|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4  Year A | Half term: Autumn 1 | SCOPE: Colour  Picasso  Self Portrait | CONTENT / INTENT:  use varied brush techniques to create shapes, textures, patterns and lines;  mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;  create different textures and effects with paint; | | | | |
| **Prior Learning**  Children can:  name the primary and secondary colours;  experiment with different brushes (including brushstrokes) and other painting tools;  mix primary colours to make secondary colours;  add white and black to alter tints and shades; | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Compare Picasso’s artwork to artwork by Andy Warhol  Label portraits by Picasso and Andy Warhol with key features of each  Explore a range of paints: watercolour, acrylic, poster, oil and explain which is best to use on cardboard | **Knowledge:**  Children are able to sketch the outline of their face using a mirror or photograph  Children are able to divide the face and sketch features with relevant size proportions | **Knowledge:**  Children explore mixing colours and make new colours in their sketchbook  Children label the colours they have created | **Knowledge:**  Children are able to draw facial features  Children understand Picasso creates artwork in the style of Cubism which means moving facial features around the face | **Knowledge:**  Children are able to create a 3D face, adding facial features in a Cubism style like Picasso | **Knowledge:**  Children are able to create a 3D face, adding facial features in a Cubism style like Picasso | create a colour palette, demonstrating mixing techniques;  use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; |
| **Success Criteria** Children discuss key features of Picasso and Warhols artwork  Children compare similarities and differences between 2 artists  Children explore types of paint and select most appropriate for use | **Success Criteria**  Children create a sketch of their face and practise drawing to size by adding facial features | **Success Criteria**  Children can name the primary colours and identify which 2 colours can be mixed to make a new colour  Children explore making their own paint pallet in sketch books | **Success Criteria**  Children are able to create facial features by painting onto small pieces of cardboard  Children use their own paint pallet to create the colours for painting | **Success Criteria**  Children add 3D brightly coloured facial features in the Cubism style  Children explain how they have created artwork using Pablo Picasso’s Cubism | **Success Criteria**  Children add 3D brightly coloured facial features in the Cubism style  Children explain how they have created artwork using Pablo Picasso’s Cubism |
| **Vocabulary:** colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco | | | | | | | |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  Year 3/4  Year A | Half term: Autumn 2 | SCOPE: Printing Orla Kiely  Wrapping Paper | CONTENT / INTENT:  use more than one colour to layer in a print;  replicate patterns from observations;  make printing blocks;  make repeated patterns with precision | | | | |
| **Prior Learning**  copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children identify artwork by Enid Marx and Orla Kiely  Children compare artwork by Orla Kiely and Enid Marx to John Dyer  Children create a drawing of their favourite repeated pattern by Orla Kiely | **Knowledge:**  Children explore printing techniques by mono printing (using polystyrene and rollers) and block printing  Children are able to choose their preference of printing | **Knowledge:**  Children use Winter and Christmas as a theme and can plan and design 3 images they will use to create prints with | **Knowledge:**  Children are able to create a stamp which will be used to print | **Knowledge:**  Children are able to create a repeated pattern using their choice of printing technique | **Knowledge:**  Children create a repeated pattern using either mono printing or block printing  Children able to explain what printing is and how to create a printed pattern | design and create printing blocks/tiles;  develop techniques in mono, block and relief printing;  create and arrange accurate patterns |
| **Success Criteria** Children can identify artwork they have seen by both Orla Kiely and Enid Marx  Children express likes and dislikes about artwork | **Success Criteria**  Children explore mono printing by making a simple polystyrene print  Children explore block printing  Children choose preference of technique and explain why | **Success Criteria**  Children can plan and design images for a purpose  Children able to explain why they have chosen particular designs and how they will make the prints | **Success Criteria**  Children are able to create either polystyrene or block prints | **Success Criteria**  Children create Christmas wrapping paper using either mono printing or block printing in the style of Orla Kiely | **Success Criteria**  Children are able to create a printed picture for a purpose in the style of Orla Kiley  Children explain what printing is and how to print |
| **Vocabulary:** line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | | | | | | | |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  Year 3/4  Year A | Half term: Spring 1 | SCOPE: Mixed Media Collage  Jane Davenport | CONTENT / INTENT:  select colours and materials to create effect, giving reasons for their choices;  refine work as they go to ensure precision;  learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; | | | | |
| **Prior Learning**  use a combination of materials that have been cut, torn and glued;  sort and arrange materials;  add texture by mixing materials | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children are able to explain that collage is cutting, arranging and fixing to create a larger artwork  Children create a small collage of animal print | **Knowledge:**  Children are able to create realistic looking sketches focussing on features of a chosen animal | **Knowledge:**  Children create a large outline drawing of an animal | **Knowledge:**  Children are able to use the collage skill to collage within the outer outline of their animal, focussing on colour, pattern and texture | **Knowledge:**  Children are able to select materials for a purpose  Children choose colours to add texture, shadow, shade and highlight | **Knowledge:**  Children are able to collage the background of the animal selecting appropriate colours and patterns to display the habitat of the animal | add collage to a painted or printed background;  create and arrange accurate patterns;  use a range of mixed media;  plan and design a collage |
| **Success Criteria**  Children use a photograph of a preferred animal print to create a small collage e.g. zebra print, leopard print, a peacock feather | **Success Criteria**  Children sketch features of animal into sketchbook | **Success Criteria**  Children draw the outline of their animal, knowing it needs no detail due to the collage skill being used within the outline | **Success Criteria**  Children select materials appropriately in order to begin a collage of an animal | **Success Criteria**  Children add texture and detail to their overall picture selecting appropriate shades of colours and patterns of paper | **Success Criteria**  Children choose colours and patterns for a purpose  Children create a collage of an animal with background |
| **Vocabulary:** texture, shape, form, pattern, mosaic, sketch, outline, perspective, scale, base, composition, layer, overlap, shadow, highlight | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  Year 3/4  Year A | Half term: Spring 2 | SCOPE: Form  Antoni Gaudi  Clay | CONTENT / INTENT:  cut, make and combine shapes to create recognisable forms;  use clay and other malleable materials and practise joining techniques;  add materials to the sculpture to create detail | | | | |
| **Prior Learning**  use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  use a variety of techniques, e.g. rolling, cutting, pinching;  use a variety of shapes, including lines and texture | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Identify artwork by Antoni Gaudi  Explore putting smaller pieces together to create a larger picture | **Knowledge:**  Children recognise mining is part of the history of Pendeen and our local community  Children are able to sketch a tin mine at various angles | **Knowledge:**  Children explore using clay to mould and shape for a purpose, developing ability to create more detailed sculptures | **Knowledge:**  Children explore using clay to form 4 sections of a tin mine or engine house using 2D flat surfaces (for example 4 tiles that make up one engine house when placed together) | **Knowledge:**  Children select paint colours for a purpose and paint their sculpture pieces | **Knowledge:**  Children recognise that Antoni Gaudi creates clay artwork where small pieces fit together to make a large piece | plan and design a sculpture;  use tools and materials to carve, add shape, add texture and pattern;  develop cutting and joining skills, e.g. using wire, coils, slabs and slips;  use materials other than clay to create a 3D sculpture |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Success Criteria**  Be able to recognise and identify artwork children have seen before by Antoni Gaudi  Children are able to piece together smaller pieces of a picture to create a large picture | **Success Criteria**  Children talk about local tin mining  Children able to sketch a tin mine at various angles  Children developing skill to sketch in 3D | **Success Criteria**  Children are able to create detailed features of a tin mine or engine house using clay e.g. the wheel | **Success Criteria**  Children are able to make 4 clay tiles, each with a detailed carving of a tin mine or engine house | **Success Criteria**  Children use prior knowledge to mix and make new colours  Children paint their tiles with increasing detail (shade, shadow, highlight) | **Success Criteria** Every child in Year 3 and 4 creates 4 tiles which, when put together displays an engine house or tin mine |  |
| **Vocabulary:** rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | | | | | | | |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  Year 3/4  Year A | Half term: Summer 1 | SCOPE: Pattern  Thetis Blacker | CONTENT / INTENT:  select appropriate materials, giving reasons;  use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;  develop skills in stitching, cutting and joining | | | | |
| **Prior Learning**  experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  add decoration to create effect | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Explore the work of Thetis Blacker, identifying the bright colours used  Label a Batik picture in sketchbook with key features of the technique | **Knowledge:**  Children understand how Batik has been used to decorate in different artworks around the world  Children explore Batik artwork using wax crayons | **Knowledge:**  Children plan and design a Summer themed Batik design to add to fabric | **Knowledge:**  Line up design onto material ready to Batik  Use wax resist sticks to trace design onto the fabric, using appropriate pressure  Children make a detailed Batik pattern | **Knowledge:**  Children understand how to thread a needle and sew an embellishment onto fabric | **Knowledge:**  Children evaluate their work and explain what worked well and what they would do differently  Children are able to talk about Batik as a technique, explaining that it uses wax, paint and an iron for heat | experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  add decoration to create effect |
| **Success Criteria**  Children explain what the Batik technique is and how it can be used to decorate  Children label key features of Batik in their sketchbook | **Success Criteria**  Children explore Batik artwork from around the world and verbally compare  Children create a wax crayon image | **Success Criteria**  Children explain preferences  Children design and plan with intent and for a purpose | **Success Criteria**  Children successfully create a detailed Batik pattern onto fabric | **Success Criteria**  Children add an embellishment to their artwork using needle and thread | **Success Criteria**  Children recognise Batik artwork  Children explain key features of Batik |
| **Vocabulary:** pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration | | | | | | | |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  Year 3/4  Year A | Half term: Summer 2 | SCOPE: Nature Sketching  Cornish Wildlife / Feathers | CONTENT / INTENT:  experiment with showing line, tone and texture with different hardness of pencils;  use shading to show light and shadow effects;  use different materials to draw, e.g. pastels, chalk, felt tips;  show an awareness of space when drawing | | | | |
| **Prior Learning**  draw lines of varying thickness;  use dots and lines to demonstrate pattern and texture;  use different materials to draw, for example pastels, chalk, felt tips | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Experiment with line, tone and texture using a range of pencils | **Knowledge:**  Children are able to draw a real life object in nature  Children use sketching techniques to draw | **Knowledge:**  Children repeat their drawing of a an object in nature but this time developing ability to show light and shadow | **Knowledge:**  Children identify details within an animal in nature and focus on sketching features | **Knowledge:**  Children understand how to use pencils to change the texture of a drawing | **Knowledge:**  Children are able to use knowledge of shading and sketching in order to draw something they see in nature e.g. a flower or animal | use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;  depict movement and perspective in drawings;  use a variety of tools and select the most appropriate |
| **Success Criteria** Children understand that different sketching pencils can be used for different purposes and show examples of this | **Success Criteria**  Children draw an animal or object in nature e.g. a snail or flower | **Success Criteria**  Children use photographs as guidance for adding light and shadow | **Success Criteria**  Children are able to sketch features with increasing detail, shadow, shade, tone | **Success Criteria**  Children create a sketch where texture is shown by using | **Success Criteria**  Children draw and sketch with increasing detail, adding line, tone and texture with pencils |
| Vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline | | | | | | | |