

# Art Curriculum 2023/24 – Years 3 & 4

	Autumn 1	Autumn 2
<b>Topic</b>	<p><b>Drawing</b></p> <p>Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, using a range of materials. Children will know about <b>Stuart Pearson Wright</b>. Children will create a self-portrait using a variety of shading techniques and beginning to use the correct proportions.</p>	<b>No Focus</b>
<b>Knowledge</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the artist <b>Stuart Pearson Wright</b> and the type of artwork he produces</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Experiment with different pencils.</li> <li>• Draw from observation.</li> <li>• Draw from imagination.</li> <li>• Experiment with mark making using alternative tools.</li> <li>• Begin to draw with accuracy.</li> <li>• Discuss shadows, light and dark</li> <li>• Begin to have an awareness of how pattern can be used to create texture.</li> <li>• Build layers of shade to create depth and texture in a drawing</li> <li>• Apply a variety of shading techniques to add details to a drawing (circling, hatching, finger blend (KS1), scribbling (KS1))</li> <li>• Build an understanding of where and how to apply shade and highlights to create depth in a drawing</li> <li>• Draw a self-portrait using the correct proportions using grid method.</li> <li>• Talk about the techniques used by Stuart Pearson Wright when he creates his work</li> </ul>	
<b>Vocab</b>	<p><b>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</b></p> <p>Light, dark, shade, blend, arrangement, grip, pressure, distance, depth, shadows, highlights, proportion, self-portrait</p>	



	Spring 1	Spring 2
Topic	<b>Painting</b> Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing and painting using a range of materials. Children will know about <b>Claude Monet</b> . Children will create a landscape painting inspired by <b>Claude Monet</b>	<b>No Focus</b>
Knowledge	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Begin to understand the different properties of different kinds of paint (acrylic, watercolour, powder) and the effects they create</li> <li>• Know about the artist Claude Monet and the types of artwork he produces</li> <li>• Know what negative space is on a piece of art, and what positive space is.</li> <li>• Know that Monet used fast brush strokes and dabbing to create light.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• Lighten a colour by adding white.</li> <li>• Darken and lighten a colour without using black or white, using water to dilute.</li> <li>• Explore a variety of media to create colour (paint, crayon ink, pastels etc)</li> <li>• Explore a variety of paints to create texture.</li> <li>• Have increasing control of the types of marks made to create certain effects using paint.</li> <li>• Create texture using different brush strokes (cross hatching, hatching and dabbing and fast brush strokes)</li> <li>• Create a mood in a painting using colour and texture</li> <li>• Add details to paintings using small brushes</li> <li>•</li> </ul>	
Vocab	<b>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</b>  brush strokes, detail, acrylic, watercolour, powder, negative space, pigment, positive image, dabbing and stippling	



# Art Curriculum 2023/24 – Years 3 & 4

	Summer 1	Summer 2
<b>Topic</b>	<b>No Focus</b>	<b>Sculpture</b> Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, sculpture and painting using a range of materials. Children will know about <b>John Mayson and how he is inspired by local artist Barbara Hepworth.</b>
<b>Knowledge</b>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know about <b>John Mayson</b>, being a local artist and what work he produces.</li> <li>• Know about Barbara Hepworth and that her work is displayed at Yorkshire Sculpture Park.</li> <li>• Know about sculptures in their environment.</li> <li>• Know about sculptures in the local area of Wakefield. (Using SPARK art resource)</li> <li>• Know what an art studio is and that there is one in Wakefield.</li> <li>• Know the materials sculptures are made from.</li> <li>• Know that the location and weather of sculptures affects what materials it is made from.</li> <li>• Know that sculptures can be permanent or temporary, and can be taken down and recycled. Sculptures are changeable.</li> <li>• Know that sculptures are often used for the public to enjoy.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Plan, shape, mould and make constructions from different materials (eg) tinfoil, cardboard</li> <li>• Create sculptures using assemblage, combining every day items to form a new piece.</li> <li>• Use cut and slot technique to attach pieces.</li> <li>• Begin to explore a range of textures and how to add these to sculpture</li> <li>• Use sketchbooks to develop sculpture design and explore ideas</li> <li>• Explore with cut, fold, tear, scrunch, twist, curve materials</li> <li>• Use an I Pad to extend knowledge of photography.</li> <li>• Experiment with different colours and textures by making appropriate choices to manipulate images for art gallery purpose.</li> <li>• Photograph sculptures so they are aesthetically pleasing. (eg) placing sculptures against a black background, placing them on a white piece of card, photographing low)</li> </ul>
<b>Vocab</b>		<p><b>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</b></p> <p>Audience, organic shapes, model, hollow, join, secure, weaving,</p>



# Art Curriculum 2024/25 – Years 3 & 4

	Autumn 1	Autumn 2
<b>Topic</b>	<p><b>Drawing</b> Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing, using a range of materials. Children will know about <b>Heather Hensan</b> Children will create different drawings on different scales, using movement to help them. Children will create abstract drawings using movements based on the work by Heather Hensan. Children will have access to a variety of different drawing materials (pastels, charcoal, pens, pencils) that they can chose from and discuss.</p>	<b>No Focus</b>
<b>Knowledge</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know who the artist <b>Heather Hensan</b> is and the work she has produced.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Explore different scales by drawing on a large scale</li> <li>Explore different scales by drawing on a small scale</li> <li>Work on a variety of scales.</li> <li>Identify and draw the effect of light.</li> <li>Draw for a sustained period of time.</li> <li>Select and apply specific drawing materials to create certain effects and textures</li> <li>Use experimental drawing techniques to create atmosphere in a drawing</li> <li>Explain why they have chosen specific materials to draw with</li> <li>Explore how movement can impact their drawing</li> </ul>	
<b>Vocab</b>	<p><b>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</b></p> <p>scale, proportion, shadow, gestural, expressive, collaborate, organic</p>	



	Spring 1	Spring 2
Topic	<p><b>Painting</b></p> <p>Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing and painting using a range of materials. Children will know about <b>Pablo Picasso</b> . Children will use their prior knowledge of self- portraits to create portraits in the style of Picasso.</p>	<b>No Focus</b>
Knowledge	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know who the artist Picasso is and the work he produced.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Begin to alter paint colour using white, grey and black.</li> <li>Observe colour and suggest why it has been used.</li> <li>Select colours to reflect mood.</li> <li>Explore different brush strokes and consider why/when they might be used.</li> <li>Begin to discuss how they are influenced by Picasso in their own work.</li> <li>Begin to understand the different properties of different kinds of paint</li> <li>Be able to confidently mix secondary colours and explore making tertiary colours</li> </ul>	
Vocab	<p><b>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</b></p> <p>Portrait, landscape, tint, contrast, vivid, muted, abstract.</p>	



# Art Curriculum 2024/25 – Years 3 & 4

	Summer 1	Summer 2
<b>Topic</b>	<p><b>Collage</b> Children will create sketchbooks to record observations and use them to review and revisit ideas. Children will improve their mastery of art through drawing and painting using a range of materials. Children will ensure they layer, rip, stick and overlap materials in a strategic way inspired by artist <b>Dolan Geiman</b></p>	<b>No Focus</b>
<b>Knowledge</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know who the artist <b>Dolan Geiman</b> is and what type of art work he produces.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Use collage as a means of collecting ideas and information to build a visual brainstorm.</li> <li>• Collect and select textured papers to form a collaged image.</li> <li>• Develop experience in embellishing using a range of joining techniques.</li> <li>• Experiment with a range of collage techniques, such as tearing, overlapping, and layering to create collaged images.</li> <li>• Explore how to transfer a drawing into a collage</li> <li>• Explore how you would represent foreground, middle ground and background in a collage to create a sense of distance</li> <li>• Experiment with different materials in order to make informed choices that will influence their own work .</li> </ul>	
<b>Vocab</b>	<p><b>'STICKY' VOCABULARY: LINE, SHAPE, COLOUR, SPACE, TONE, FORM, TEXTURE, PATTERN</b></p> <p>Composition, design, technique, process, material, layout, audience</p>	

