

# Oak Class Art Outcomes - Life in the Trenches - Observational Drawing / Trench Art

## Key knowledge

To know how pencils are classified- hard=(H) soft/blackness=(B). Understand the significance of number e.g. 4B is softer than 2B.

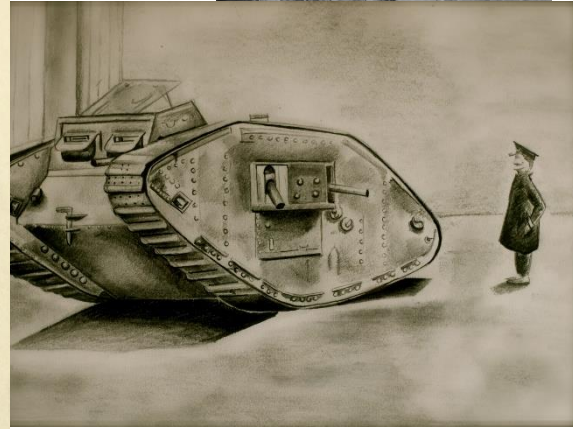
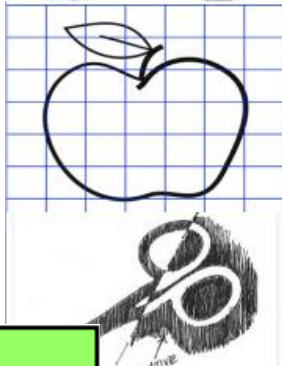
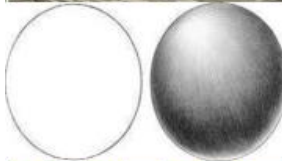
To know that mark making can add texture. Be aware how famous artists, e.g. Vincent Van Gogh, use **mark making**.

To know that **shading** can make a 2D sketch look 3D. 2D- looks flat. 3D- looks solid.

To know that a using grid can help with proportion or as an aid to enlarge sketches.

**Negative space**- the space around and between objects. To understand this can help with the accuracy of sketches.

**Still Life**- collection of objects, often fruit, flowers, vases, glasses (anything that is still.) Many established artists have created Still Life work e.g. Cezanne, Caravaggio, Lichtenstein and Picasso.



## Key vocabulary

**Sketch**- to draw lightly, start with ghost lines

**Observation**- to look carefully. 80% looking, 20% sketching

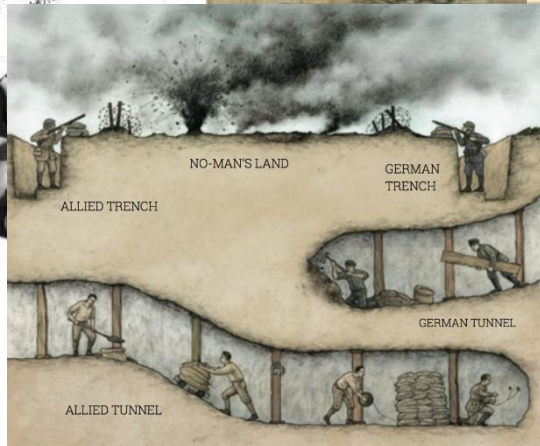
**Line**- a mark made using a pencil or brush.

**Texture**- the feel/ appearance of a surface

**Tone**- light and dark shades of a colour

**Mark making**- different lines/patterns to add detail, texture and depth.

**Shading**- gives the illusion of depth.





## Oak Class Art Outcomes - Life in the Trenches - Observational Drawing / Trench Art

### Year 3

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To use different hardnesses of pencils to show line, tone and texture.

To begin to use shading to show light and shadow.

To attempt to use hatching to show tone and texture.

### Year 5

To develop ideas from starting points throughout the curriculum.

To collect and reflect on information, sketches and resources in a sketchbook.

To experiment with approaches used by artists.

To choose a style of drawing, select media and use a range of techniques for a specific purpose.

To use a range of techniques to show movement, perspective, shadows and reflection.

To draw from different viewpoints.

To begin to critically assess work.

### Year 4

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To use different hardnesses of pencils to show line, tone and texture.

To use shading to show light and shadow.

To use hatching to show tone and texture.

To begin to reflect on work.

### Year 6

To develop ideas from starting points throughout the curriculum.

To collect and reflect on information, sketches and resources in a sketchbook, using it to make informed choices in their work.

To experiment with approaches used by artists.

To choose a style of drawing, select media and use a range of techniques for a specific purpose.

To use a range of techniques to show movement, perspective, shadows and reflection.

To draw from different viewpoints.

To critically assess their work and the work of others.