**Art and Design Curriculum – Cycle B**





**Lower Key Stage 2 – Year 3 & 4**

* to create sketch books 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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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Drawing and Colour - watercolour |  | **Unit Title:** Collage – visual art |
| **Artist:** Georgia O’Keefe 1887 – 1986  **Movement:** American Modernism, Precisionism  Georgia O'Keeffe - WikipediaGeorgia O'Keeffe - Outline Bio and video of this famous American ...Georgia O'Keeffe's Lake George Paintings at Hyde Collection - The ...  GEORGIA O'KEEFFE Purple Petunia Vintage Large Flower Book | EtsyWho is Georgia O'Keeffe? – Who Are They? | Tate KidsGeorgia O'Keeffe -- Her Life in Paintings from First Works to Last  <https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>  <https://www.pinterest.co.uk/patty_palmer2/georgia-okeeffe-art-project-for-kids/>  **Compare with the work of:**  **Artist:** Emma Larrson  **Movement:** Contemporary    <https://www.hugoandmarie.com/artists/emma-larsson/> |  | **Artist:** Andy Goldsworthy  **Movement:** Contemporary  https://tse2.mm.bing.net/th?id=OIP.ns8ogSYLOGLGQ66_yWkT4wHaG7&pid=Api&P=0&w=185&h=174 https://tse4.mm.bing.net/th?id=OIP.hgF-LqROsMMJF0a41-dTmgHaE1&pid=Api&P=0&w=271&h=178 Magical Land Art By Andy Goldsworthy | Andy goldsworthy  <https://www.bbc.co.uk/bitesize/clips/zh4wmp3>  <https://www.slideshare.net/nivaca2/andy-goldsworthy-for-kids>  **Compare with the work of:**  **Artist:** Jaume Plensa 1955 -  **Movement:** Contemporary    <https://jaumeplensa.com/>  <https://en.wikipedia.org/wiki/Jaume_Plensa> |
| **Prior Knowledge: KS1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **Prior Vocabulary:**  Materials  Drawing, painting  Colour, pattern, texture, line, shape, form space  Artists, craft makers, designers  Similar, different |  | **Prior Knowledge: KS1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **Prior Vocabulary:**  Materials  Drawing, painting  Colour, pattern, texture, line, shape, form space  Artists, craft makers, designers  Similar, different |
| **Skills:**   * Explore shading, using different media. (3) * Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (3) * Compare and recreate form of natural and manmade objects. (3) * Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (4) * Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (4) |  | **Skills:**   * Explore shading, using different media. (3) * Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (3) * Compare and recreate form of natural and manmade objects. (3) * Create a collage using overlapping and layering. (3) * Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (4) |
| **Knowledge:**   * Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (3) * Explain what he/she likes or dislikes about their work. (3) * Know about some of the great artists, architects and designers in history and describe their work. (3) * Use a sketchbook for collecting ideas and developing a plan for a   completed piece of artwork. (4)   * Use taught technical skills to adapt and improve his/her work. (4) * Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (4) * Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (4) |  | **Knowledge:**   * Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (3) * Explain what he/she likes or dislikes about their work. (3) * Know about some of the great artists, architects and designers in history and describe their work. (3) * Use a sketchbook for collecting ideas and developing a plan for a   completed piece of artwork. (4)   * Use taught technical skills to adapt and improve his/her work. (4) * Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (4) * Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (4) |
| **Key moments in sketchbook:**   * Artist research (O’Keeffe) * Experiment with shading, using different media. * Experiment with different techniques to show complementary colours, colour as tone, warm and cold colours. * Experiment with different effects, tools and techniques such as bleeds, washes, scratches and splashes. * Experiment with different techniques to create mood, feeling, movement and areas of interest. * Annotations to show reflections on their work and that of others. |  | **Key moments in sketchbook:**   * Artist research (Deborah Shapiro) * Experiment with shading, using different media. * Experiment with different techniques to show complementary colours, colour as tone, warm and cold colours. * Experiment with different techniques to create mood, feeling, movement and areas of interest. * Annotations to show reflections on their work and that of others. |
| **Final artwork:**  O’Keeffe inspired art work |  | **Final artwork:**  Shapiro inspired collage |
| **Key Vocabulary:**  Vibrant, bold  Complementary colours  Colour, form, line, shape, space, texture, value, pattern, tone  Warm/cold colours  Abstract/abstraction  Legacy  Modernism |  | **Key Vocabulary:**  Collage  Complementary colours  Colour, form, line, shape, space, texture, value, pattern, tone  Warm/cold colours  Abstract/abstraction |
| **Curriculum links:**  Geography |  | **Curriculum links:** |