

Subject: Art, Craft and Design: Pencil mark-making + texture	Year: 5 – Autumn Term 1
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>Line/Detail + Observation</u>); Use experience of line to practise close observation to add detail to drawing (YR3)</p> <p><u>Texture/Pattern</u>): Explore environmental and manmade patterns and textures for example tessellation for desired effects (YR4)</p> <p><u>Shading</u>): Experiment with the potential of various pencils to shade and create light and dark (YR3) Identify and draw the effect of light including tone and shadow (YR4)</p> <p><u>Perspective</u>); Begin to look at scale and proportion in drawing (YR4)</p> <p><u>Recording/Self Governing/Evaluation</u>); Self-reflect on created pieces of art (YR3) Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks. (YR4)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 6 Progression of Skills.</p> <p><u>Line/Detail + Observation</u>); Improve their mastery of observation to form increasingly detailed, accurate drawings</p> <p><u>Texture/Pattern</u>): Continue to experiment and study the texture of a surface and make own decision how to represent this, use pattern for a purpose. Creating intricate patterns.</p> <p><u>Shading</u>): Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow</p> <p><u>Perspective</u>); Use scale and proportion to add realistic perspective to drawing</p> <p><u>Recording/Self Governing/Evaluation</u>); Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.</p>
<p>Key Enquiry Question</p> <p>Can you create texture in a landscape using pencil?</p>	<p>The Big Idea:</p> <p>Looking at the landscapes of Vincent Van Gogh, to explore mark making in pencil</p>
<p align="center">To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know:</p> <p>How to engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently use sketchbooks for a variety of purposes including: recording/developing/testing/planning.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials (<u>different ways to use a pencil</u>). Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>Vocabulary:</p> <p>Line: pencil, pens. thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines, observation, visual images, mark making, expression, movement, sketching.</p> <p>Texture: pattern texture, proportion, emotion, expression, smooth, rough, hatching, cross hatching, media marks, pencil, techniques, stippling, blending, pressure, movement, patterns.</p> <p>Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background, parallel, vertical</p>

Research and discuss the ideas and approaches of artists (Vincent Van Gogh) taking account of their particular cultural context and intentions. Know how to describe the process they are using and how they hope to achieve high quality outcomes.
(NSEAD Assessment framework)

Vincent Van Gogh, Post-impressionism

By the end of this unit, children will be able to do:

Drawing Skills:

(Line/Detail + Observation);

Continue to practise observation while drawing to form increasingly detailed, accurate drawings

(Texture/Pattern);

Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose.

(Shading);

Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow

(Perspective);

Use scale and proportion to begin to add perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work.

Artists:

Vincent Van Gogh (1853-1890)– pencil landscapes



Media:

Pencil

Pen

Useful Resources:

YouTube: Exploring Mark Making Inspired by Van Gogh- Art Demonstration

<https://www.youtube.com/watch?v=eujD5wXrPTY>

YouTube: Drawing Landscapes Using Mark Making Inspired by Van Gogh- Art Demonstration

<https://www.youtube.com/watch?v=jJPAPOKfuEO>