



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

Cycle A

	<p align="center">Drawing</p> <p align="center">Autumn 1- Ancient Egypt</p>	
<p>Summary</p>	<p>Children conduct a deep dive exploration into the use of line in art before exploring how this can be used to add traditional details to a headdress when creating details to a self-portrait inspired by Nefertiti.</p>	
<p>Key Artist(s)</p>	<p><i>Yinka Shonibare</i></p>	
<p>Key Skills</p>	<p>Year 3 Drawing</p> <ul style="list-style-type: none"> ○ I can draw a range of line with increased control and accuracy. ○ I can use a range of lines to add details and patterns. ○ I can draw 2D and 3D shapes 	<p>Year 4 Drawing</p> <ul style="list-style-type: none"> ○ I can combine lines with colour to create traditional artwork. ○ I can begin to use lines to add depth.
<p>Key Knowledge</p>	<p>Year 3 Drawing</p> <ul style="list-style-type: none"> ○ I know that line is one of the formal elements of art ○ I know that line is a mark made using a drawing tool or brush ○ I know that there are a range of types of line. ○ I know that lines can be used to add patterns and details. 	<p>Year 4 Drawing</p> <ul style="list-style-type: none"> ○ I know that line can be used in a range of ways in art and begin to understand some of the effects this can have. ○ I know that when lines are joined together, they form shapes which is another formal element in art. ○ I know that lines can be used to add depth.
<p>Key Vocabulary</p>	<p><i>Line, formal element, mark making, pattern, detail</i></p>	<p><i>depth, continuous line, traditional art</i></p>



Mixed Media- Painting and Collage

Autumn 2- Rocks and Fossils (Science)

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**
- I can mix colours, shades, tints and tones to match a shade.
 - I can make a colour wheel
- Collage**
- I can use collage to create images and represent texture.
 - I can combine other techniques with collage e.g. paint

- Year 4**
- Painting**
- I can begin to identify and mix warm and cool colours (colour theory).
 - I can experiment with colour, texture and composition
- Collage**
- I can choose collage as a way to embellish the work I have already achieved.
 - I can use contrasting colours and textures.
 - I can experiment with using tissue to create new shade by overlapping colours.
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Key Knowledge

- Year 3**
- Painting**
- I know that there are warm colours and cool colours and can identify them on a colour wheel.
- Collage**
- 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**
- 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**
- 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>
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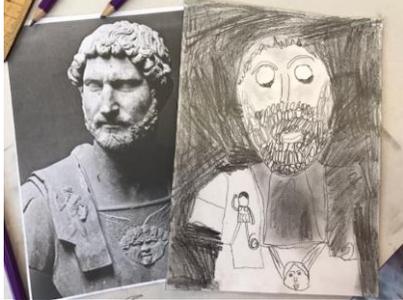
	3D Form	Spring 1- Amazon
Summary	Children create a 3D close up of a chosen animal from the Rainforest. Children explore using sculpting tools to add texture of fur/feathers and different ways of adding details and features (score and slip/wet).	
Key Artist(s)	N/A	
Key Skills	Year 3 <ul style="list-style-type: none"> ○ I can understand the basics of clay-construction e.g. using water and rough edges to join ○ I can use basic clay techniques to make faces/masks etc. ○ I can use clay tools/coils to create details 	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. ○ I can apply learned painting skills to enhance 3D artwork.
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>

	<p>Mixed Media- 3D Form and Drawing</p> <p>Summer 1- Stone, Bronze Age</p>	
<p>Summary</p>	<p>3D form- Children discuss and compare work by Antony Gormley and Alberto Giacometti. Children design a sculpture in the style of either Giacometti or Gormley, inspired by the 'Evolution of Man' drawing. Children build their sculpture using foil, wire and papier mache.</p> <p>Drawing- Children produce observational drawings of their sculptures, paying close attention to proportions and showing figures in motion.</p>	
<p>Key Artist(s)</p>	<p><i>Antony Gormley and Alberto Giacometti</i></p>	
<p>Key Skills</p>	<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. ○ I can use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour) ○ <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. ○ I can draw quick, light lines (sketching) ○ I can make more deliberate lines (more pressure) 	<p>Year 4</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I can plan, design, make and adapt my 3D models. ○ I can use papier-mâché to a good standard when creating a sculpture. <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. ○ I can use magnifiers/ different viewpoints in observational work
<p>Key Knowledge</p>	<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. 	<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.

	<ul style="list-style-type: none"> ○ 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>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>

	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	<p>Year 3</p> <ul style="list-style-type: none"> ○ I can print a repeating pattern onto fabric using found objects. 	<p>Year 4</p> <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	<p>Year 3</p> <ul style="list-style-type: none"> ○ I know that printing can be achieved on a range of surfaces including paper, ceramic and fabric. 	<p>Year 4</p> <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- The Romans
Summary	Children draw portraits of Roman emperors using busts and sculptures as a reference point before creating their own self-portraits inspired by traditional Roman portrait art. During the unit, children consider proportions and placement when drawing close-up portraits and full body portraits. The Romans Year 4 Gomersal Primary School Art	
Key Artist(s)	n/a	
Key Skills	Year 3 <ul style="list-style-type: none">○ I can create self-portraits with increased likeness.○ I can blend shading○ I can rub out rough edges.	Year 4 <ul style="list-style-type: none">○ I can begin to consider proportions when drawing whole-body self-portraits.○ I can add shading to show texture and shape.○ I can choose drawing materials best for a task (inc. pencil grade).
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, ration, functional, decorative, graphic marks, tone.</i>

	<p>Painting</p>	<p>Autumn 2- Climate</p>
<p>Summary</p>	<p>Children explore landscape paintings depicting a range of landscapes before zooming in on glacial landscapes. 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.</p>	
<p>Key Artist(s)</p>	<p>Francis Hatch, James Hart Dyke and Nerys Levy</p>	
<p>Key Skills</p>	<p>Year 3</p> <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. ○ I can draw and paint the natural environment. ○ I can make shades (adding black) ○ I can make tints (adding white) 	<p>Year 4</p> <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 ○ I can make tones (adding grey) ○ I can use the right amount of paint on a surface.
<p>Key Knowledge</p>	<p>Year 3</p> <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. 	<p>Year 4</p> <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.
<p>Key Vocabulary</p>	<p><i>watercolour paint, acrylic paint, powder paint, spreading, dotting, splashing, marbling, blend</i></p>	<p><i>scale, foreground, middle ground, background.</i></p>

	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. ○ I can graphic (eg cartoons/ graffiti), realistic and abstract digital art <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 ○ I have an awareness of scale, perspective, movement and colour in photography <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>
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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.