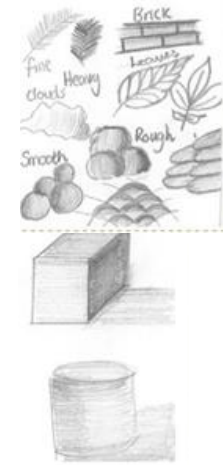
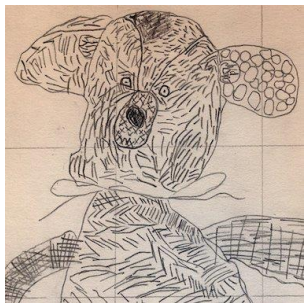
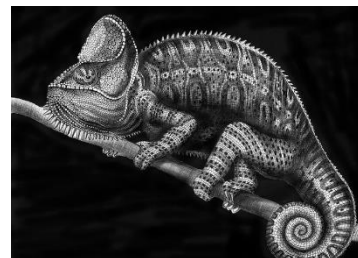
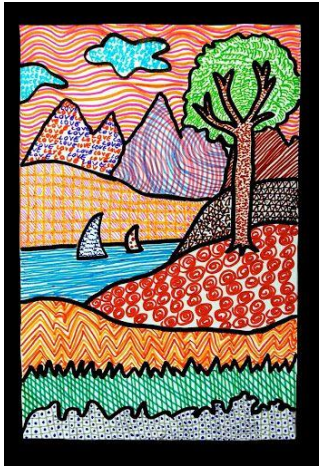


	Year:	Year 3 and 4	Unit:	Drawing
	<i>All year groups from Year 1-6 will use a sketchbook to promote drawing skills.</i> What do I need to Know? Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 			
Key Vocabulary <i>In Addition to Previous Years:</i>	Famous Artists		What should I already know?	

Tone -Tells us how much light and dark can be seen. Tone can help to suggest volume or depth. The quality of lightness or darkness. Texture- Texture is the mark-making and edge quality (hardness and softness of a contour). Figure - The physical shape and form of a real life object or person. Alter - Pupils should be encouraged to refine and alter their art work in each lesson. Scale - Size in relation to the page, can the children increase and decrease the scale of their sketch? Symmetry- Symmetry is when two or more parts are identical after a flip, slide or turn. The simplest type of Symmetry is 'reflection' (or 'Mirror') Symmetry. Can The pupils identify and create symmetry? Grades of pencil- Experiment with the different grade practising, shading and adding texture.	<i>(Any artists linking to the particular topic, take inspiration from both classic and modern and different cultural backgrounds)</i> Here are some general drawing artists: Ernst Haeckel, Salvador Dali, David Hockney, Alice Kettle, Georges Seurat, Brian Wildsmith, Tim Jeffs	• Name, match and draw lines/marks from observations. Invent new lines. (Y1/2) • Use differently textured and sized media. (Y1/2) • Observe and draw shapes from observations. (Y1/2) • Tone Investigate tone by drawing light/dark lines, light/dark patterns, and light dark shapes etc. (Y1/2) • Replicate shapes they see in still life. (Y1/2) • Investigate textures by describing, naming, rubbing, copying. (Y1/2) • Know how to use pencil to create pattern and texture. (Y1/2)
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Examples of children's work:



What will I learn next?

- Use dry media to make different marks, lines, patterns and shapes within a drawing. (Y5/6)
- Experiment with wet media to make different marks, lines, patterns, textures and shapes. (Y5/6)
- Explore colour mixing and blending techniques with coloured pencils. (Y5/6)
- Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. (Y5/6)
- Begin to use simple perspective in their work using a single focal point and horizon. (Y5/6)
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. (Y5/6)
- Show an awareness of how paintings are created. (Y5/6)