

# Art

# Light and dark

# Year 4

## What I should already know

- Key questions and metacognition strategies will continue to be used to encourage pupils to recognise the factors that influence their own performance and the different approaches they can use for their learning. These will include setting goals, formative planning, monitoring and controlling learning and assessing the results and strategies used.
- Children have experiences of still life drawing.
- Children have some knowledge of shading using pencils.



## Vocabulary

|             |  |
|-------------|--|
| Composition | Putting different elements together in a pleasing way                                      |
| Hue         | Describing an exact colour: sky blue, dark green, rose pink                                |
| Proportion  | How big a part of something looks compared to the rest of it                               |
| Shade       | Adding black to a colour makes a shade   |
| Shadow      | A dark area created when light is blocked  |
| Still life  | An artwork showing a collection of things that don't move, e.g. objects rather than people |
| Tint        | Adding white to a colour makes a tint  |
| Tone        | How light or dark a colour is  |

## Sticky Knowledge

Adding black to a colour creates a shade.

Adding white to a colour creates a tint.

Using lighter and darker tints and shades of a colour can create a 3D effect.

Using lighter and darker tints and shades of a colour can create a 3D effect.

## Technical Knowledge and skills

- Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

