



Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have had the opportunity to:</p> <ul style="list-style-type: none"> draw using a variety of media (pencil, crayon, chalk, felt pen) Discuss how to make pictures look like they are moving Sketch to make quick records Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures. Draw from observations Use sketching techniques to create and shade images, including hatching, cross-hatching and blending. Use some techniques in their sketching to give the impression of movement in their work. Produce work “in the style” of an artist. Use layering to build an composition 	<p>Children will make observations from images of paintings and photographs about form and shading</p> <p>Children will be taught how to use perspective in their drawings using size and distance.</p> <p>Children will be provided opportunities sketch from observation</p> <p>Children will learn about the work of Post-impressionist artist Henri Rousseau</p> <p>Children will be provided opportunities to analyse and evaluate creative works both their own and those of well-known artists.</p> <p>Children will learn how to securely blend colours using pastels</p>	<p>Children will use their understanding of sketching techniques to all future art work and observational sketching in science.</p> <p>Children will apply their understanding of shape, form and perspective</p> <p>Children will be able to develop their experience of using different mediums to create artwork</p> <p>Children will be given the opportunity to develop their sketching skills and understanding the layering technique will help improve future artwork.</p>	<p>Pastels: powdered pigments bound together.</p> <p>Scale: graduated measure or distance.</p> <p>Proportion: a part considered in relation to the whole.</p> <p>Line: the marks that show an object outline.</p> <p>Shape: the 2D outline of an object.</p> <p>Texture: how something looks like it might feel.</p> <p>Tone: how light or dark something is.</p> <p>Tint: making the colour lighter by adding white.</p> <p>Shade: Making the colour darker by adding black.</p> <p>Hatching: straight parallel lines to add shade.</p> <p>Cross hatching: layers of hatchings.</p> <p>Contour: following the shape of the object outline.</p> <p>Layering: Building up the different parts of an image.</p> <p>Blending: smoothly mixing the lines into each other.</p> <p>Pressure: the force used on an object.</p> <p>Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.</p> <p>Composition: the arrangement or layout of objects or artwork.</p>

NC coverage and HWJS skills development

National curriculum coverage for Art

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 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

HWJS skills development

- Continues to use the correct vocabulary for the key elements (**line, tone, shape, texture, pattern, colour, form**) Drawings show an understanding of the effect of light on objects and people
- confidently experiments with different ways of using a tool or material that is new to them
- Confidently control the types of marks made and experiment with different effects and textures including **blocking in colour washes and thickening colour to create textural effects**
- Can develop quick studies from observation recording proportion and considering the impact of light and shade, returning to each study to improve accuracy and detail
- Use of **scale, proportion and perspective** more accurately
- Mix and match colours to create **atmosphere and light effects** e.g. using monochromatic colours
- Mix **colours, shades and tones** with confidence
- Can express their ideas and observations responding to advice from others
- Can annotate a work of art to record ideas and emotions using this to inform design ideas

Knowledge organisers

Year 6 Art – Spring 1: Sketching and Pastels – Rousseau

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> Sketching - Line, tone, pattern, texture, shape and form combine to create 3D images. Colour can be used to show light and dark. Different pencil techniques can be used to create a different thickness to add shape. Pressure and blending can be used to create different effects with pencils and pastels. Chalks and pastels can be messy! 	<ul style="list-style-type: none"> Draw from observation Develop use of different drawing techniques (hatching, cross hatching, blending, shading) Use scale, proportion and perspective more accurately Understanding how to layer and blend colours when using the pastels Use precision tools to add finer detail to oil pastel images 	<p>Pastels: powdered pigments bound together. Scale: graduated measure or distance. Proportion: a part considered in relation to the whole. Line: the marks that show an object outline. Shape: the 2D outline of an object. Texture: how something looks like it might feel. Tone: how light or dark something is. Tint: making the colour lighter by adding white. Shade: Making the colour darker by adding black. Hatching: straight parallel lines to add shade. Cross hatching: layers of hatchings. Stippling: small dots placed to add shading and depth. Contour: following the shape of the object outline. Layering: Building up the different parts of an image. Blending: smoothly mixing the lines into each other. Pressure: the force used on an object.</p>
<div style="background-color: red; color: white; text-align: center; padding: 2px;">ARTIST INFORMATION</div> <ul style="list-style-type: none"> > Henri Rousseau (Born 1844 - Died 1910) > French artist who was self-taught > Worked as a tax collector > Described as post-impressionist or Naïve art style > Created bright, atmospheric jungle scenes despite never having left France or visited a jungle. Instead, he would visit botanical gardens and zoos > People criticised his work as being too simple and 'child-like' <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>		<div style="background-color: #003366; color: white; text-align: center; padding: 2px;">GOOD TO KNOW...</div> <ul style="list-style-type: none"> + Artists use layering to build the building, starting with the background, moving into the foreground and finishing with the detail. This creates cleaner lines and adds depth. + One colour can have an almost infinite number of different tones, tints and shades. + Oil pastels never completely dry or set so colours can be transformed unintentionally. + Sgraffito is the use of a precise tool to remove a top layer of pastel, revealing finer details. + Dry blending involves layering colours before using cotton wool or your finger, to gently rub the colours into each other. + Colours can be used light to dark or dark to light, depending on the technique being used - think about the outcome before deciding on a colour order.

Additional resources that could be used to support teaching of sketching:
[HOW TO ART - Drawing shadows \(and light!\) \(youtube.com\)](#) Light and shadow
[KS2 Art: An Introduction to Oil Pastels PowerPoint - Twinkl](#) – using oil pastels

Additional resources that could be used to support teaching of Henri Rousseau:
[Henri Rousseau | Biography, Art, Post-Impressionist, Naïve Painter, & Facts | Britannica](#)
[Henri Rousseau Paintings, Bio, Ideas | TheArtStory](#)

Connections / deepening understanding

Geography – topic this half term is biomes

Wellbeing – focus on trying out, creativity and resilience

RADE

Promoting cultural development:

UNCRC
 Article 13 – Right to opinions and sharing of thoughts

Assessment

Details of the objectives that they will have covered within this unit of work

By the end of the unit the children will be able to ...

- Be able to understand light and shade and start to use it in their work
- Confidently use pastels as a medium to create art
- have explored the work of Henri Rousseau and his importance as a post-impressionist artist

	Article 31 – Right to be involved in creativity activities	<ul style="list-style-type: none"> • have more experience of mastering their sketching techniques • Have more experience of sketching from real life and drawing from images 	
Key skill(s)/ knowledge to be assessed by the end of the unit	Lower attaining	Middle attaining	Higher attaining
Key Skills Develop sketching skills in order to draw from still life and observed images.	Children can: Use sketching to outline an observed image and start to shade the image. Their image will be recognisable as the observed object but detail may be lacking.	Children can: Use sketching to outline an observed image and use hatching and blending to shade the image. Their image will be recognisable as the observed object and attempts to show shadow are obvious.	Children can: Use controlled sketching to outline an observed image and use a range of sketching techniques (hatching, cross-hatching, stippling and blending) to shade the image, with attention to the creation of light and shadow in the image. Their image will be recognisable as the observed object and detail can be noticed.
Key Knowledge Understand how colour and shading can be used to create light and shadow within an image	Children understand: All artists pay attention to the use of light in their artwork. Use of darker tones are attempted in the child's work to show shadow. Direction of light may not be clear.	Children understand: All artists pay attention to the use of light and shadow in their artwork. Use of darker tones are being used in the child's work to show shadow and lighter tones are used to show where light hits an observed object. Direction of light can be inferred.	Children understand: All artists pay attention to the use of light and shadow in their artwork. Use of darker tones are being used in the child's work to show shadow and lighter tones or the absence of colour are used to show where light hits an observed object. Direction of light is obvious.

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