

## YEAR 4

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Drawing</b>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific: Creating with Materials ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.</p>	<p>Explore making <b>marks, lines</b> and <b>curves</b></p> <p>Know how to use <b>pencils</b> to create lines of different <b>thickness</b> within pictures.</p> <p>Use lines to represent objects seen, remembered or imagined</p> <p>Know how to show how people feel in drawings.</p>	<p>Explore <b>tone</b>.</p> <p>Begin to use 3 different <b>grades</b> of pencil.</p> <p>Know how to use <b>charcoal, pencil and pastel</b> to create art.</p> <p>Know how to use a <b>viewfinder</b> to focus on a specific part of an <b>artefact</b> before drawing it.</p> <p>Use line and tone to represent things seen, remembered or observed</p>	<p>Use a sketch book to record ideas and plan work with a brief <b>evaluation</b>.</p> <p>To know how to use a sketchbook to produce a final piece of art.</p> <p>Explore <b>shading</b>, using different <b>media</b></p> <p>Use a range of different <b>grades</b> of pencil to show <b>tone</b> and <b>texture</b>.</p> <p>Draw familiar things from different <b>viewpoints</b></p> <p>Begin to show <b>facial expressions</b>.</p> <p>Use <b>digital images</b> and IT to create art which includes their own work and that of others.</p>	<p>Use a sketch book to record ideas, practise <b>techniques</b>, suggest <b>improvements</b> and <b>evaluate</b> work.</p> <p>Use skills to create <b>facial expressions</b>.</p> <p>Know how to <b>integrate</b> digital images into artwork.</p>	<p>Use a sketch book to record ideas, practise <b>techniques</b>, <b>plan</b> work, suggest <b>improvements</b> and evaluate work</p> <p>Use a range of <b>materials</b> to produce <b>line, tone, texture</b> and <b>shade</b> to represent <b>figures</b> and <b>forms</b> in movement.</p> <p>Select and experiment with <b>media</b> and <b>techniques</b> to achieve a specific outcome</p>	<p>Use a sketch book to record detailed ideas, explore <b>techniques</b>, <b>plan</b> work, suggest <b>improvements</b> and give detailed <b>evaluations</b> of work.</p> <p>Select appropriate <b>media</b> (<b>pencils, pastels or charcoal</b>) and <b>techniques</b> when creating <b>observational art</b>.</p> <p>Explain why different <b>tools</b> have been used to create art.</p> <p>Know how to use a range of <b>e-resources</b> to create art.</p>

### COMPOSITES

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### COMPONENTS

	1	2	3	4	5	End Point
	How do you draw 3D shapes?	Can I show proportion in my drawing?	What is tone?			Children will be able to sketch 3D objects using proportion, line, shading and crosshatching to create light, shadows and tone.

<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Expression	Expression	Expression			
<b>SKILLS</b>	Use a sketch book to record ideas, practise <b>techniques</b>	Use a sketch book to record ideas, practise <b>techniques</b> , suggest <b>improvements</b> and <b>evaluate</b> work.	Use a sketch book to record ideas, practise <b>techniques</b> , suggest <b>improvements</b> and <b>evaluate</b> work.			Children will use their sketch books to record their ideas and practise techniques. They will suggest improvements to their work and evaluate it.
<b>KNOWLEDGE</b>	Children know the basic outline of the given shapes. Children know lines can add a 3D effect and shading can add shadows.	Children know what proportion is. Children know that in a 3D sketch part of the object is hidden.	Children know What tone is. Children know that shading and crosshatching create light and tone.			Children know how to create sketches of 3D objects. They know what proportion that shading and crosshatching can create light, shadows and tone.
<b>LESSON LINK</b>	<a href="#">MTP</a>	<a href="#">MTP</a>	<a href="#">MTP</a>			
<b>PROGRESSIVE VOCABULARY</b>	techniques	techniques improvements evaluate	techniques improvements evaluate			Articulate and recognise subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>			Use a selection of pencils to create 3D sketches of classroom objects			Application of knowledge and skills to select and use a range of pencils to create 3D sketches of everyday objects
<b>END POINT</b>	Children use sketch book to create 3D shapes	Children use sketch book to sketch objects which show proportion	Children use sketch books to explore shading and crosshatching to show tone			Children will be able to sketch 3D objects using proportion, line, shading and crosshatching to create light, shadows and tone