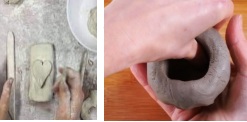



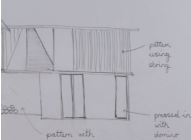





## Year 3/4 Curriculum Cycle A Autumn Term 2023

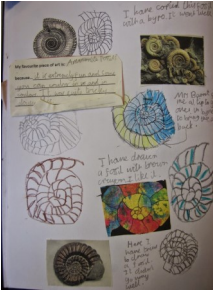




**National Curriculum: KS1: Pupils should be taught:** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
**Prior Learning Year 2 :** Children have experimented with a range of drawing tools as well as drawing in large and small scale. Children have explored applying colour with a range of tools and beginning to record using sketchbooks.

Autumn Term 1—Application of new skill	Autumn Term 2- Development of skills
<p><b>Aspect of art:</b> sculpture  <b>Re-cap:</b> rolling and flattening and joining two pieces together, Knowing how to make small imprints.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>Working positively and negatively onto a clay surface.</li> <li>How to work in relief using score and slip method applying shapes to a tile</li> <li>How to work by impressing shapes.</li> </ul>	<p><b>Aspect of art:</b> sculpture/painting  <b>Re-cap:</b> rolling and flattening and joining two pieces together, Knowing how to make small imprints.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>Working positively and negatively onto a clay surface.</li> <li>How to work in relief using score and slip method applying shapes to a tile</li> <li>How to work by impressing shapes.</li> </ul>
<p>Children to recap techniques of rolling kneading and creating small shapes and joining them together.</p> <p>Children to recap knowledge of using tools to manipulate their clay.</p> <ul style="list-style-type: none"> <li>Introduce the children to new techniques by experimenting with rolling and joining pots using familiar methods.</li> <li>decorate their pots using score and slip method using water to join pieces to their pot. Adult to model making slip with clay and water to act like a glue. Children to explore method to decorate their pots.</li> <li>Model using previous knowledge of carving and imprints to create rough textures to help joining the clay together.</li> <li>Use new and all methods to decorate their pot imprint, smoothing, carving, joining and slip and score</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>  <p>Use work of Rachel Whiteread and how she use positive and negative space in her sculptures.  <a href="https://www.tate.org.uk/kids/explore/who-is/who-rachel-whiteread">https://www.tate.org.uk/kids/explore/who-is/who-rachel-whiteread</a></p>	<p>Use artist study of Rachel Whiteread to design a house tile. Drawing skills to design tile incorporating all skills explored in previous term. (joined, in relief, scored)          Create a designs with positive and negative space.</p> <ul style="list-style-type: none"> <li>What are the features of a house?</li> <li>What could they include?</li> <li>How can certain features be made in clay?</li> <li>Which object or tool would help make feature?</li> </ul> <div style="display: flex; justify-content: space-around;">    </div> <p>Create design using methods and skills learned.          Review and reflect using sketchbooks and photo evidence.</p> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Key Vocabulary:</b>              Mould, knead, crimp, carve, roll, flatten.              Stretch, malleable, imprint, smooth, score, relief</p> </div>
	<div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Baseline Assessment</b></p> <p>children to create a 3D house tile using play dough joining and .imprinting showing some typical house features</p> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>End point assessment</b></p> <p>Repeat baseline task using the same tools</p> </div>



## Year 3/4 Curriculum Cycle A Spring Term 2024

**National Curriculum: KS2: Pupils should be taught:** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
**Prior Learning Year 2 :** Children have experimented with a range of drawing tools as well as drawing in large and small scale. Children have explored applying colour with a range of tools and beginning to record using sketchbooks.

Spring Term 1—Application of new skill	Spring Term 2- Development of skills
<p><b>Aspect of art:</b> Painting/ drawing in new mediums  <b>Re-cap:</b> drawing skills—pencil hold, drawing shape. Primary and secondary colours how to tint and shade.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>To use drawing skills to explore technique of illustrators/ artist.</li> <li>To show a developed control with pencil and developing control with new medium.</li> <li>Show control using paint and how colours mix to form new colours,</li> </ul>	<p><b>Aspect of art:</b> Painting/ drawing in new mediums  <b>Re-cap:</b> drawing skills—pencil hold, drawing shape. Primary and secondary colours how to tint and shade. Blend colour using pastel</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>To use drawing skills to explore technique of illustrators/ artist.</li> <li>To show a developed control with pencil and developing control with new medium.</li> <li>Show control using paint and how colours mix to form new colours,</li> </ul>
<p>Children to recap and build on their knowledge of <b>line shape and texture</b>. Using shading and technique charts children should revisit their skills before drawing.</p> <p>To begin the topic children to begin with observational drawing focusing on the basic shapes that forms the objects. Using knowledge of lines how do lines create texture. Children should explore drawing with a range of media such as pencil HB- 4b, chalk, charcoal, oil pastel etc. Explore drawing on different surfaces to help develop control.</p> <p>Taking inspiration from History topic of the stone age children should begin with Fossils.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 1;">  </div> <div style="flex: 1; padding-left: 20px;"> <p>Children should begin to annotate their drawings. Labelling their media what</p> </div> </div>	<p>Research the artist David Nash and how he created texture using shapes and lines in his sculptures. Explore how detail and line create texture which can then create a feeling around what we draw a bit like story telling.. Children to explore the stone age and create drawings both in and out of sketchbooks building on shade, tone, line and shape technique. Children should find confidence in use of a range of media such as oil pastel, ch</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 2px solid blue; padding: 10px; width: 30%;"> <p><b>Key Vocabulary:</b>  Pigment, blend, dark, light, medium, tone, interpret. Colour, palette</p> </div> <div style="border: 2px solid blue; padding: 10px; width: 30%;"> <p style="text-align: center;"><b>Baseline Assessment</b></p> <p>Using an image of a fossil children to recreate the image using their drawing techniques with a HB pencil</p> <p style="text-align: center;"><b>End point assessment</b></p> <p style="text-align: center;">Repeat baseline task with</p> </div> </div>





# Year 3/4 Curriculum Cycle A Summer Term 2024

**National Curriculum: KS2: Pupils should be taught:** 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

**Prior Learning:** To know how to enhance drawings through adding tone and layers with shading/using a range of media. To know how to apply colour using paint./ mixing colour to create new tones/darker/lighter.

Children have explored applying colour with a range of tools.

Summer Term 1—Application of new skill	Summer Term 2- Development of skills
<p><b>Aspect of art:</b> Pattern <b>Re-cap;</b> using correct pencil hold, drawing shapes and lines, applying colour and recognition and knowledge of colours what are primary and secondary colours using thick and thin brushes.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>Recognise pattern in the environment.</li> <li>Explore pattern on different surfaces.</li> <li>Know/ recognise symmetry patterns using techniques, overlap, arrange, repeat.</li> </ul> <p>Children to observe and evaluate patterns in the environment. Observe and draw in sketchbooks. Show light and dark shades, texture with drawing pencils</p>  <p>What do they notice look at tone and shade? Can they use observation and recreate using drawing tools to show shape and shade and texture?</p> <ul style="list-style-type: none"> <li>Children to use chosen pattern and re-create on a new surface. What will be the most appropriate tools/ media?</li> <li>To look at patterns by Paul Klee, Bridget Riley and Orla Kiely</li> </ul>  <ul style="list-style-type: none"> <li>Children to discuss and not what they see and think. Challenge children to comment on regular and irregular patterns. Are there lines of symmetry?.</li> <li>Demonstrate to children how to use simple basic shape templates to repeat, overlap and re arrange to create different patterns.</li> <li>Children to explore in sketchbook and note what they have done on each.</li> <li>Apply colour to each pattern showing mixing techniques to create colour or tone using shading method.</li> </ul>	<p><b>Aspect of art:</b> Pattern <b>Re-cap;</b> using correct pencil hold, drawing shapes and lines, applying colour and recognition and knowledge of colours what are primary and secondary colours using thick and thin brushes.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>To note what they see and think of the patterns in the environment.</li> <li>Design a pattern in sketchbook and try on a new surface, ( hessian, slate etc.)</li> <li>Design, create a symmetrical pattern using chosen technique, apply colour using previous skills.</li> </ul> <ul style="list-style-type: none"> <li>To observe, draw and colour/shade a chosen pattern from the environment Children to note what they have chosen and why? What can they say about the pattern?</li> <li>Design a simple repeating pattern using lines or shapes from natural image and create in sketch book for a new surface. Noting what media and tools will be appropriate and why. Pattern to be created on new surface. Children to demonstrate a developed control and high standard of drawing skills.</li> <li>Children to create and design a pattern from any chosen technique (arrangement, overlapping, symmetrical)</li> <li>To draw and apply colour with media choice of art pencil or paint. Children must show different tone recapping from previous learning.</li> </ul> <div data-bbox="1675 1142 2123 1390" style="border: 2px solid blue; padding: 5px;"> <p><b>Baseline Assessment</b> children to create a 3D house tile using play dough joining and .imprinting showing some typical house features</p> <p><b>End point assessment</b> Repeat baseline task using the same tools</p> </div> <div data-bbox="1151 1326 1697 1481" style="border: 2px solid blue; padding: 5px;"> <p><b>Key Vocabulary:</b> Shape, repeating, wavy, thin, colour, symmetrical, mandala, darker, lighter, irregular, regular, scale, manmade, natural, overlap, dimension, arrange. Environmental pattern, texture, tone difference, complex pattern</p> </div>