

National Curriculum Subject Content			
Pupils should be taught:			
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 5 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 6 about great artists, architects and designers in history. 7 			
Year Group	Autumn Skills Block Architect: Norman Foster	Spring Textiles and Design Designer: Coco Chanel	Summer Prints & Collage Artist: Andy Warhol
3	<p>Drawing Show facial expressions in their drawings Use different grades of pencil shade, to show different tones and texture</p> <p>Painting Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash Use a range of brushes to create different effects</p> <p>Sketchbooks Use their sketch books to express feelings about a subject and to describe likes and dislikes Make notes in their sketch books about techniques used by artists <u>Use of ICT</u> Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art</p> <p>Knowledge Compare the work of different artists Explore work from other cultures Explore work from other periods of time Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</p>	<p>Sketchbooks Use their sketch books to express feelings about a subject and to describe likes and dislikes Make notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books</p> <p>3D/textiles Add onto their work to create texture and shape Work with life size materials Create pop-ups Use more than one type of stitch Join fabric together to form a quilt using padding Use sewing to add detail to a piece of work Add texture to a piece of work</p> <p><u>Use of ICT</u> Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art</p> <p>Knowledge Compare the work of different artists Explore work from other cultures Explore work from other periods of time Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</p> <p>Painting Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash Use a range of brushes to create different effects</p>	<p>Drawing Show facial expressions in their drawings Use different grades of pencil shade, to show different tones and texture</p> <p>Printing Make a printing block Make a 2 colour print</p> <p>Collage Cut very accurately Overlap materials Experiment using different colours Use mosaic Use montage</p> <p>Sketchbooks Use their sketch books to express feelings about a subject and to describe likes and dislikes Make notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books <u>Use of ICT</u> Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art</p> <p>Knowledge Compare the work of different artists Explore work from other cultures Explore work from other periods of time Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</p>
	Autumn Skills Block Artist: Walt Disney	Spring 3D Art/ Textiles and Design Designer: William Morris	Summer 2D Art Printing and Painting Architect: John Rennie
4	<p>Drawing Begin to show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with</p> <p>Sketchbooks Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Keep notes about the purpose of their work in their sketch books <u>Use of ICT</u> Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research</p> <p>Knowledge Experiment with different styles which artists have used Explain art from other periods of history</p> <p>3D/textiles Begin to sculpt clay and other mouldable materials Use early textile and sewing skills as part of a project</p> <p>Painting Create all the colours they need Create mood in their paintings Use shading to create mood and feeling</p>	<p>3D/textiles Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials Use early textile and sewing skills as part of a project</p> <p>Knowledge Experiment with different styles which artists have used Explain art from other periods of history</p> <p>Sketchbooks Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books <u>Use of ICT</u> Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research</p> <p>Collage Use ceramic mosaic Combine visual and tactile qualities</p> <p>Drawing Begin to show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with</p>	<p>Painting Create all the colours they need Create mood in their paintings Use shading to create mood and feeling</p> <p>Printing Print using atleast 4 different colours Create an accurate print design Print onto different materials Sketchbooks Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books <u>Use of ICT</u> Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research</p> <p>Knowledge Experiment with different styles which artists have used Explain art from other periods of history</p>