

Art & Design Year 3/4		
Term 1 – Topic 1 Growing Artists		
Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.		
Vocab	Knowledge	Outcomes
<ul style="list-style-type: none"> • abstract • arrangement • blend • botanical • botanist • composition • cut • dark • even • expressive • form • frame • frottage • geometric • gestural • grip • light • line • magnified • organic • object 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Using different tools or using the same tool in different ways can create different types of lines • Pattern: Surface rubbings can be used to add or make patterns. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That ‘tone’ in art means ‘light and dark’. • Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p>Making skills:</p>	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

<ul style="list-style-type: none"> • pressure • rubbing • scale • scientific • shading • shape • smooth • surface • tear • texture • tone • tool • viewfinder 	<ul style="list-style-type: none"> • How to use shapes identified within in objects as a method to draw. • How to create tone by shading. • How to achieve even tones when shading. • How to make texture rubbings. • How to create art from textured paper. • How to hold and use a pencil to shade. • How to tear and shape paper. • How to use paper shapes to create a drawing. • How to use drawing tools to take a rubbing. • How to make careful observations to accurately draw an object. • How to create abstract compositions to draw more expressively. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. 	
--	---	--

Term 1 – Topic 2

Prehistoric Painting

Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art

Vocab	Knowledge	Outcomes
charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	<p>Formal elements:</p> <ul style="list-style-type: none">• Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.• Shape: Negative shapes show the space around and between objects.• Line: Using different tools or using the same tool in different ways can create different types of lines.• Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured <p>Making skills:</p> <ul style="list-style-type: none">• How to use simple shapes to scale up a drawing to make it bigger• How to make a cave wall surface.• How to paint on a rough surface.• How to make a negative and positive image.• How to create a textured background using charcoal and chalk.• How to use natural objects to make tools to paint with.• How to make natural paints using natural materials.	<ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <ul style="list-style-type: none"> • How to paint on a rough surface. • How to make a negative and positive image. • How to create a textured background using charcoal and chalk. • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. 	
--	---	--

	<ul style="list-style-type: none"> • People use art to tell stories and communicate • People use art to help explain or teach things • One artwork can have several meanings. 	
<p style="text-align: center;">Term 2 Abstract Shape and Space</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>		
Vocab	Knowledge	Outcomes
abstract found objects negative space positive space sculptor sculpture structure three-dimensional	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Using light and dark colours next to each other creates contrast. • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Form: Organic forms can be abstract. • Shape: Negative shapes show the space around and between objects. • Shape: Artists can focus on shapes when making abstract art. <p>Making skills:</p> <ul style="list-style-type: none"> • How to join 2D shapes to make a 3D form. • How to join larger pieces of materials, exploring what gives 3D shapes stability. • How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. 	<ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).

	<ul style="list-style-type: none"> • How to identify and draw negative spaces. • How to plan a sculpture by drawing. • How to choose materials to scale up an idea. • How to create different joins in card eg. slot, tabs, wrapping. • How to add surface detail to a sculpture using colour or texture. • Display sculpture. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way • There are no rules about what art must be. • Art can be purely decorative, or it can have a purpose. • People use art to tell stories and communicate • People make art for fun and to make the world a nicer place to be. 	<ul style="list-style-type: none"> • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.
<p style="text-align: center;">Term 3 Ancient Egyptian Scrolls</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>		

Vocab	Knowledge	Outcomes
ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine	<p>Formal elements:</p> <ul style="list-style-type: none"> • Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). <p>Making skills:</p> <ul style="list-style-type: none"> • Layering materials in opposite directions make the handmade paper stronger. • How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to construct a new paper material using paper, water and glue • How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. • How to make a scroll. • How to make a zine. • How to use a zine to present information. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. 	<ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information.

	<ul style="list-style-type: none">• Artists can work in more than one medium. <p>Evaluating and analysing:</p> <ul style="list-style-type: none">• Art can be purely decorative or it can have a purpose.• People use art to tell stories and communicate.• People can make art to express their views or beliefs.• People use art to help explain or teach things.	
--	---	--