

Year 5 NC - pupils should be taught to:	Portraits How we do this in Year 5	Year 5 Vocabulary	Year 6 NC - pupils should be taught to:	Figures How we do this in Year 6	Year 6 Vocabulary
<ul style="list-style-type: none"> 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; to create sketch books to record their observations and use them to review and revisit ideas; 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]; about great artists, architects and designers in history. 	<p>Explore how pencil grades (B) effect tone (light and dark)</p> <p>Practice the skill of adding value when sketching apply to still life drawing using shading to show light and shadow effects</p> <p>Rehearse different texture techniques (e.g hatching - cross, contour, random; stippling, ink wash). Begin to annotate effects (e.g cross-hatching needs to be closer) apply techniques to a still life drawing</p> <p>sketch portraits by mapping out the face, its proportions and adding value (using different grades of pencil to show intensity)</p> <p>adapt and refine sketch adding texture and tone through initial annotations</p> <p>Learn about an artist who has created art pieces in a range of materials, inc charcoal, and compare pieces. (David</p>	<p>Line, pattern, tone, value, smudge, blend, mark, self-portrait, hard, soft, light, dark, heavy, jagged, smooth, fast, slow, still life</p> <p><u>Texture</u> hatch, cross-hatch, contour hatching, random hatching, stippling, ink wash</p> <p><u>Previous knowledge</u></p> <p>Painting - see year 4</p>	<ul style="list-style-type: none"> 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; to create sketch books to record their observations and use them to review and revisit ideas; 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]; about great artists, architects and designers in history. 	<p>Continue to explore how pencil grades (B) effect tone (light and dark)</p> <p>Develop a range of texture techniques using a range of media (e.g pencil, ball point pen, biro, charcoal, felt tip) and annotate effects confidently.</p> <p>Demonstrate proficiency in applying texture to complete symmetry art.</p> <p>Develop detailed sketching skills in different media by drawing an eye in pencil, pen and charcoal.</p> <p>Evaluate and compare.</p> <p>Adapt and refine a sketch of their hand from a side profile using a range of shading techniques. Include annotations. (e.g before and after, how I feel I have improved).</p> <p>Explore proportion of body using mannequin figures.</p>	<p>tones, light, dark, media, symmetry, profile, shape, perspective, size, stroke, line, thickness, movement, colour, effect</p> <p><u>Texture</u> hatch, cross-hatch, contour hatching, random hatching, stippling, ink wash</p> <p><u>Previous knowledge</u></p> <p>Painting - see year 4</p> <p>Printing (Cave art)- see year 3</p>

	<p>Hockney?)</p> <p>Experiment with charcoal marks (e.g bold, smudged, soft, sharp, fast, slow) and reflect on how charcoal is used differently to achieve the variety of marks.</p> <p>Sketch a portrait from a different perspective (e.g side view) in charcoal, creating detail and adding value.</p> <p>Compare own pieces, commenting on effectiveness of tones and texture</p> <p>Research and create fact file on Frida Kahlo's life and work / style, commenting on use of Art elements (colour, line, shape, space, texture, pattern)</p> <p>Design and create using digital media backgrounds inspired by Kahlo's self-portraits.</p> <p>Plan and create a portrait of self in style of Kahlo, testing media (crayons, felts, pastels, paints) and making annotations in sketchbook. Focus on line, shape, perspective, texture, tone and colour.</p>			<p>Learn to draw variety of shapes in different sizes to create a body sketch.</p> <p>Apply shading to show light and shadow to mannequin drawing.</p> <p>Adapt and refine techniques by drawing mannequin from a different perspective - compare shape and proportions between both drawings.</p> <p>Introduce Keith Haring and his work. Comment and describe how movement is depicted (lines thickness, length, stroke)</p> <p>Create drawings (a mural) influenced by Keith Haring's work that indicate evidence of movement.</p> <p>Explore use of colour in Haring's work - how does this help bring the work 'to life'?</p> <p>Reflect on unit of work and learnt techniques.</p>	
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	<p>Combine digital background to self- portrait using known collage techniques (e.g overlapping, tessellation, mosaic etc)</p> <p>Evaluate final piece.</p>				
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