

## KS2 Year 3/4

### Autumn

**Skill Area: Drawing (Growing artists)**

Artist: Georgia O'Keeffe

Recap:

**Pupils will know 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 will know how to:**

Use shapes identified within in objects as a method to draw.  
 Create tone by shading.  
 Use pencils of different grades to shade and add tone.  
 Achieve even tones when shading.  
 Make texture rubbings.  
 Create art from textured paper.  
 Hold and use a pencil to shade.  
 Tear and shape paper.  
 Use paper shapes to create a drawing.  
 Use drawing tools to take a rubbing.  
 Make careful observations to accurately draw an object.  
 Create abstract compositions to draw more expressively.

**So that they can:**

Use hands and tools confidently to cut, shape and join materials for a purpose. (Y3)  
 Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Y3)  
 Use growing knowledge of different materials, combining media for effect. (Y4)

**Outcome: Abstract flowers**

### Spring

**Skill Area: Painting/Mix Media (Light & Dark)**

Artist: Cezanne, 'Queen' by Audrey Flack, 'Still Life with Flowers and Gold Cups of Honour' by Clara Peeters, 1612

Recap:

**Pupils will know 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 will know how to:**

Mix a tint and a shade by adding black and white.  
 Use tints and shades of a colour to create 3D effect when painting.  
 Apply paint using different techniques eg. Stippling, dabbing, washing.  
 Choose suitable painting tools.  
 Arrange objects to create a still life composition.  
 Plan a painting by drawing first.  
 Organise painting equipment independently, making choices about tools and materials.  
**So that they can:**  
 Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. (Y3)  
 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. (Y4)  
 Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Y3)  
 Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Y4)

**Outcome: Still Life**

### Summer

**Skill Area: Sculpture & 3D (Abstract Shape & Space)**

Artist: Anthony Caro

Recap:

**Pupils will know 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 will know how to:**

Join 2D shapes to make a 3D form.  
 Join larger pieces of materials, exploring what gives 3D shapes stability.  
 Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.  
 Identify and draw negative spaces.  
 Plan a sculpture by drawing.  
 Choose materials to scale up an idea.  
 Create different joins in card e.g. slot, tabs, wrapping.  
 Add surface detail to a sculpture using colour or texture.  
 Display sculpture.  
**So that they can:**  
 Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Y3)  
 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. (Y4)

**Outcome: Abstract sculpture**

**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)



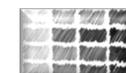
**Texture**

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 will know 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 will know how:**

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**

**Y3/4 Evaluating and analysing:**

**Pupils will know 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 will know 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)