

Learning journey	Art	Anglo Saxons Sketching	Year 4 (Autumn)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have:</p> <ul style="list-style-type: none"> • Had the opportunity to use a range of media to create images, including pencil, paint chalk and pastels. • Create designs from observation or imagination <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> • Hold and manipulate a creative tools such as a pencil or a paintbrush. • Draw or paint basic image lined to nature and the world around them. • Understand how colours can be layered or mixed. • Understand that objects or images can be decorated with smaller details or designs. 	<p>Children will make observations from drawings, photos and observations made during a school trip.</p> <p>Children will be taught how different sketching techniques and how they can create texture.</p> <p>Children will be provided opportunities to try a variety of different sketching and shading techniques.</p> <p>Children will learn how to manipulate different sketching and drawing media, including pencil, charcoal and ink.</p> <p>Children will learn about the art of the Anglo-Saxon era and how it was created</p> <p>Children will be provided opportunities to produce their own artwork using different media.</p>	<p>Children will be able to reuse and build upon their sketching and painting skills in all future art units.</p> <p>Children will be able to apply their understanding of mark making to create texture in the Year 4 collage unit and the Year 5 Rivers unit.</p> <p>Children will be given the opportunity to develop their skills with a wider range of media across different units.</p>	<p>Line: a continuous path of a point as it moves across a surface.</p> <p>Shape: The form or condition in which an object exists or appears.</p> <p>Scale: graduated measure or distance.</p> <p>Hatching: straight parallel lines to add shade.</p> <p>Cross hatching: layers of hatchings in different directions.</p> <p>Contour: following the shape of the object outline</p> <p>Blending: smoothly mixing the lines into each other.</p> <p>Composition: the arrangement or layout of objects or artwork.</p> <p>Texture: the feel, appearance or tactile quality.</p>

NC coverage and HWJS skills development	Knowledge organisers
<p><u>National curriculum coverage for Art</u></p> <p>Pupils should be taught:</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><u>HWJS skills development</u></p> <ul style="list-style-type: none"> • Identify line, colour, shape and space in their work and other artists work and recognise variations in these. • Begin to observe more closely and draw only what you can see. • Make drawings/paintings of different scales. • Create different textures using pencil 	<p>Additional resources that could be used to support teaching of mark making</p> <p>Additional resources that could be used to support teaching of shading</p>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
<p>History – Anglo Saxon topic</p> <p>Literacy – The Story of Beowulf</p> <p>Wellbeing – focus on trying out, creativity and resilience</p>	<p>Promoting cultural development:</p> <p>UNCRC Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities</p>	<p>By the end of the unit the children will be able to ...</p> <p>Make observations from drawings, photos and experiences (such as school trip) Know there are different sketching and shading techniques Use different sketching and shading techniques and to create depth and texture in their artwork Understand how artists use the sketching and shading techniques Use different mark making tools to create basic images</p>	
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p><u>Key Skills</u> Develop range of mark marking skills to include lines, dots, patterns and shading</p>	<p>Children can: Correctly hold a mark making object and use it to make lines, dots and patterns on the page. The final image may not be clearly recognisable.</p>	<p>Children can: Choose and correctly hold an appropriate mark making object and use it to make lines, dots and patterns. Shading using hatching may be attempted. The final image is recognisable although shading may not be clear or accurate.</p>	<p>Children can: Choose and correctly hold an appropriate mark making object and use it to make lines, dots and patterns. Shading using hatching or cross hatching has been used. The final image is clearly recognisable and shading has been used to enhance the image.</p>
<p><u>Key Knowledge</u> Understand how lines and dots can be used to create texture in an image</p>	<p>Children understand: Lines and dots are the arranged on a page to create an image. Artists can use different media to create lines and dots.</p>	<p>Children understand: Lines and dots are the arranged on a page to create an image. Shading techniques are used to add depth to an image Artists can use different media to create lines and dots. Artists develop their own style.</p>	<p>Children understand: Lines and dots are the arranged on a page to create an image. Shading techniques are used to add depth and texture to an image. Cross-hatching, hatching and blending are three possible techniques. Artists can use different media to create lines and dots and develop their own style.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports

* Assessed piece