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| L.S Lowry | Shaun Tan | Henry Moore |
| Drawing - pencil | Painting - oils | Sculpture – clay |
| * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create detailed drawing. * Develop close observation skills using a variety of viewfinders. * Use a sketchbook to collect and develop ideas. * Identify artists who have worked in a similar way to their own work.   .  **Lines and Marks**   * Understanding and experimenting with linear perspective. This is where two lines meet on a point on the horizon, which is known as the vanishing point.   ***E.g. trees in the foreground larger than those in the background – therefore the lines may be thinner and softer than the foreground.***  **Shape**   * Attempt to create their own irregular 3D shapes, this way be by shading.   ***E.g. a nose, which is not a triangle***   * Further drawing of 3D shapes, prism, cuboid * Sized and space of shapes carefully considered   **Colour/Tone**   * Start to shade with light and dark to show shadows. * Blending colours to show tonal perspective.   ***E.g. Soft lines in the background, strong marks in the foreground***  **Perspective and Composition**   * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to develop an awareness of composition, scale and proportion in their paintings   **E*.g. foreground, middle ground and background***   * Show and awareness of how paintings are created i.e. composition | * Develop a painting from a drawing * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music   **Colour/Tone**   * Mix and match colours to create atmosphere and light effects * Be able to identify primary secondary, complementary and contrasting colours * Work with complementary colours * Developing colour techniques in using watercolours and oils   ***E.g. Using watercolours to blend the sky (this is called a wash) but using block colours for the foreground***. | * Shape, form, model and construct from observation or imagination * Use recycled, natural and man‐made materials to create sculptures * Plan a sculpture through drawing and other preparatory work * Develop skills in using malleable materials inc. slabs, coils, slips, etc * Produce intricate patterns and textures in a malleable media |
| Generic Skills   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Compare ideas, methods and approaches in their own and other’s work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook  |  | | --- | |  | | | |

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