
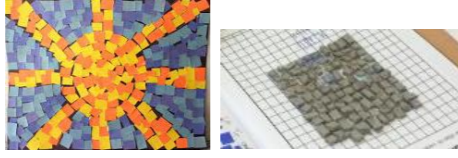






## Art and Design Overview LKS2

	Year 3			Year 4		
NC	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>					
The me Link	History: Stone Age	History: Romans	Geography: Extreme Earth	History: Remembrance Day		English: Environmental Theme
Artists	Iris Scott Painting  Women in Art	Gary Drostle Collage/Mosaic/Sculpture  Modern Artist - British	Andy Warhol Printing  Modern Artist - American	Alice Kettle Textiles  Women in Art	Julian Opie Digital Art  Visual Art	Quentin Blake Watercolour Painting Sculpture  Illustrators
Outcome	A class cave painting 	A Roman Mosaic 	Pop Art Volcanoes 	Poppy Landscapes 	Digital Portraits 	Illustrate a character Sculpture of the character using recycled materials 
Further artists	Ruth Faison Shaw Zaria Forman <a href="#">Bradshaw Foundation Cave Art Gallery</a>	<a href="#">BBC Mosaics Gallery</a> Antoni Gaudi Boris Anrep Anne Schwegmann-Fielding	Roy Lichtenstein (Reception Unit) Keith Haring Tom Wesselmann Richard Hamilton	Hannah Rae Vincent Van Gogh, Georgia O'Keeffe Claude Monet (Year 1 Unit)	Michael Craig-Martin Anish Kapoor Tony Cragg	<a href="https://www.quentinblake.com/about-drawing/how-i-draw">https://www.quentinblake.com/about-drawing/how-i-draw</a> Beatrix Potter R. W. Alley Peggy Fortnum Eric Carle
Sequencing	<ul style="list-style-type: none"> <li>In Year 1, children will have explored how to make paint using natural materials.</li> <li>In Year 2, children will have explored using natural materials as tools for art.</li> <li>In Year 2, children will have explored using a limited colour palette</li> </ul>	<ul style="list-style-type: none"> <li>In Year 1, children will have sculpted and moulded clay.</li> <li>In Year 2, children will have explored how colours can create impact in artwork.</li> <li>In Year 2, children will explore repeating patterns and how they can be controlled.</li> </ul>	<ul style="list-style-type: none"> <li>In EYFS, children will have explored pop art.</li> <li>In Year 2, children will have explored printing using a range of materials.</li> <li>In Year 2, children will have created simple printing blocks.</li> </ul>	<ul style="list-style-type: none"> <li>In Year 2, children will have explored landscapes.</li> <li>In Year 3, children will have explored how to combine materials.</li> <li>In Year 2, children will have explored how fabric can be weaved and joined.</li> <li>In Year 3, children will have used and created light and dark colours.</li> </ul>	<ul style="list-style-type: none"> <li>In Year 3, children will have explored Pop Art.</li> <li>In Year 1, children will have used a simple graphics package to create images and effects. They will have used shape, eraser and fill tools.</li> <li>In Year 3, children will have explored how shapes can be seen in different areas, objects and people.</li> </ul>	<ul style="list-style-type: none"> <li>In Year 2, children will have shown how people feel emotions in their images.</li> <li>In Year 3, children will have begun to show and awareness of the third dimension.</li> <li>In Year 2, children will have constructed using recycled and natural materials.</li> <li>In Year 1, children will have used and understood primary and secondary colours.</li> </ul>
Key questi on	What did our ancestors create?	Why did Romans create mosaics?	How can I create a third dimension?	Can we combine paint and thread?	How are computers artistic tools?	How do illustrations bring characters to life?
Enquiry	What does Iris Scott use to paint? What tools can I paint with? What is it like to sketch in a cave? What did cave people draw? How can I create a prehistoric palette? Can I make our classroom look like a cave? Can I use anything to paint?	What materials does Gary Drostle use? How can I make pictures with squares? What are tiles made from? What is the best colour to use? Are squares a good shape to use?	What is a pop artist? How can colours contrast and complement? How can I use colours to create a third dimension? What shapes are in a volcano? Why do I need a template to print? How can I make ink smooth on a surface? Have I created pop art?	How do artists combine media? What types of marks can you make? What colours are in a sunrise or sunset? Do all flowers look the same? What types of marks can I sew? Can I sew on paint? How can tone and shade show a feeling?	What is digital art? What shapes are in a face? How can felt pens make marks? What is tracing? How can I create art using a computer? What is easier to use – a mouse or a pencil?	How do illustrators give characters personality? Which technique is best to add watercolour? Should characters look the same on each page? Can I create my own character? Are all materials good to create a sculpture? How can I make my structure more secure? Have I brouy character to life?

Core Vocabulary	Observational drawing, Drawing from the figure, Larger scale drawing, Intention, Big shapes, Drawing with gesture, Quick sketching, Imagination, Design, Typography, Colour ranges, Colour combinations, Surfaces, Armature, Modelling, Sculpture, Modroc, Relief patterns, Manipulate, Dissect Reconstruct, Digital media, Animations, Technical skill, Layering of media, Creative journey, Combine artforms, 3D figurative sketch, Communicate emotion, Visual literacy skills, Context, Intention, Collaborative, Deconstructing Reconstructing.					
Specific Theme Vocabulary	silhouette, wax resist, language of direction, zig zag, continuous line, broken line, dotted line, dashes, curved line, wiggly line.	mosaic, embed, fixing, secure, band pattern, reflection, rotation, border, tiles, arrange, composition	Pop Art, complementary colours, printing blocks, repeating pattern, positive image, negative image	printing, dyeing, weaving, stitching, paste resist, motif	graphics package, cut, duplicate, repeat, filter, brush tool, line	blocking in, wash, watercolour wash, thickened paint, bleed, colour palette, spectrum, structure, recycled material, paper-mache
Substantive Knowledge	<ul style="list-style-type: none"> <li>Iris Scott is a contemporary American finger painter born in Washington in 1984.</li> <li>She stumbled across finger painting whilst living in Taiwan, when a lack of clean brushes prompted her to paint with her fingers.</li> <li>Art is ancient. Humans have expressed themselves artistically throughout our existence.</li> <li>Artists document the world around them, using whatever tools and materials they can create.</li> <li>Artists can be inspired by ancient art created by our ancestors.</li> </ul>	<ul style="list-style-type: none"> <li>Gary Drostle is a British artist born in 1961.</li> <li>Drostle specialises in public art, sculpture and mosaic.</li> <li>Mosaics were used on floors and walls in a variety of public and private buildings throughout the Roman Empire.</li> <li>Mosaics capture scenes of history and everyday life.</li> <li>Mosaics are made of fragments of tiles and glass.</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking is a branch of art.</li> <li>Andy Warhol was born in 1928 in America.</li> <li>Andy Warhol was a leading figure in the Pop Art movement.</li> <li>Warhol produced a series of prints based on the volcano 'The Mount Vesuvius'.</li> </ul>	<ul style="list-style-type: none"> <li>Alice Kettle is a contemporary textile artist based in the UK.</li> <li>Kettle's work is focused upon stitched textiles and explores themes of cultural heritage.</li> <li>Artists can combine art and craft using painting and sewing together to make art.</li> <li>When we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</li> </ul>	<ul style="list-style-type: none"> <li>Julian Opie was born in London in 1958.</li> <li>Julian Opie is a visual artist of the New British Sculpture movement</li> </ul>	<ul style="list-style-type: none"> <li>Quentin Blake was born in Sidcup on the 16<sup>th</sup> December 1932.</li> <li>Quentin Blake is an English cartoonist and illustrator, famous for his works in Roald Dahl's books.</li> <li>Blake's preferred technique is the Lightbox Technique to adapt his characters to each part of the story.</li> <li>Watercolours first became popular in Asia.</li> </ul>

**Analysing and exploring Art**

Exploring and Developing Ideas	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Adapt and refine ideas throughout artistic processes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Collect information, sketches and inspiration.</li> </ul>
Evaluating and Developing Work	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>
Artists, designers and sculptures	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Begin to imitate and replicate work of artists</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>

**Disciplinary**

Drawing	Experimenting with media	Experiment with a variety of media. <b>Focus: Pencil/charcoal/pastels</b>	Experiment with a variety of media <b>Focus: crayons/pastels/chalk</b>	Experiment with a variety of media <b>Focus: pastels/ink/pencil</b>	Experiment with a variety of media <b>Focus: pastels/crayon/chalk</b>	Experiment with a variety of media <b>Focus: pencil/felt pens</b>	Experiment with a variety of media <b>Focus: chalk/crayon/pencil</b>
	Lines and marks	<ul style="list-style-type: none"> <li>Understand how line can be affected by the nature of the range of tools used, and make decisions about which tools to select for the type of line required</li> <li>Make marks and lines with a wide range of drawing implements</li> <li>Experiment with different grades of pencil and other implements to create lines and marks</li> </ul>	<ul style="list-style-type: none"> <li>Use straight lines</li> </ul>	<ul style="list-style-type: none"> <li>Design a drawing that can be turned into a printing template of 3 or more layers</li> </ul>	<ul style="list-style-type: none"> <li>Explore, test and develop different types of mark making</li> </ul>	<ul style="list-style-type: none"> <li>Explore how thick and thin marks are made with felt pens</li> <li>Use line for expression when drawing portraits.</li> </ul>	<ul style="list-style-type: none"> <li>Use line for expression when drawing characters.</li> </ul>

Shape, space and form	<ul style="list-style-type: none"> <li>Consider shapes drawn and the surrounding spaces</li> <li>Sketch symbols, form and compositions when exploring the work of other artists and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Understand how an overall image is made from the placement of a series of coloured squares</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of objects having a third dimension.</li> <li>Begin to add shade and highlight to show a third dimension</li> <li>Know how to use shading techniques – stippling, hatching, cross-hatching, scumbling</li> </ul>	<ul style="list-style-type: none"> <li>Consider shapes within a flower</li> </ul>	<ul style="list-style-type: none"> <li>Understand what shapes and lines are in a face</li> <li>Create an outline of an image</li> <li>Compose geometric designs by adapting the work of other artists to suit own ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to add a third dimension to a drawing</li> <li>Demonstrate an understanding of proportion</li> </ul>
	Tone and colour	<ul style="list-style-type: none"> <li>Choose colours appropriately</li> <li>Use light and dark</li> <li>Explore complimentary colours.</li> </ul>	<ul style="list-style-type: none"> <li>Apply tone in a drawing in a simple way.</li> </ul>	<ul style="list-style-type: none"> <li>Use secondary colours to create a hot or cold palette.</li> <li>Experiment with different grades of pencil and other implements to achieve variations in tone.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how felt pens can be used to create a solid colour</li> </ul>	<ul style="list-style-type: none"> <li>Create several pencil tones when shading and create a simple 3D effect.</li> <li>Explore the effect of holding a pencil in different ways and applying different pressures.</li> </ul>
	Pattern and texture	<ul style="list-style-type: none"> <li>Create textures with a wide range of drawing implements.</li> </ul>		<ul style="list-style-type: none"> <li>Apply use of simple pattern and texture in a drawing</li> </ul>		
Painting	Tone and colour	<ul style="list-style-type: none"> <li>Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and experiment with complementary and contrasting colours</li> </ul>	<ul style="list-style-type: none"> <li>Create a background using shade or tone (the sun coming up (tone) or going down (shade).</li> <li>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>		<ul style="list-style-type: none"> <li>Colour - mix colours to create tertiary colours</li> <li>Experiment with creating mood with colour.</li> </ul>
	Tools and technique	<ul style="list-style-type: none"> <li>Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings</li> <li>Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, cochineal, charcoal and with a range of natural materials e.g. sticks, feathers, hands</li> <li>Experiment with painting onto wet and dry surfaces</li> <li>Work on a range of scales</li> </ul>		<ul style="list-style-type: none"> <li>Apply ink to a surface using a printing roller</li> </ul>	<ul style="list-style-type: none"> <li>Use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li> </ul>	<ul style="list-style-type: none"> <li>Use watercolour paint to produce washes.</li> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>Work on a range of scales e.g. thin brush on small picture etc.</li> </ul>
Printing			<ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method.</li> <li>Create repeating patterns.</li> <li>Print with two colour overlays.</li> <li>Make precise repeating patterns.</li> <li>Replicate patterns observed</li> </ul>			

Digital media					<ul style="list-style-type: none"> <li>Record and collect visual information</li> <li>Present recorded visual images using software.</li> <li>Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision.</li> <li>Change the type of brush to an appropriate style.</li> <li>Create shapes by making selections to cut, duplicate and repeat.</li> <li>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose</li> </ul>	
	Textiles			<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>Match the tool to the material</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Use a basic stitch.</li> <li>Adapt a drawing into a sewn picture</li> </ul>		
Sculpture	Shape and form	<ul style="list-style-type: none"> <li>Build complexity into the surface of a 3D piece</li> </ul>				<ul style="list-style-type: none"> <li>Explore which shapes are best suited to character's body parts</li> <li>Understand that structures should stand unsupported</li> </ul>
	Tools and techniques					<ul style="list-style-type: none"> <li>Explore the properties of recycled materials and decide which are appropriate for a structure</li> <li>Use paper mache to mould three dimensional shapes.</li> <li>Explore ways to join two materials together.</li> </ul>
Collage		<ul style="list-style-type: none"> <li>Plan the composition of a mosaic</li> <li>Work in raised relief, using smaller tiles (coloured glass tiles, broken up mosaic style bathroom tiles) to create an image on a larger clay tile</li> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> </ul>				

		<ul style="list-style-type: none"><li>• Use collage as a means of collecting ideas and information and building a visual vocabulary</li><li>• Select and use cutting tools and adhesives with care for a specific outcome</li></ul>				
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