

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**

**The Art & Design Curriculum K&S at St Teresa’s Catholic Academy – Lower Key Stage 2**

|  |  |  |
| --- | --- | --- |
|   |  | **Lower KS 2**  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|    |  | Year 3   | Year 4   |
|  | Skills  | Knowledge  | Skills  | Knowledge  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  **Drawing** Pencils, graphite sticks, charcoal, chalk, pastels  |          | Experiment with different types of pencils and other media developing pattern and marks. To make choices of pencil grade for task in hand and draw different shapes & form. Plan, alter and refine their drawings using sketchbooks. Use their sketchbooks to collect ideas and sources. Draw for a sustained period of time. Practise making variations in line, tone, texture, shape and pattern. Begin to use correct proportions when drawing faces. To consider shape and space when drawing ie, spaces in-between.  |         | To know that different implements make different marks. To understand how to choose the right grade of pencil for the task. To understand the importance of refining and developing their work. To know that gathering ideas is an integral part of the artistic process. To know that variations can be made by using media in certain ways. To begin to understand the rules on facial proportions. To begin to know that the spaces in-between are important for perspective.  |            | Identify and draw the effect of light on an object. Develop 3D drawing and drawing using perspective. Making informed choices regarding paper and media. Alter and refine drawings describing changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line, tone, texture, shape and pattern. Draw proportionally accurate faces and begin to use correct proportions for whole body. Work on a variety of scales. To make positive and negative drawings of an object.  |          | To know that light falls on a surface from a range of sources. To understand that objects and people have 3 dimensions.To understand the importance of choosing the correct media. To understand the importance of developing work by refining and by using the correct vocabulary. To know the importance of planning and researching work independently in sketchbooks. To understand relationships between line, tone, texture, shape and pattern. To know the rules for proportions of face and whole body. To understand that a piece of paper does not need to contain whole drawing. Ie, off the page and that spaces can be filled.  |
|  |  |  |  |  |  |  |   | To understand that the negative of a shape informs the positive.  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Painting** Water colours, ready mix, different sizes of flat & pointed brushes, sponges, found objects & different grades of paper.  |           | Use a range of brushes to demonstrate increasing control of types of marks made and experiment with different basic techniques such as sponging, use of brushes and glue spreaders. Create a colour wheel using primary colours and mixing secondary colours. Name some tertiary colours such as red-orange, blue-green. Use complementary and analogous colours for effect. Mix tints of colours using white and just discuss tones and shades. Look at artists who are associated with colour and try out some of their ideas (not copying). Experiment with synaesthesia (senses and colour). Use sketchbooks to record colour experimentation. Use the vocabulary of colour as above. Ie tint etc.  |          | To know that a range of tools and techniques can have a range of effects. To understand how the basic colour wheel works and that it can be expanded to included tertiary colours. To understand which colours complementary and which colours are analogous. To know that adding white makes a tint, adding grey makes a tone, and adding black makes a shade. To know how some artists are particularly associated with the use of colour and how they used colour in their work. To know that colours invoke moods and, thereby, sounds can affect colour use. To understand that sketchbooks are valuable in recording their colour experimentation. To know the correct art vocabulary for colour. Eg. primary and secondary colours, complementary colours, analogous colours, hues, tints, tones, shades.  |         | Confidently use a range of painting tools and basic techniques such as washes, thickening paint and creating texture. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within a painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence. Work in the style of certain artists without copying. 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. Look at and make paintings with background, foreground and middle ground and use perspective.  |          | To know and understand a range of tools and techniques that can be used. To know how to develop a painting from a drawing. To know how to choose appropriate media, how to use light and dark and complementary colours in their own paintings. To know how to confidently mix colour, shades and tones. To understand how to take ideas from artists without copying. To understand the importance of using their sketchbooks to collect source material, ideas and record colour information. To know how to use colour to make a background, foreground and middle ground. To know how to express themselves with colour vocabulary.  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |   | Continue to increase colour vocabulary.  |  |  |
| **Printing**  Relief – print from a raised surface.  Intaglio – print from a cut surface.  Paint, printing ink, rollers, paint trays, paper or fabric. |        | Explore mono-printing by using Styrofoam and cutting design into. Continue to explore relief printing. Combine prints from different objects to produce an end piece. Experience 3 colour printing. Record printing experimentation in sketchbooks. Discuss the work of artists who have use print. Ie, fabric designers.  |       | To continue to develop understanding of relief and mono-printing. To understand that a design can be made by printing in various ways with different objects. To know how to print using 3 colours. To understand the importance of recording in sketchbooks. To know that designers and artists use printing in their work.  |      | Confidently print onto fabric. Expand experience of 3 colour printing. Make repeated pattern prints. Use sketchbooks to collect and record visual information as well as planning own work.  |      | To know how to print confidently on fabric. To continue to have knowledge of printing in 3 colours. To know how to make repeated pattern prints. To understand the importance of recording visual information and planning their own work in a sketchbook.  |
| **Collage**  |     | Cut paper and thin card accurately. Begin to overlap materials for a desired effect. Begin to collage using shapes in a symmetrical pattern.  |     | To know how to cut paper and thin card accurately. To understand how overlapping materials such as tissue paper has an effect. To know how to make symmetrical pattern collages.  |     | Begin to use mosaic and montage. Use ceramic mosaic to make art (pre-cut bought tiles). Combine visual and tactile elements in their work.  |      | To know what a mosaic is and how to make one. To know what a montage is and how to make one.’ To know how to make a ceramic mosaic. To understand how to combine visual and tactile elements.  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Textiles**  |     | To make friendship bracelets using a cardboard loom. To weave wool using weave cards. To look at the weaving of fabrics from times past.  |     | To know how to use a cardboard loom to make friendship bracelet. To know how to weave using weaving cards. To look at how fabrics were weaved in the far distant past.  |      | To tie dye fabrics. Change fabric structures by pulling threads out of hessian and replacing with coloured threads. Make complex paper weaving designs. Look at artists’ works such as the Bayeux Tapestry (embroidered by AngloSaxon women).  |      | To know how to tie dye fabrics. To know how to change fabric structures. To know how to weave paper in complex designs. To know that embroidery is an ancient art and that they were extremely skilled.  |
| **3D**  |     | To use nets to make cubes, cuboids and pyramids. To use clay and other malleable materials adding texture by using modelling tools. Join two parts successfully.  |     | To know what a net is, how they can vary for the same shape and know how to put together. To know how to use modelling tools and associated vocabulary. To know how to join two parts of a sculpture successfully.  |      | Research different sculpture. Make a sculpture using a range of materials including recycled materials. Use ‘slip’ to join two pieces of clay. Adapt work as necessary, explaining why.  |      | To know how to research sculpture. To know how to use a range of materials included recycled to make a sculpture. To know how to make ‘slip’ and use to join pieces of clay. To know when and how to adapt work and explain why.  |
| **Computer Art**  |     | Use art programs to create their own art work. Use the internet to search for artists and different styles of art. Use digital camera and video camera. Edit, manipulate and print.  |     | To know how to create own art work using art programs. To know how to search using the internet. To know how to use a digital and video camera, editing, manipulating and printing.  |      | Use an art program to create different effects. Use tile and drop tool to create repeating designs. Present work on a PowerPoint slide show. Combine art work and text.  |     | To know how to create different effects using an art program. To know how to use the tile and drop tool to create repeating designs. To know how to present work on a PowerPoint.  |
|  |   |  |  |  |  |  |   | To know how to combine art work and text.  |