

Art and Design

Lower Key Stage 2 B	Big Picture Question: Can a picture speak? Vocabulary: tone - light or darkness of colours used within a piece of work texture - perceived surface quality of a work of art style – characteristics of pieces of art that help us to group them together design – an outline sketch or plan sculpture – a 3 dimensional piece of art made from a material such as wood, clay, stone tint – a colour made by adding white to make it lighter (shade – Y1/2) model – representing an object in a miniature form layer – placing objects or pictures in front of or behind each other create – making something special palette – a range of colours used in a particular piece of art construct – make by arranging parts blend – gently mix two or more colours together to soften lines	National Curriculum reference Children should study: Key Stage 2 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 and design.																								
Big concepts: creativity imagination Focus artists: Year 3 Vincent Van Gogh Charles Rennie Mackintosh Romero Britto Rembrandt Michelle Reader Frank Bowling Antony Gormley Year 4 Claude Monet Anton Gaudi Leonardo da Vinci David Hockney Salvador Dali Samuel John Peploe Marc Quinn Kustav Klimtz Pupils will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Curriculum Focus: Using a range of techniques and materials to develop their own work, and evaluating pieces by established artists, children will explore the Big Picture question. For each task in art and design, children will have opportunities to plan, review and evaluate: <table><tr><th>Exploring and Developing Ideas</th><th>Evaluating and Developing Work</th></tr><tr><td> - Select and record from first-hand observations, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. </td><td> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate/edit work in the light of reflections. </td></tr></table> <table><tr><th>Painting</th><th>Printing</th><th>3D</th><th>Textiles and Collage</th></tr><tr><td>Experiment with effects and textures, including blocking in colour, washes and working with thick paint to create texture Mix colours and know which primary colours make secondary colours Mix and use tints and shades</td><td>Use printing techniques to create images in a specific style/using an artist's work as inspiration</td><td>Create surface patterns and textures in a malleable material Experiment with joining techniques using different materials, including clay</td><td>Use collage as a means of collecting ideas/building a visual vocabulary.</td></tr><tr><th colspan="4">Drawing (skills to be developed throughout the year)</th></tr><tr><th>Lines and Marks</th><th>Form and Shape</th><th>Tone</th><th>Texture</th></tr><tr><td>Create lines, shapes and marks with a range of drawing implements (charcoal, pencil, crayon, chalk pastel, pen) Use a variety of sizes and gradients</td><td>Begin to show an awareness of objects having a third dimension</td><td>Explore creating tone using for example different grades of pencil Apply techniques within drawings</td><td>Create textures using a range of drawing implements (charcoal, pencil, crayon, chalk pastel, pen)</td></tr></table>	Exploring and Developing Ideas	Evaluating and Developing Work	- Select and record from first-hand observations, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work.	- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate/edit work in the light of reflections.	Painting	Printing	3D	Textiles and Collage	Experiment with effects and textures, including blocking in colour, washes and working with thick paint to create texture Mix colours and know which primary colours make secondary colours Mix and use tints and shades	Use printing techniques to create images in a specific style/using an artist's work as inspiration	Create surface patterns and textures in a malleable material Experiment with joining techniques using different materials, including clay	Use collage as a means of collecting ideas/building a visual vocabulary.	Drawing (skills to be developed throughout the year)				Lines and Marks	Form and Shape	Tone	Texture	Create lines, shapes and marks with a range of drawing implements (charcoal, pencil, crayon, chalk pastel, pen) Use a variety of sizes and gradients	Begin to show an awareness of objects having a third dimension	Explore creating tone using for example different grades of pencil Apply techniques within drawings	Create textures using a range of drawing implements (charcoal, pencil, crayon, chalk pastel, pen)	Pupils should be taught: - to create sketchbooks to record their observations and use them to review and revisit ideas - 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) - about great artists, architects and designers in history
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