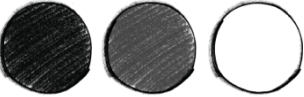









# Art - Monochromatic Summary of Progress



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



# Art - Monochromatic Summary of Progress



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>