

# Art

## Year 3 and 4

### Autumn 1

<b>Topic</b> Monochromatic						
<b>Rationale</b> In this drawing and collage unit, children will develop their drawing skills and learn how to observe and draw the features of a face. They will learn how lines and shapes help us draw realistic facial features. They will learn about drawing textures and be inspired by the work of multiple artists they will encounter again throughout their primary studies.						
<b>NC Objective</b> Pupils should be taught 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 observations.						
<b>Links to other Subject/Topics.</b>						
<b>Inspiration for Aspiration,</b> artist, decorator, interior designer , printer, fabric/wallpaper designer, web designer, digital artist						
<ul style="list-style-type: none"> <li>• <b>Key Content</b></li> <li>• How can we draw texture?</li> <li>• How can artists draw eyes?</li> <li>• How can artists draw noses?</li> <li>• How can artists draw mouths?</li> <li>• How can I evaluate my artwork while learning from others?</li> </ul>						
<b>Concepts</b>						
<b>Art</b>	1	2	3	4	5	6
<b>Drawing</b>						
<b>Colour</b>						
<b>Texture</b>						
<b>Form</b>						
<b>Printing</b>						
<b>Pattern</b>						
<b>Skills and Knowledge Year 2</b>			<b>Skills and Knowledge Year 3 and Year 4</b>			
<ul style="list-style-type: none"> <li>• <b>Year 1 – Children explored mark-making and created landscapes with lines. They also explored pressure, direction, and pencil grip.</b></li> <li>• <b>Year 2 – Children explored patterns and used lines and shapes to create them. They considered mosaics and wallpaper prints and learned about geometric and organic shapes. They learnt about mehndi patterns and how they are used to celebrate.</b></li> </ul>			<ul style="list-style-type: none"> <li>• pupils will revise how grip can impact our control of a pencil</li> <li>• pupils will revise the parts of a pencil</li> <li>• pupils will know the definition of texture, line and shape</li> <li>• pupils will explore how marks can be used to create an impression of texture</li> <li>• pupils will begin to explore how art can connect with emotions</li> <li>• pupils will explore how lines and shapes can create artistic impressions of eyes</li> <li>• pupils will control a pencil with increased precision</li> <li>• pupils will learn to draw from observation</li> <li>• pupils will learn the differences between landscape, portrait and still life</li> <li>• pupils will know that artists have to practise specific skills to improve</li> <li>• pupils will learn to draw from careful observation</li> <li>• pupils will control a pencil with increased precision</li> <li>• pupils will revise the differences between landscape, portrait and still life</li> <li>• pupils will learn that different artists can represent facial features differently</li> <li>• pupils will learn how to use shapes to support drawing.</li> <li>• pupils will use value and texture whilst drawing</li> <li>• pupils will evaluate their own work</li> <li>• pupils will learn how to learn from others</li> </ul>			

**Artistic Vocabulary**

bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value

**By the end of the topic the children will:-**

- Be able to draw hair texture
- Be able to draw a realistic eye
- Be able to draw a nose
- Be able to draw an imaginary face with a realistic mouth

**Assessment**

Teacher to assess finished pieces of work against skills taught in lessons.