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| **Art & Design**  **Year 2/3**  **2024 – 2025** | | |
| **Term 1**  **Drawing: Growing Artists** | | |
| Vocabulary | Knowledge | Objectives |
| * Abstract Art * Botanical Art * Composition * Geometric * Organic * Scale | 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. | * I can recognise how artists use shape in drawing. * I can understand how to create tone in drawing and shading. * I can use texture to create art. * I can make an observational drawing using detailed studies. * I can use composition and scale to create abstract drawings. |
| **Term 2**  **Painting and Mixed Media: Prehistoric Art** | | |
| Vocabulary | Knowledge | Objectives |
| Drawing Medium  Pigment  Prehistoric  Proportion  Scale up  Smudging | 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. | I can apply and understanding of prehistoric man-made art.  I can use scale to enlarge drawings in a different medium.  I can explore how natural products produce pigments to make different colours.  I can select and apply a range of painting techniques.  I can apply painting skills to create collaborative artwork. |
| **Term 3**  **Sculpture and 3D: Abstract Shape** | | |
| Vocabulary | Knowledge | Objectives |
| Sculpture  Sculptor | 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).  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. | I can join 2D shapes to make 3D structures.  I can join materials in different ways.  I can develop ideas for 3D artwork.  I can apply knowledge of sculpture when working in 3D.  I can evaluate and improve artwork. |