

Year: 3/4 Subject: Art PoS: Drawing		Topic Question/Title: Funny Faces	Term - Autumn 2	Curriculum - A
<u>Prior Knowledge</u> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying.		<u>Key Vocabulary</u> Picasso, rubbing, shading, tone, blending, scale, proportion, size. Hatching, cross-hatching, scribbling, stippling, pressure,	<u>Outcome</u> Produce a self-portrait in the style of Picasso	
<u>Future Learning</u> Develop close observation skills using a variety of view finders. Identify artists who have worked in a similar way to their own work. Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Lines, Marks, Tone, Form and Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. Start to develop their own style using tonal contrast. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using mixed media. Perspective and Composition Show an awareness of how paintings are created i.e. Composition. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.		<u>Stimulus</u> Kathe Kollwitz (Artist) Look at examples of Picasso’s faces collection <u>First hand experiences (enrichment)</u> Explore if a local artist can come into school to hold drawing sessions.	<u>World of Work</u> Artist Illustrator	
<u>National Curriculum PoS</u> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To create sketch books to record their observations and use them to review and revisit ideas 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] To know about great artists, architects and designers in history. Concepts (if needed)	Key Knowledge		Possible evidence	
	Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Apply tone in a drawing in a simple way. Texture		Produce scale of shading from light to dark. To use different techniques to produce shading To draw images that represent different tones/shading/dimension effects. To find detail in a larger scale image. Draw a selection of faces	
	Application of Key Skills		Possible evidence	
	Use different grades of pencil to produce shading effects Use various media to draw Use correct proportion/placement of features in a face Experiment with different grades of pencil and other implements to achieve variations in tone. Draw with detail to produce 3 dimensional objects.		Draw shapes to create tone Produce pictures using charcoal/pastels To draw a face showing correct feature placement and approximation of features.	

Year: 3/4 Subject: Art PoS: 3D Sculpture		Topic Question/Title: A Load of Rubbish!		Term - Spring 2	Curriculum - A 
<u>Prior Knowledge</u> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand and explain the safety and basic care of materials and tools. <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile.			<u>Key Vocabulary</u> Sculpture, 3 dimensional (3D), free standing, scale, recycle, landfill, reusing		<u>Outcome</u> To produce a 3D sculpture using recycled materials based on Ancient Egypt AND Individual pieces based on existing artists’ work
			<u>Stimulus</u> https://www.youtube.com/watch?v=5WJ4kBOIXH4 El Anatsui (Artist) <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Sculptor
<u>National Curriculum PoS</u> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To create sketch books to record their observations and use them to review and revisit ideas 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] To know about great artists, architects and designers in history.		Key Knowledge		Possible evidence	
		Recycling and reusing can help the environment Sculpture is the joining of various materials to create a larger 3D piece of art Artist specialise in using recycled materials to produce sculpture Sculpture and be something to observe OR be used practically		Identify the difference between static sculpture and practical sculpture. To discuss artists who use recycled materials to produce artwork	
		Application of Key Skills		Possible evidence	
		Musical instruments can be made from recycled materials Create a design to use for a practical piece To use designs to embellish a sculpture		Design and create a musical instrument from recycled materials To use wax resist to create a pattern Produce a musical theme design or pattern Create a sculpture in the style of an artist using recycled and reused materials	

Year: 3/4 Subject: Art PoS: Yr 3 Textiles – Paper Craft		Topic Question/Title: Powerful Paper		Term - Summer 2	Curriculum - A	
Prior Knowledge To recognise and describe some simple characteristics of different kinds of art, craft and design. To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times. To be able to talk about materials, techniques and processes they have used, using appropriate vocabulary.			Key Vocabulary Warp, weft, thread, loom, weaver, textile, technique, yarn, crochet, knitting, embroidery, paper, decoupage,		Outcome Decoupage box	
Future Learning To research and discuss the ideas and approaches of various artists, craftspeople and designers, taking into account their particular cultural context and intentions. To describe processes they are using and how they hope to achieve high quality outcomes. To describe, interpret and explain the work, ideas and practices of significant artists, craftspeople and designers taking into account influences from historical, cultural and social contexts. To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.			Stimulus https://www.youtube.com/watch?v= q1qKtGTGgo video showing the making of an origami dragon Reiko Sudo(Artist) First hand experiences (enrichment) Visiting artists/craftspeople giving demonstrations of weaving and/or decoupage.		World of Work Artist, weaver, designer, craftsperson, set designer	
National Curriculum PoS Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To create sketch books to record their observations and use them to review and revisit ideas 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] To know about great artists, architects and designers in history.		Key Knowledge		Possible evidence		
		To know about and describe the work of some artists, craftspeople, architects and designers. To know and be able to explain how to use some of the tools and techniques they have chosen to work with. To know paper can be used in different ways to produce different effects		Be able to discuss different techniques to produce crafts involving paper To identify techniques used with paper in everyday lives		
		Application of Key Skills		Possible evidence		
		To use a sketchbook for different purposes, including recording. observations, planning and shaping ideas for their craft project. To experiment with paper weaving. To develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. To select and use appropriately a variety of materials and techniques in order to create their own craft work. To explain how to use some of the tools and techniques they have chosen to work with in making their craft work. To begin decoration a box with decoupage. To reflect on what they like and don’t like in order to improve work.		To design a finished product To experiment with paper weaving. To use various media to create weaving patterns To experiment with decoupage. To use inspiration form artist and craftspeople to make a decoupage box. To reflect on work to improve final product. To consider how best to present work.		