Subject Lead: Mrs Barclay

		<u></u>	r Group Expectations	NC KS3 expecta
ught: materials creatively to design and make products painting and sculpture to develop and share their ideas, experiences e range of art and design techniques in using colour, pattern, texture, and space if a range of artists, craft makers and designers, describing the similarities between different practices and disciplines, and making work We are all History detectives – life for children in ar 2	DT	DT	<b>Key stage 2</b> Pupids 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. <b>Dupids should be taught:</b> <ul> <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> <b>Theme:</b> A material world – burning and melting	Key stage Pupils should be tau their execution. They designers, expressin Pupils should be tau • to use a range of ta and other media a • to use a range of ta • to increase their p • to analyse and eva visual impact or ap • about the history of major movements Theme: Journeys Great
Drawing and painting ement: Line and colour			Focus: Painting Visual Element: Colour and texture	Focus: Textile Visual Element: Texture
dward Ardizzone			Artist: Mathieu Laca	Artist: Shobha Broota Weaving basket with diffe
wledge: know how to apply tone to a drawing by observing ght and shadows in a group of objects and explore ways of adding tone to depict this. know how to use with confidence, a range of drawing nediums (charcoal, pastels etc) and identify why I ave chosen them for a piece of work. know how to use one-point perspective effectively. know how to use one-point perspective effectively. know how to observe and add finer details to trawings – landscapes and portraits. know how to use a viewfinder confidently to focus on mall areas. know how to use language appropriate to skills and echniques - pattern, tone, shape, line. know how to discuss and evaluate my work and liscuss the work of others, often suggesting success and improvement points. can show signs of developing my own style using exploration and experiments in sketchbooks.			<ul> <li>Key Knowledge:</li> <li>I know how to confidently control the types of marks made and experiment with different effects and textures inc. brushstrokes, blocking in colour, washes, thickened paint creating textural effects.</li> <li>I know that mixing primary colours to secondary colours results in a tertiary colour.</li> <li>I know to explore the range of colours made from mixing all 3 primary colours together.</li> <li>I know how to mix and match colours to create atmosphere and light effects. Mix shades, tints and tones with confidence building on previous knowledge.</li> <li>I know how to work more independently, making choices about tools and techniques I use to create my own work. I am starting to develop their own style using tonal contrast and mixed media.</li> <li>I know how to use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Annotate work in sketchbooks</li> <li>I know how to recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>	<ul> <li>Key Knowledge: <ul> <li>I know how to many qualities and suit</li> <li>I can explore tex piece linked to to</li> <li>I know how to us stitching, dyeing,</li> <li>I know how to conveaving with dye</li> <li>I know how to charter thread.</li> <li>I know how to even how to further definition of the state of the</li></ul></li></ul>
abulary: nudge, tone, line, layering, overlay, negative, light, dark			Key Vocabulary: Layers, abstract, linear, transpose, vibrant, expressive	Key Vocabulary: Fabric, wax, cold water of pinching, scrunching, mo Assessment:
abul	<b>ary:</b> je, tone, line, layering, overlay, negative, light,	ary: je, tone, line, layering, overlay, negative, light,	ary: je, tone, line, layering, overlay, negative, light,	<ul> <li>works. Annotate work in sketchbooks</li> <li>I know how to recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>ary: je, tone, line, layering, overlay, negative, light,</li> <li>Key Vocabulary: Layers, abstract, linear, transpose, vibrant, expressive</li> </ul>

# Date: March 2023 Y3/4 YA

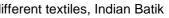
# <u>tations</u>

## ge 3

- taught to develop their creativity and ideas, and increase proficiency in They should develop a critical understanding of artists, architects and ssing reasoned judgements that can inform their own work.
- taught:
- e of techniques to record their observations in sketchbooks, journals
- dia as a basis for exploring their ideas
- e of techniques and media, including painting
- eir proficiency in the handling of different materials
- d evaluate their own work, and that of others, in order to strengthen the or applications of their work
- tory of art, craft, design and architecture, including periods, styles and ents from ancient times up to the present day

# eat and Small – What is it like to live in India?

#### are and Colour





- make careful selections of fabrics based on its uitability for the task required.
- extiles artists for inspiration and plan a textiles topic areas.
- use a range of techniques eg, printing, weaving, ng, silk painting.
- combine techniques to create a final piece such as lyed wool or stitching onto silk painted canvas. change threads and fabrics as needed.
- thread a needle and tie a knot in the end of the
- evaluate my work and that of others and explain develop a piece of work.

## dye, djanting tools, paint brushes, cotton, folding, nodifying, comparing. weaving