|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hinguar Primary School and Nursery - SECAT | | | | |
| Knowledge Organiser | | | | |
| Art – Flanders Field  Drawing and Collage | Year 6 | Autumn Term | | Topic: World War II |
| Prior Knowledge | | Application of Knowledge | | |
| Drawing -   * Use a variety of source material for their work. * Work in a sustained and independent way from observation, experience and imagination. * Show awareness of form within observed work. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape to embody ideas and serve their needs.   Collage -   * **Textiles** Develop skills of stitching-blanket stitch * Join fabrics in different ways, including stitching. * Use different grades and uses of threads and needles. * **Collage** Use a range of media to create collage.   **Key Hinge Questions**   * How do you feel when looking at Flanders Field inspired artwork? * How could you produce your own Flanders Field inspired artwork? * What did you like about your artwork? * How can you improve your artwork? | | A soldier walking through a field of red flowers  Description automatically generated with medium confidence  Drawing -   * Demonstrate a wide variety of ways to make different marks with dry and wet media. * Identify artists who have worked in a similar way to their own work. * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape to embody ideas and serve their needs.   Collage -   * Describe varied techniques. * Be familiar with layering prints. * Be confident with printing on paper and fabric. * Alter and modify work. * Work relatively independently. | | |
| What will I know by the end of this topic? | | Key Vocabulary | | |
| How to draw with wet and dry media.  Manipulate and experiment with drawing techniques.  Produce a collage using varied techniques.  How to use a variety of tools to produce required artwork.  How to review what they and others have done and say what they think and feel about it. | | Line | A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape. | |
| Tone | The relative lightness or darkness of a colour. Tone can also mean the colour itself. | |
| Form | In relation to art the term form has two meanings: it can refer to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work. | |
| Value | The brightness of colour. | |