

KNOWLEDGE ORGANISER

Vocabulary

Sketching: lightly drawing to create initial shapes/designs before detail and definition is added.

Proportion: keeping the size of a subject's details accurate in relation to each other.



Texture: the feel and appearance of a surface.

Shadow: the dark area where light is blocked by an object.

Tone: the level of light or dark in a subject.

Year 3 Art - Drawing (Autumn)



Shading Techniques

Scribbling: drawing quickly with less controlled lines. It can help to create the look of a rough texture.



Blending: gradually moving from one shade to another or it can be used to soften lines to make an object look smooth.



Stippling: drawing dots either close or far apart to create different effects for texture.

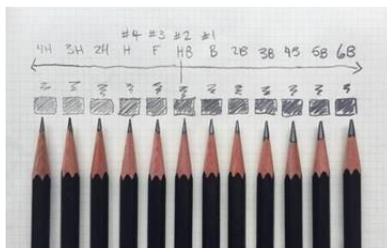


Lines of varying lengths or thickness: these can be used to show a range of textures.



Pencil Grades

Pencil grades are different tones of pencil, used for shading in drawing. They are given a code to show how dark their tone is. The pencils become softer and easier to blend as they become darker. The lightest shades contain the letter H, the darkest contain the letter B.



Key question	Learning Behaviour	Key knowledge		Key Skills		Teacher comments.
Can we evaluate existing artwork and recognise techniques used?	Inquisitive – ask questions and share their opinions about the work of others and techniques used.	To recognise how shading is used to create a 3D effect. To understand how to create accurate proportion in artwork.		• Use a sketch book to develop techniques to use in their art work • Make connections and comparisons between pieces on a theme or several pieces from the same artists. • Use a sketchbook to collect ideas and source materials for future work.		
Can we explore the use of graded pencils?	Adaptable – when exploring different grades.	To recognise how shading is used to create a 3D effect. To know what is meant by pencil grades.		• Develop shading skills to show light and dark • Shows greater control when creating pattern in size and spacing • Using a combination of blending, scribbling, stippling, and lines of varying lengths or thickness to show a range of textures. • Use of different grades of pencil to create light and dark tones • Combine different patterns to create effects. • Use a sketch book to develop techniques to use in their art work • Use a sketchbook to collect ideas and source materials for future work.		
Can we learn about and explore the technique of sketching light shapes to accurately portray what is being observed?	Resilient – persevering if proportions are not initially accurate and improve through practise.	To create proportion through light sketching. To understand how to create accurate proportion in artwork.		• Develop an understanding of third dimension • Begin to use light sketches of shape to more accurately portray proportions. • Develop use of light shapes to more accurately portray what they are observing. • Work for a sustained period of time developing drawing and using techniques to show form • Begin to refine and modify ideas in their own work • Use a sketch book to develop techniques to use in their art work • Use a sketchbook to collect ideas and source materials for future work.		
Can we explore adding texture using shading techniques?	Adaptable – when exploring different shading techniques and applying to different areas.	To recognise how shading is used to create a 3D effect. To know what is meant by pencil grades. To understand how to create accurate proportion in artwork.		• Develop shading skills to show light and dark • Develop an understanding of third dimension and how to use shading to show this • Shows greater control when creating pattern in size and spacing		

				• <i>Using a combination of blending, scribbling, stippling, and lines of varying lengths or thickness to show a range of textures.</i> • <i>Use of different grades of pencil to create light and dark tones</i> • <i>Develop use of light shapes to more accurately portray what they are observing.</i> • <i>Combine different patterns to create effects.</i> • <i>Begin to refine and modify ideas in their own work</i> • <i>Use a sketch book to develop techniques to use in their art work</i> • <i>Identify modifications and development points in their own work</i> • <i>Use a sketchbook to collect ideas and source materials for future work.</i>		
Can we apply learnt techniques to a final piece?	Resilient – persevering with accurate sketching/applying shading techniques.	To recognise how shading is used to create a 3D effect. To know what is meant by pencil grades. To understand how to create accurate proportion in artwork.		• <i>Develop shading skills to show light and dark</i> • <i>Shows greater control when creating pattern in size and spacing</i> • <i>Using a combination of blending, scribbling, stippling, and lines of varying lengths or thickness to show a range of textures.</i> • <i>Use of different grades of pencil to create light and dark tones</i> • <i>Develop use of light shapes to more accurately portray what they are observing.</i> • <i>Work for a sustained period of time developing drawing and using techniques to show texture, tone and form</i> • <i>Combine different patterns to create effects.</i> • <i>Begin to refine and modify ideas in their own work</i> • <i>Identify modifications and development points in their own work</i>		
Can we evaluate our work and make modifications?	Adaptable – making modifications are evaluating.			• <i>Begin to refine and modify ideas in their own work</i> • <i>Identify modifications and development points in their own work</i> • <i>Make connections and comparisons between pieces on a theme or several pieces from the same artists.</i>		

	<i>Developing</i>	<i>Secure</i>	<i>Exceeding</i>
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