


Round Hill Primary School





Art and Design Curriculum Overview- Lower Key Stage 2 Cycle A and Cycle B

Cycle A


	Mixed Media- Painting and Collage	Autumn 2- Extreme Earth
Summary	Children draw and add texture to their volcanoes using layers of tissue paper to represent the different layers of the volcano, in the style of Margaret Godfrey.	
Key Artist(s)	Margaret Godfrey	
Key Skills	Year 3 Painting <ul style="list-style-type: none"> ○ I can mix colours, shades, tints and tones to match a shade. Collage <ul style="list-style-type: none"> ○ I can experiment with a range of collage techniques including tearing, overlapping and layering. ○ I can use collage to create images and represent texture. ○ I can combine other techniques with collage e.g. paint 	Year 4 Painting <ul style="list-style-type: none"> ○ I can begin to identify and mix warm and cool colours (colour theory). Collage <ul style="list-style-type: none"> ○ I can recreate artworks in collage ○ I can choose collage as a way to embellish the work I have already achieved.
Key Knowledge	Year 3 Painting <ul style="list-style-type: none"> ○ I know that there are warm colours and cool colours and can identify them on a colour wheel. Collage <ul style="list-style-type: none"> ○ I know that a mixed media project incorporates a range of different artforms. ○ I know of and describe a range of collage techniques: tearing, overlapping, layering. 	Year 4 Painting <ul style="list-style-type: none"> ○ I know that colour theory is practical guidance to colour mixing and the effects of a specific colour combination and that this can be applied to creating artwork to create a specific effect. Collage <ul style="list-style-type: none"> ○ I know that collage can be and has been used to embellish other pieces of artwork.
Key Vocabulary	<i>warm colours, cool colours, colour wheel, tearing, overlapping, layering, texture, mixed media</i>	<i>colour theory, colour combinations, embellish</i>


	Mixed Media- 3D Form and Drawing	Spring 1- Battle of Britain
Summary	<p>3D form- Children discuss and compare work by Antony Gormley and Alberto Giacometti. Children design a soldier sculpture in the style of either Giacometti or Gormley. Children build their sculpture using foil and wire.</p> <p>Drawing- Children produce observational drawings of their sculptures, paying close attention to proportions and showing figures in motion.</p>	
Key Artist(s)	Antony Gormley and Alberto Giacometti	
Key Skills	<p>Year 3</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I can use a variety of materials other than clay to make sculptures e.g. Modroc on chicken wire, papier mache. <p>Drawing</p> <ul style="list-style-type: none"> ○ I can begin to accurately draw figures using proportion. ○ I can use shading to add light and dark. 	<p>Year 4</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I can plan, design, make and adapt my 3D models. <p>Drawing</p> <ul style="list-style-type: none"> ○ I can use shading effectively to create atmosphere and shadow. ○ I can accurately draw figures using proportion. ○ I can begin show figures in motions when life drawing.
Key Knowledge	<p>Year 3</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I know that 3D models and sculptures can be created using a range of materials, not just clay. ○ I know that sculpture has been used historically for significant and commemorative reasons (i.e. war memorials). <p>Drawing</p> <ul style="list-style-type: none"> ○ I know that there are different types of sketching. ○ I know that art can be observational or created from imagination and memory. ○ I know that shade is created by light being blocked. 	<p>Year 4</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I am gaining knowledge and awareness of human body proportions in 3D form. <p>Drawing</p> <ul style="list-style-type: none"> ○ I know that pencils have different grades and that these can be used to create different effects and shadows.
Key Vocabulary	<i>Sculpture, wire, construction, commemorate, bend, sketch, observational, shade, Modroc, papier mache</i>	<i>Proportions, form, adapt, shading, proportion, scale, motion, highlight, blend, smudge</i>


	3D Form	Summer 1- Rainforests
Summary	Children create a 3D close up of a chosen animal from the Rainforest. Children explore using sculpting tools to add texture of fur/feathers and different ways of adding details and features (score and slip/wet).	
Key Artist(s)	N/A	
Key Skills	Year 3 <ul style="list-style-type: none"> ○ I can understand the basics of clay-construction e.g. using water and rough edges to join ○ I can using basic clay techniques to make faces/masks etc. 	Year 4 <ul style="list-style-type: none"> ○ I can join clay adequately (score and slip/wet) and work reasonably independently ○ I can carve clay and make decisions about the effectiveness of different tools to add detail.
Key Knowledge	Year 3 <ul style="list-style-type: none"> ○ I am beginning to know the basics of clay-construction e.g. using water and rough edges to join. 	Year 4 <ul style="list-style-type: none"> ○ I know that I need to use the score and slip/wet method to join clay adequately. ○ I know that depth can be created by layering materials.
Key Vocabulary	<i>Sculpture, rough, smooth, clay-construction, edges, join</i>	<i>cast, mould, twist, malleable, layering, score, slip, wet</i>

	Printing	Summer 2- The Day the Crayons Quit
Summary	Children print onto material using block printing to embellish their pencil cases (<i>taught as part of the Design and Technology curriculum</i>)	
Key Artist(s)	N/A	
Key Skills	Year 3 <ul style="list-style-type: none"> ○ I can print a repeating pattern onto fabric using found objects. 	Year 4 <ul style="list-style-type: none"> ○ I can print a repeating pattern onto fabric using a block printing tile that I have designed and carved.
Key Knowledge	Year 3 <ul style="list-style-type: none"> ○ I know that printing can be achieved on a range of surfaces including paper, ceramic and fabric. 	Year 4 <ul style="list-style-type: none"> ○ I know that printing tools can be created in a variety of ways: engraving, etching, drypoint.
Key Vocabulary	<i>textiles, fabric</i>	<i>engrave, etch, drypoint</i>

Cycle B

	Drawing	Autumn 1- Tudors
Summary	Children draw self-portraits in the style of Hans Holbein, focusing on the proportions of the upper half of the body. Children compare this to the work of Lynette Yiadom-Boakye, contrasting face self-portraits and full body self-portraits. Children draw their own full-body self-portraits, focusing on proportions of face and body	
Key Artist(s)	Hans Holbein and Lynette Yiadom-Boakye	
Key Skills	Year 3 <ul style="list-style-type: none"> ○ I can create self-portraits with increased likeness. 	Year 4 <ul style="list-style-type: none"> ○ I can begin to consider proportions when drawing whole-body self-portraits.
Key Knowledge	Year 3 <ul style="list-style-type: none"> ○ I know that using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch. ○ I know that artists try to replicate the texture of the subject to make their work look as realistic as possible. ○ I know that pressure can impact the thickness of the line drawn. 	Year 4 <ul style="list-style-type: none"> ○ I am beginning to show an awareness of scale and ratio. ○ I know that pencil can add texture and that texture can be man-made or natural, functional or decorative. ○ I know that I need to consider proportions when life drawing.
Key Vocabulary	<i>Angle, speed, pressure, sharpness, subject, enlarge, outline</i>	<i>Pencil grades, shadows, ratio, functional, decorative, graphic marks, tone.</i>

	Painting	Autumn 2- Pole to Pole
Summary	Children compare and contrast the glacial paintings by artists Francis Hatch, James Hart Dyke and Nerys Levy, commenting on the paint effects. Children explore different painting applications (spreading, dotting, splashing) and apply their skills to paint a scene from the Antarctic, inspired by one of the artists above.	
Key Artist(s)	Francis Hatch, James Hart Dyke and Nerys Levy	
Key Skills	Year 3 <ul style="list-style-type: none"> ○ I can experiment with different paints e.g. watercolour, acrylics. ○ I can use different painting applications confidently i.e. spreading, dotting, splashing. 	Year 4 <ul style="list-style-type: none"> ○ I can use a range of paint effects appropriately. ○ I can select appropriate brushes to add specific details. ○ I can use a range of scale to evoke different responses
Key Knowledge	Year 3 <ul style="list-style-type: none"> ○ I know that there are a range of paints and can identify the differences: watercolours, acrylics. ○ I know a wider range of painting techniques: spreading, dotting, splashing, marbling. 	Year 4 <ul style="list-style-type: none"> ○ I know that the type of paintbrush can have different effects. ○ I know how scale can evoke different response. ○ I know that different types of paper have different properties and that this can vary the effect of the paint.
Key Vocabulary	<i>watercolour paint, acrylic paint, powder paint, spreading, dotting, splashing, marbling, blend</i>	<i>scale, foreground, middle ground, background.</i>

	Mixed Media- Digital art and Printing	Summer 1- Local Study
Summary	<p>Digital art: Children investigate both colour and black and white photography by taking photographs of their local environment and editing on digital software. Children to take inspiration from the work of Fan Ho.</p> <p>Printing: Children compare the work of local graffiti artist, Zabou, and Banksy. Children explore a range of printing types in the context of graffiti and use stencil printing to create their own graffiti art to celebrate a Beeston landmark/famous figure.</p>	
Key Artist(s)	Fan Ho, Zabou and Banksy	
Key Skills	<p>Year 3</p> <p>Digital art</p> <ul style="list-style-type: none"> ○ I can understand what makes a good photograph ○ I can begin to use basic digital photography software to edit photos ○ I can produce both colour and black and white photographs. <p>Printing</p> <ul style="list-style-type: none"> ○ I can print using a variety of materials, objects and techniques including layering ○ I can talk about the processes used to produce a simple print ○ I can create designs for printing by exploring pattern and shape. 	<p>Year 4</p> <p>Digital art</p> <ul style="list-style-type: none"> ○ I can make decisions about lighting and composition when taking digital photographs <p>Printing</p> <ul style="list-style-type: none"> ○ I can research, create and refine a print using a variety of techniques ○ I can select broadly the kinds of material to print with in order to get the effect I want.
Key Knowledge	<p>Year 3</p> <p>Digital art</p> <ul style="list-style-type: none"> ○ I know that there are different types of cameras and can describe the differences: digital cameras, film cameras, action cameras. <p>Printing</p> <ul style="list-style-type: none"> ○ I know that stencilling is a printing technique. ○ I know that stencilling has been used famously by graffiti artists (i.e. Banksy). 	<p>Year 4</p> <p>Digital art</p> <ul style="list-style-type: none"> ○ I know how lighting can impact a digital photo. ○ I know composition can impact a digital photo. <p>Printing</p> <ul style="list-style-type: none"> ○ I know that stencilling allows you to create an image quickly and to repeat identical images. ○ I know that to make a stencil you cut holes in a sheet of plastic, card or metal
Key Vocabulary	<i>Photography, photograph, camera, box camera, Polaroid, digital camera, stenciling, graffiti</i>	<i>lighting, composition, light, shade, shadow, repeating image</i>

Ongoing skills: Knowledge, Creativity and Reflection

	Design and Idea Generation	Artists and Designers	Reflecting	Sketchbooks
Year 3	<ul style="list-style-type: none"> I can gather and review information, references and resources related to my ideas and intentions I can suggest improvements to my own designs. Use sketchbooks effectively to develop ideas and document the process (<i>see sketchbooks section</i>). 	<p>Skills</p> <ul style="list-style-type: none"> I can use artists' work as the initial stimulus for my own artwork. I can describe my own emotional responses to different types of artwork <p>Knowledge</p> <ul style="list-style-type: none"> I know the name of the artist being studied. I know the time in which they lived. I know the reasons their art is being studied. 	<ul style="list-style-type: none"> I can identify ways to improve my own artwork. I can discuss and describe the visual elements of my artwork using increasingly sophisticated vocabulary. I can comment on ideas, methods and approaches used in my own and other's work. 	<ul style="list-style-type: none"> I can use sketch books to describe my likes and dislikes about my own and others' work. I can make notes in sketch books about techniques used by myself and other artists.
Year 4	<ul style="list-style-type: none"> I can select and use relevant resources and references to develop my ideas. I can use sketchbooks effectively to develop ideas and document the process (<i>see sketchbooks section</i>). 	<p>Skills</p> <ul style="list-style-type: none"> I can use artists' work as the initial stimulus for my own artwork. I can express original thoughts and ideas about the art of others. <p>Knowledge</p> <ul style="list-style-type: none"> I know a range of art techniques and can identify them in the work of artists being studied. I know the name of the artist being studied. I know the time in which they lived. I know that different artists and artistic styles can represent the same subject matter in different ways. 	<ul style="list-style-type: none"> I can I can discuss and describe the visual elements of my artwork using increasingly sophisticated vocabulary. I can use my own and others' opinions of my work to identify areas of improvement. I can adapt and refine my work as a <i>result</i> of feedback 	<ul style="list-style-type: none"> I can use sketch books to express how my own and others' work makes me feel. I can improve my work by making annotations in my sketch books.

These skills should be taught, developed and applied as part of every Art and Design unit.