

Art – Drawing– Year 2 and 5

Year 2 NC - pupils should be taught to:	Portraits How we do this in Year 2	Year 2 Vocabulary	Year 5 NC - pupils should be taught to:	Portraits How we do this in Year 5	Year 5 Vocabulary
<ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Practise different types of lines and of varying thickness: Straight, curved, spiral, zig zag, broken, Faint, scribble, fine, thick, heavy, solid, dotted</p> <p>Directions - horizontal, diagonal, vertical</p> <p>Apply taught skills to a zentangles drawing using dots and lines to demonstrate pattern and texture</p> <p>Study a range of self-portraits, commenting on preference and likeness to artists.</p> <p>Sketch a portrait by mapping out the face and its proportions</p> <p>Investigate tone by drawing shapes and shading - dark / light</p> <p>Adapt and refine portrait by adding shading.</p> <p>Study the work of Picasso and use of colour to show emotions</p> <ul style="list-style-type: none"> -discuss -draw a face from observation -add colour to show emotion (pastels) 	<p><u>Lines</u> Straight, curved, spiral, zig zag, broken, Faint, scribble, fine, thick, heavy, solid, dotted</p> <p>Directions - horizontal, diagonal, vertical</p> <p>pattern, texture, self-portraits, proportion, tone, colour, shape, digital art, compare, evaluate</p> <p><u>Previous knowledge</u></p> <p>ELG: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. <p>Reception: explore, use and refine a variety of artistic effects to express their ideas and feelings.</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]; <p>about great artists, architects and designers in history.</p>	<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)</p> <p>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 Hockney)</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 yr 4</p>

	<p>Create a collage inspired from observations of Picasso's abstract portrait work</p> <p>Use ICT to explore shape, proportion and colour in creating portraits inspired by Picasso.</p> <p>Compare both the artist's work to each other (colour and abstract) and against own work.</p> <p>Introduce Paul Klee and study his techniques and processes (e.g. use of line, brush strokes, colours etc)</p> <p>Replicate backgrounds using watercolours and learnt techniques.</p> <p>Recap on types of lines and demonstrate an understanding of how line drawings (monochrome) differ to shading.</p> <p>Explore line portraits in a range of media (e.g. pencil, wax crayons, felt tips and chalk) on plain paper and painted surfaces.</p> <p>create own abstract portrait inspired by Paul Klee</p>	<ul style="list-style-type: none"> •Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>3-4 years: Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings an 		<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 offer facts on Frida Kahlo's life and work / style, commenting on use of Art elements (colour, line, shape, space, texture, pattern, tone)</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>Combine digital background to self- portrait using known</p>	
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	<p>Compare own portraits, commenting on skill development.</p>			<p>collage techniques (e.g overlapping, tessellation, mosaic etc)</p> <p>Evaluate final piece.</p>	
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