

Cycle A KS2 Year 3/4

Autumn

Skill Area: Drawing (Power Prints)
Artist Link: Georges Seurat, Ed Ruscha, Henry Moore, Alberto Giacometti, Fernando Botero



Recap:

Pupils who are secure will know and remember how to:

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Y1)

Further demonstrate increased control with a greater range of media. (Y2)

Make choices about which materials to use to create an effect. (Y1)

Make choices about which materials and techniques to use to create an effect. (Y2)

Explore and analyse a wider variety of ways to join and fix materials in place. (Y1)

Develop observational skills to look closely and reflect surface texture. (Y1)

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. (Y2)

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Y2)

Learn:

Pupils who are secure will know and remember how to:

Create several pencil tones when shading and create a simple 3D effect.

Explore the effect of holding a pencil in different ways and applying different pressures.

Use charcoal and rubber to show areas of light and dark in their drawings.

Demonstrate an awareness of the relative size of the objects they draw.

Use scissors with care and purpose to cut out images.

Try out multiple arrangements of cut images to decide on their composition.

Use different tools to create marks and patterns when scratching into a painted surface.

Show some awareness of how to create contrast by including areas with more and less marks.

Create an interesting, finished drawing based on their original composition, including detail such as contrast and pattern.

Work co-operatively to create a joint artwork, experimenting with their methods.

Spring

Skill Area: Painting/Mix Media (Prehistoric Painting)

Artist: Prehistoric Art

Recap:

Pupils who are secure will know and remember how to:

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Y1)

Further demonstrate increased control with a greater range of media. (Y2)

Make choices about which materials to use to create an effect. (Y1)

Make choices about which materials and techniques to use to create an effect. (Y2)

Explore and analyse a wider variety of ways to join and fix materials in place. (Y1)

Develop observational skills to look closely and reflect surface texture. (Y1)

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. (Y2)

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Y2)

Learn:

Pupils who are secure will know and remember how to:

Recognise the processes involved in creating prehistoric art.

Explain approximately how many years ago prehistoric art was produced.

Use simple shapes to build initial sketches.

Create a large-scale copy of a small sketch.

Use charcoal to recreate the style of cave artists.

Demonstrate good understanding of colour mixing with natural pigments.

Discuss the differences between prehistoric and modern paint.

Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.

Successfully make positive and negative handprints in a range of colours.

Apply their knowledge of colour mixing to make natural colours.



Summer

Skill Area: Sculpture & 3D (Mega Materials)

Artist: Magdalene Odundo

Recap:

Pupils who are secure will know and remember how to:

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. (Y1)

Further demonstrate increased control with a greater range of media. (Y2)

Make choices about which materials to use to create an effect. (Y1)

Make choices about which materials and techniques to use to create an effect. (Y2)

Explore and analyse a wider variety of ways to join and fix materials in place. (Y1)

Develop observational skills to look closely and reflect surface texture. (Y1)

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. (Y2)

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. (Y2)

Learn:

Pupils who are secure will know and remember how to:

Try drawing in an unfamiliar way and take risks in their work.

Use familiar shapes to create simple 3D drawings and describe the shapes they use.

Draw a simple design with consideration for how its shape could be cut from soap.

Transfer a drawn idea successfully to a soap carving.

Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics.

Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.

Show they are considering alternative ways to display their sculpture when photographing it.

Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.

Describe how their work has been influenced by the work of El Anatsui.



Colour

Know using light and dark colours next to each other creates contrast. (Y3)



Know that adding black to a colour creates a shade and adding white to a colour creates a tint. (Y4)

Form

Know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Y3)
 Know organic forms can be abstract. (Y3)
 Know that using lighter and darker tints and shades of a colour can create a 3D effect. (Y4)



Shape

Know negative shapes show the space around and between objects. (Y3)
 Know artists can focus on shapes when making abstract art. (Y3)
 Know how to use basic shapes to form more complex shapes and patterns. (Y4)



Line

Know that using different tools or using the same tool in different ways can create different types of lines. (Y3)
 Know lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (Y4)



Pattern

Know pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns. (Y3)
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 Know patterns can be irregular, and change in ways you wouldn't expect. (Y4)
 Know the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. (Y4)



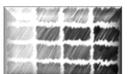
Texture

Know texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. (Y3)
 Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. (Y4)



Tone

Know that 'tone' in art means 'light and dark'. (Y3)
 Know shading helps make drawn objects look realistic. (Y3)
 Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Y3)
 Know shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. (Y3)
 Know that using lighter and darker tints and shades of a colour can create a 3D effect. (Y4)
 Know tone can be used to create contrast in an artwork. (Y4)



Y1/2 Recap

Knowledge of artists:

Pupils who are secure will know and remember how to: Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. (Y1)

Know artists choose materials based on their properties in order to achieve certain effects. (Y1)

To talk about art they have seen using some appropriate subject vocabulary. (Y1)

To create work from a brief, understanding that artists are sometimes commissioned to create art. (Y2)

To create and critique both figurative and abstract art, recognising some of the techniques used. (Y2)

To apply their own understanding of art materials learnt from the work of artists, to begin purposefully choosing materials for a specific effect. (Y2)

Learn:

Pupils who are secure will know and remember how to:

Artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. (Y3)

To consider how to display artwork, understanding how artists consider their viewer and the impact on them. (Y3)

To use subject vocabulary confidently to describe and compare creative works. (Y4)

Artists use art to convey messages through the choices they make. (Y4)

To work as a professional designer does, by collating ideas to generate a theme. (Y4)

Y1/2 Recap

Evaluating and analysing:

Pupils who are secure will know and remember how to: Describe and compare features of their own and others' artwork. (Y1)

Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Y1)

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. (Y2)

Begin to talk about how they could improve their own work.

Talk about how art is made. (Y2)

Learn:

Pupils who are secure will know and remember how to:

Explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. (Y3)

Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. (Y3)

Begin to carry out a problem-solving process and make changes to improve their work. (Y3)

Know how to use more complex vocabulary when discussing their own and others' art. (Y4)

Discuss art considering how it can affect the lives of the viewers or users of the piece. (Y4)

Evaluate their work more regularly and independently during the planning and making process. (Y4)