

**INTENT**

**Art and Design Curriculum Year B: Planning, Progress and Long-Term Knowledge Growth**

YEAR 3/4	Substantive Art and Design content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider art and design curriculum journey	Basic disciplinary training in art and design
Autumn Term	<p><b>Draw from the human figure</b> – eg yearly self- portrait in the style of an artist, adding greater detail to the facial features: Portraits –Chuck Close style</p>	<p>This study of portraits encourages a closer look at facial features, and explores how human faces can be represented in a more abstract style by studying the work of Chuck Close.</p> <p>Children use their sketch books to experiment and develop ideas. Their skills are developed further by sketching a portrait of a Viking warrior.</p>	<p>By drawing portraits each year the children build on previous skills and we can see the children progress and develop maturity in their human representations.</p> <p>By working in the abstract, they will develop their creativity and ability to express their imagination using 2D with a range of mediums.</p>	<p>Sketching/ drawing (Life drawing)</p> <p>Using imagination</p>
	<p>Produce <b>sketches</b> using a variety of techniques such a dotting, cross hatching, culminating in a Viking Warrior Portrait</p>	<p>To develop their creativity and allow them to express themselves and their imagination they design illuminated letters for their initials.</p>	<p>By working with wool to weave the children are building on previous skills in KS1 and are making choices about colour, fabric and technique.</p>	<p>Textiles</p>
	<p>Use their imagination to produce <b>illuminated letters</b> that express their personalities and feelings.</p>	<p>Textiles are explored through weaving and dyeing to link in with our history studies on the Anglo-Saxons and Vikings.</p>	<p>Children will begin to explore how fabrics can be dyed and decorated which will be a foundation for work in UKS2 when they create a textile piece for a purpose. (DT link)</p>	
	<p>Make <b>weavings</b>, adding decorative effects and embellishments</p>	<p>During this unit, pupils will embed their understanding of key words, such</p>		
	<p>Experience how <b>fabrics can be coloured and / or printed using dyes</b> , be able to use a resist technique such as tie dye, flour paste resist or masking tape resist to make designs on fabric</p>	<p>as, tone, position, frame, texture , detail scale and proportion, fore/back and middle ground, natural, synthetic , threading ,stitching embroidery, cross stitch, running stitch , wool applique, dye, azure, crimson, umber, emerald, turquoise etc tint, tone, shade, hue. Pointillism, dotted, dabbed, Wash, tint, shade</p>		

<b>Spring Term</b>	Explore <b>hot and cold colours</b> by looking at the colour wheel, in preparation for work on water	This term children will study how various artists represent water and landscapes to link with our science about the water cycle and our local studies in geography and history.	Collagraph printing follows on from mono printing in KS1 and allows the children to create more detailed prints.	Printing
	<b>Artist Study: The Great Wave by Hokusai</b> – sea /wave print: Make <b>collagraph</b> printing blocks by sticking cut shapes from thin card onto a thicker card background.	They will sketch buildings to develop skills in line, scale and proportion, which will link with our local study work in History – looking at Milverton. The children will be inspired to produce their own pieces by studying the work and techniques of various artists including Monet and Hokusai such as impressionism and collagraph printing.	By sketching local buildings the children will acquire an understanding of scale and proportion, fore/back and middle ground. They will explore how to show surface detail, light and shadow.	Sketching Colouring mixing Painting
	<b>Sketching:</b> Develop skills in line, scale and proportion by sketching local buildings/ school	During this unit, pupils will embed their understanding of key words, such as, mono-print , two-tone print, pressure collagraph, more advanced colour names: azure, crimson, umber emerald, turquoise	Through looking at landscapes the children will continue to look at the way different artists have painted and used this to develop their own work with increasing independence and creativity. This will give them a stepping stone to their learning in UKS2.	
	<b>Painting:</b> a landscape study looking at local landscapes such as Exmoor. Consider Monet’s Water lilies and impressionism	<b>Watchet Blue</b> , tint, tone, shade, hue. pointillism impressionism dotted dabbed wash tint shade background, foreground tone frame surface detail scale and proportion, fore/back and middle ground		
	Possible art trip: Watchet – Contains Art			
<b>Summer Term</b>	Develop <b>sketching skills</b> by looking at still life – plants, to show surface detail and texture and place the object on the page (frame)	During this term art is linked to our work in science about plants and our history work on Romans. Through sketching plants the children will learn to make close observations, and learn the skills needed to represent them in 2d, such as showing tone , texture and surface Detail. They will learn how to position and frame an object to produce a still life. The children will be inspired to produce their own pieces by studying the work and techniques of various artists including Yvonne Coomber and Van Gogh. They will use different paints, techniques and tools to explore 2D colour.	This work on sketching builds on KS1 learning where children understand that drawings are made using <b>lines</b> to create <b>shapes and patterns and they begin</b> to add further detail to drawings, including using ‘ <b>dark</b> ’ and ‘ <b>light</b> ’ tones. It precedes learning in UKS2 where the children develop drawings of <b>three dimension and perspective and to investigate proportion and space</b> . They are introduced to <b>perspective, fore/back and middle ground, and composition</b> . The study of collage techniques continues from KS1,; children use a wide range of materials and manipulative techniques to create a desired texture/effect.	Sketching Colouring mixing Painting Collage/mosaic 3D papier mache
	<b>Artist study : Yvonne Coomber</b> – the use of layering a wash of paint with splatters and brush strokes to create a meadow scene			
	<b>Artist Study : Van Gogh-</b> ‘sunflowers’ and /or ‘irises’ study – developing different ways to apply paint, exploring colour and paint thicknesses			
	<b>Plant collage</b> Use collage techniques with natural and man- made materials to create a plant collage.	By Looking at and talking about the work of artists who use different kinds of collage techniques the children will have the		

	<p><b>Mosaic:</b> work collaboratively to design and make a Roman mosaic using paper tiles.</p>	<p>opportunity to work in a different medium using a selection of natural and man- made materials to link further with our science learning.</p>	<p>A collaborate art project will culminate in the production of a large scale mosaic</p>
	<p>3D study using papier mache to create a building/ volcano</p>	<p>Looking at Roman mosaics in history will lead to a collaborative project using paper tiles to create a large Roman mosaic. Children will explore the technique of papier mache to create a 3D piece of architecture/volcano</p> <p>During this term pupils will embed their understanding of key words, such as cutting shapes sticking texture rough soft crunch smooth hard delicate overlap bumpy uneven surface, layers/ed, more advanced colour names: azure, crimson, umber emerald, turquoise etc tint, tone, shade, hue.</p> <p>pointillism dotted dabbed, wash tint shade background, foreground</p> <p>tone still life position, frame texture surface detail scale and proportion, fore/back and middle ground</p>	