## Year 5 Art Advent 1 Knowledge Organiser

## Golden Thread: Communication

## Objectives and Sticky Knowledge

## Previous Knowledge Recap:

I can add small amounts of white to give different, lighter shades of the same colour.
I can add small amounts of black to give darker shades of the same colour.
I know that the 6 tertiary colours can be made by mixing the secondary colours.

## Land Objectives and Sticky Knowledge:

| To revisit and apply previous learning about secondary and <br> tertiary colours. | To draw using lines (line drawings), selecting different drawing <br> pencils and ink/ fine-point pens, and shading using line <br> techniques |
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| 1. I can identify the primary colours of red, yellow and blue. <br> 2. I can identify the secondary colours of green, orange and <br> purple. <br> 3. I know that adding white will change the tone of a colour. | 1. I know that different pencil lead creates different effects. <br> 2. I know that line drawings are pieces of art created with one <br> continuous line. <br> 3. I know that cross-hatching can be used in different ways to <br> achieve tone. |
| Sea: Links with 'Communication': | Links with CST and CKA Values Crown: |

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## Key Vocabulary

| primary colour | The primary colours <br> are red, yellow and blue. <br> They cannot be made by mixing other <br> colours together. |
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| secondary <br> colour | A colour resulting from the mixing of <br> two primary colours. |
| tertiary colour | A colour produced by mixing two <br> secondary colours. |
| line | A mark that is longer than it is wide. A <br> line could be created using materials <br> such as a pencil, pen, or a brush <br> dipped in ink. |
| tone | Refers to how light or dark it is. Areas <br> with lots of light are called highlights, <br> and darker areas are called shadows. |
| cross-hatching | An artistic technique used to create <br> tonal or shading effects by drawing <br> closely spaced parallel lines. |

## Sky Objectives:

1. To complete line drawings using a range of drawing materials including shading and to be able to demonstrate a one-point perspective.
2.To make a three-part colour wheel showing primary secondary and tertiary colours.
3.To create 3D clay sculptures and to use tools to create hallows and holes and scratch detail/texture.

