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| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** |
| Year Group: 3/4Year B | Half term: Autumn 1 | SCOPE: Colour Andy WarholPop ArtSelf 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
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| **Prior Learning**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:**Recognise the artwork of Andy WarholKnow that Pop Art is based on modern popular culture Compare the work of Andy Warhol to another self portrait artist Pablo Picasso | **Knowledge:**Explore using block colours to fill separate areas of an imageDevelop ability to use colour to show shadow | **Knowledge:**Children are able to draw a self portrait using a mirror or photograph of their faceChildren understand how to separate the face and talk about the symmetry of facial features | **Knowledge:**Children name both primary and secondary coloursChildren mix primary colours to make secondary coloursChildren explore using the colours they have created | **Knowledge:**Children are able to use bright colours to paint in the style of Pop Art by Andy WarholChildren know and explain how to use different brushes and brushstrokes for different purposes | **Knowledge:**Children know how to use brushes and paint to create different textures and can mix and make a range of colours for a purpose | 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 are able to identify artwork created by Andy WarholChildren explain Pop Art based on modern popular cultureChildren compare and contrast 2 artists | **Success Criteria** Children choose colours to change effectChildren are able to choose colours that create shadows even when used in block colour | **Success Criteria**Children explain how to draw an accurate self portraitChildren draw real life pictures with increasing accuracy | **Success Criteria**Children mix and make secondary coloursChildren explore how different colours compliment and contrast | **Success Criteria**Children use brushes to create shape, texture, pattern and linesChildren create a Pop Art painting in the style of Andy Warhol | **Success Criteria**Children know how to mix colours for a purposeChildren can change colour and texture of a painting |
| Vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** |
| Year Group: 3/4Year B | Half term: Autumn 2 | SCOPE: Printing John DyerLandscape | CONTENT / INTENT: use more than one colour to layer in a printreplicate patterns from observationsmake printing blocksmake 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:**Recognise artwork of John Dyer’s based on his style and techniqueCompare and contrast artwork by John Dyer and Andy WarholExplain that a print is an impression made by any method involving transfer from one surface to another | **Knowledge:**Children explore using block printing and inking rollersChildren explain the techniques they are using Children talk about texture, colour and shape | **Knowledge:**Children design stamps they can use for their own printed picturesChildren begin to carve into polystyrene tiles | **Knowledge:**Children are able to evaluate their own stamps for printingChildren refine their stamps for effective printingChildren know how much pressure to apply for an accurate print | **Knowledge:**Children can model and explain how to create and use polystyrene tiles with inking rollersChildren develop knowledge of printing technique to explain to othersChildren explain how to create repeated patterns effectively with prints | **Knowledge:**Children are able to talk about John Dyer paintings and reference how he has or could use the printing techniqueChildren understand and explain how to layer prints | design and create printing blocks/tiles;develop techniques in mono, block and relief printing;create and arrange accurate patterns; |
| **Success Criteria**Children identify John Dyer’s artwork naming key featuresChildren explain definition of printingChildren compare 2 artists | **Success Criteria** Children explore using a range of printing techniques Children develop skills in printingChildren talk with confidence about changing texture, colour and shape | **Success Criteria** Children explain the process of printing Children design prints with their own styleChildren are able to make a polystyrene printing tile | **Success Criteria**Children use their own designs to create a printed patternChildren talk about their pattern using key vocab | **Success Criteria**Children make repeated patterns with printing precision | **Success Criteria**Children use John Dyer landscapes as inspiration for their own printing techniqueChildren use a second colour to create a layered print |
| Vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** |
| Year Group: 3/4Year B | Half term: Spring 1 | SCOPE: CollageVan GoghStarry NightLocal landscape | 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 explore the skill of ‘collage’ and explain how to tear, arrange and fix pieces of material to create a collageChildren select appropriate colours and materials | **Knowledge:**Children explain that Van Gogh painted to help his well being. Children explain that Van Gogh enjoyed painting real life landscapes that he could see – inspired by Impressionism | **Knowledge:**Children are able to paint a landscape in the style of Starry Night using dark, ‘moody’ colours | **Knowledge:**Children understand the words / techniques: overlapping, tessellation, mosaic, montage | **Knowledge:**Children plan and draw the landmarks on their painted landscape Children understand that collage must fill within an outline and not go out of the intended boundary | **Knowledge:**Children refine their work and add texture using materialsChildren create artwork in the style of Van Gogh landscape Starry Night | 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 explain how to collage and are able to show others what this looks likeChildren choose appropriate colours and materials to create an intended effect | **Success Criteria** Children know who Van Gogh was and talk about his life, art and inspirations / reasons for painting | **Success Criteria**Children use Starry Night as inspiration for a landscape paintingChildren create a ‘moody’ pallet for their painting | **Success Criteria**Children are able to create examples of overlapping, tessellated, mosaic and montage collages | **Success Criteria**Children choose preferred techniques to collage the landmarks in their artworkChildren talk about the boundaries of drawing and collaging within | **Success Criteria**Children self evaluate and refine artworkChildren add texture using materials Children create a collage version of ‘Starry Night’ |
| **Vocabulary:** texture, shape, form, pattern, mosaic, Van Gogh, Starry Night, Impressionism, Post-Impressionist, boundary |

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| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** |
| Year Group: 3/4Year B | Half term: Spring 2  | SCOPE: FormBarbara HepworthClay | 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 Barbara HepworthChildren explain Hepworth focussed on relationship between colour and textureChildren explain Hepworth created sculptures | **Knowledge:**Children explore and practise joining techniques by using playdough or plasticineChildren self evaluate their creation and use to inform next lesson using clay | **Knowledge:**Children explore using a range of tools to cut, make and combine shapes creating a recognisable formChildren use prior learning to develop joining techniques | **Knowledge:**Children explore using appropriate clay tools to add texture and detail | **Knowledge:**Children use their prior knowledge and experience to create a sculpture in the style of Barbara Hepworth | **Knowledge:**Children use sculpture / form vocabulary with confidenceChildren can create a sculpture using inspiration from a famous artist  | 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 Barbara HepworthExplain that sculpture is a form of artDesign a purposeful sculpture | **Success Criteria**Children are able to self reflectChildren talk about what works and doesn’tChildren practise joining techniques and describe the process | **Success Criteria**Children are able to create a recognisable form where shapes of clay are joined together with increasing precision and strength | **Success Criteria**Children are able to use tools to change the appearance of the sculptureChildren explain and model how to change the texture and shape using tools | **Success Criteria**Children use Barbara Hepworth as inspiration to create a recognisable form using their own styleChildren talk about how to join 2D shapes together to make a sculpture | **Success Criteria**Children create a sculpture that has 2D shapes joined togetherChildren carve the edges to be ‘curvy’ like Hepworth designsChildren add holes |
| **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 B LOWER KEY STAGE 2** |
| Year Group: 3/4Year B | Half term: Summer 1 | SCOPE: PatternTie DyePoppy Treffry | 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**show pattern by weaving;use a dyeing technique to alter a textile’s colour and pattern;decorate textiles with glue or stitching, to add colour and detail  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children can talk about the artwork of Poppy Treffry and how she uses fabric to create artChildren talk about what a mood board is and talk through their own | **Knowledge:**Children explore different techniques: dyeing, weaving and stitchingChildren explain what each technique involves and the effect it creates | **Knowledge:**Children explain the process and reason for dyeing fabricChildren dye fabric that is going to be used for a product with a purpose | **Knowledge:**Children cut and join materials, developing their skills in stitching | **Knowledge:**Children are able to use sewing to add embellishments to their bag | **Knowledge:**Children use inspiration from Poppy Treffry to create a patterned fabric designChildren talk with increasing confidence about a variety of textile techniques | 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 create a mood board to show their preferences for colour, texture and pattern for their own product | **Success Criteria** Children use a variety of techniques and explain and model them to others | **Success Criteria**Children are able to dye fabric to create different textures and patterns | **Success Criteria**Children cut and join materials to add to their final product | **Success Criteria**Children develop stitching skill by adding embellishments to their product in a particular pattern | **Success Criteria**Children design and make a product made from fabric that they have dyed and embellished |
| **Vocabulary:** pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. |
| **Pendeen ART SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** |
| Year Group: 3/4Year B | Half term: Summer 2  | SCOPE: Nature Sketching Kurt Jackson | 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:**Explore artwork created by local artist Kurt JacksonExpress respectful opinions about artworkChildren know the difference between portrait and landscapeChildren explain what still life drawings are | **Knowledge:**Children explore using a range of art resources to draw; pastels, chalks, felt tipsChildren say their preferred material for drawing and give reasons why | **Knowledge:**Children experiment with showing line, tone and texture with different hardness of pencilsChildren choose pencil thickness appropriately | **Knowledge:**Children draw still life objects with close attention to detailsChildren understand, explain and model how to show light and shadow effects to their drawing | **Knowledge:**Children have an awareness of space when drawing | **Knowledge:**Children are able to use drawing skills learnt to draw flowers in the local environment Share their creations, explaining theprocess they have used. | 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 are developing preferences of artist stylesChildren explain portrait and landscape differencesChildren create a still life drawing | **Success Criteria** Children can use a range of materials appropriately, learning how to use each one effectively  | **Success Criteria**Children practise sketching techniques and are able to refine their drawing, explaining why and how they are making changes | **Success Criteria**Children sketch a still life with increased detailChildren are able to sketch light and shadows on their artwork | **Success Criteria**Children sketch an additional object into their still life artwork, showing their awareness of space, size and perspective in the drawing | **Success Criteria** Children use drawing skills to find flowers they like in the local environment and draw them with the support of local artist Kurt Jackson |
| Vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. |