and safely.</p> <p>Pupils will use glue appropriately.</p> | <p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will revise how grip can impact our control of a pencil.</p> <p>Pupils will revise the parts of a pencil.</p> <p>Pupils will explore how marks can be used to create an impression of texture.</p> <p>Pupils will explore how lines and shapes can create artistic impressions of facial features.</p> <p>Pupils will learn to draw from observation.</p> <p>Pupils will learn how to use shapes to support drawing.</p> <p>Pupils will use value and texture whilst drawing.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definition of texture, line and shape.</p> | <p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will revise how to control a pencil to create lines and values.</p> <p>Pupils will learn how to draw a basic shape with the appearance of form.</p> <p>Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective.</p> <p>Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective.</p> <p>Pupils will learn how to shade using hatching, cross-hatching and stippling.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.</p> | <p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will use observational skills to notice details.</p> <p>Pupils will use shapes to guide their observational drawings.</p> <p>Pupils will select different pencils for different effects.</p> <p>Pupils will use proportion when drawing.</p> <p>Pupils will draw in a geometric style.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will use values and lines to create form.</p> | <p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will use close observation when drawing.</p> <p>Pupils will select different pencils for different effects.</p> <p>Pupils will use proportion when drawing.</p> <p>Pupils will use shapes to guide their observational drawings.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will use values to create form.</p> |

# Monochromatic

| Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|---|--|--|--|--|--|
| <p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.</p> <p><b><u>Vocabulary</u></b></p> <p>collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag</p> | <p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work.</p> <p>Pupils will know how designers impact how our homes look.</p> <p>Pupils will know how humans can use patterns during celebrations.</p> <p>Pupils will know that humans have been designing patterns for thousands of years worldwide.</p> <p>Pupils will know that art can be in our homes as decoration.</p> <p>Pupils will recognise patterns in nature.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will evaluate their own work.</p> <p>Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.</p> <p><b><u>Vocabulary</u></b></p> <p>architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space</p> | <p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will know that artists must practise specific skills to improve.</p> <p>Pupils will learn that different artists can represent facial features differently.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will begin to explore how art can connect with emotions.</p> <p>Pupils will learn the differences between landscape, portrait, and still life.</p> <p>Pupils will evaluate their work and learn how they can learn from others.</p> <p><b><u>Vocabulary</u></b></p> <p>bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value</p> | <p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will know that art can involve experimentation.</p> <p>Pupils understand that artists only sometimes know how to capture perspective (challenge activity).</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will consider what makes an artist successful.</p> <p>Pupils will consider what it means to be inspired by artists' work.</p> <p>Pupils will evaluate their own art process.</p> <p><b><u>Vocabulary</u></b></p> <p>atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point</p> | <p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn that artists can have an artistic style.</p> <p>Pupils will explore how they can develop their own artistic style.</p> <p>Pupils will learn about artists who work in different styles.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will describe the style of artworks with appropriate vocabulary.</p> <p>Pupils will know that art doesn't have to be realistic.</p> <p>Pupils will explore what the definition of art is.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><b><u>Vocabulary</u></b></p> <p>abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value</p> | <p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn about artists from around the world.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will develop a vocabulary to describe common errors made in realism portraits</p> <p>Pupils will understand that art can be practised and improved upon.</p> <p>Pupils will learn how artists can use reference material.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><b><u>Vocabulary</u></b></p> <p>cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical</p> |