




<b>Prior knowledge:</b>				<b>Year Group Expectations</b>	<b>NC KS3 expectations</b>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>				<p><b>Key stage 2</b></p> <p>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.</p> <p>Pupils should be taught:</p> <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>	<p><b>Key stage 3</b></p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including painting</li> <li>to increase their proficiency in the handling of different materials</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>
<b>Theme:</b> Let's get the bus to.... The Lake District	DT	DT	DT	<b>Theme:</b> Global Travellers – What is it like to live in Mexico?	<b>Theme:</b> Time Travellers – Who were the Mayans?
<b>Focus:</b> Collage <b>Visual Element:</b> Shape and colour				<b>Focus:</b> Printing <b>Visual Element:</b> Pattern and colour Batik patterns	<b>Focus:</b> Sculpture <b>Visual Element:</b> form
<b>Artist:</b> David Hockney 				<b>Artist:</b> Frida Kahlo 	<b>Artist:</b> Barbara Hepworth 
<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to use collage in sketchbooks to gather ideas and inspiration for designs.</li> <li>I know how to tear, cut, layer and overlap a range of found and created materials.</li> <li>I know how to arrange and adapt materials to improve the aesthetic appeal.</li> <li>I know how to consider how to affix collage materials depending on its qualities eg, use a PVA for fabrics, glue stick for papers.</li> <li>I know how to use collage as a background to add texture to a drawing or painting or add colour to a print.</li> <li>I know how to incorporate their own drawings, prints and paintings when creating collages – explore other artist that do this, such as Robert Rauschenberg and Georges Braque</li> <li>I know how to research the work of collage artists and use these ideas to inspire their own work.</li> </ul>				<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to research famous/local printmakers and develop a design based on the topic being taught in school.</li> <li>I know how to draw and develop a 2 colour Pressprint design using stencils.</li> <li>I know how to create a collagraph print plate using cardboard, string or natural materials.</li> <li>I know how to explore monoprinting as a technique – experiment with creating different lines and tones by using a variety of drawing implements eg, a sharp pencil, pen, rubbing with fingers and palm of hand.</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know how to create realistic plans based on the knowledge of a material when designing my own work.</li> <li>I know how to develop artistic language when discussing sculpture such as using the term <b>form</b> to discuss a 3D sculptural object.</li> <li>I know how to explore the work of famous or local sculptors as sources of inspiration and used ideas from their work in plans and designs.</li> <li>I know how to discuss and evaluate my own work, identifying both areas of success and ways in which they could develop.</li> </ul> <p><b>Make a slab pot</b></p> <ul style="list-style-type: none"> <li>Use a rolling pin and clay guides to roll clay to an equal thickness.</li> <li>Cut 2D shapes accurately to create a 3D form.</li> <li>Mix their own slip and join 2 pieces of clay together securely.</li> <li>Use thumbs to smooth surfaces creating an aesthetic finish. (Craig Underhill)</li> </ul> <p><b>Modroc masks</b></p>
<b>Key Vocabulary:</b> Collage, layering, overworking, inks, stains, symbols, 2D, 3D, view finders, cubist				<b>Key Vocabulary:</b> Press print, reduction print, incisions, inverted, annotated, overlaid, batik, wax, resistant, wash	<b>Key Vocabulary:</b> Position, smooth, slab, slip, joints, supported, sculptural, plaster, modroc, wrapping
<b>Assessment:</b>				<b>Assessment:</b>	

Key Knowledge for subject – Art and Design

Subject Lead: Mrs Barclay

Date: March 2023 Y3/4 YA