



## Black Pear Trust- Long term Art Plan LKS2



Autumn Term Theme: <b>Enchanted Kingdoms</b>	Key Drivers and Charter statements
Spring Term Theme: <b>Back to the Future</b>	Key Drivers and Charter statements
Summer Term Theme: <b>Virtual World</b>	Key Drivers and Charter statements
<b>Purpose of Study</b> Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	
<b>The national curriculum for art and design aims to ensure that all pupils:</b> <ul style="list-style-type: none"><li>▪ produce creative work, exploring their ideas and recording their experiences</li><li>▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>▪ evaluate and analyse creative works using the language of art, craft and design</li><li>▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul>	



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<u>Objective</u>	<u>Knowledge and Skills</u>				<u>Resources</u>
	Year 3		Year 4		
Pupils should be taught :	Knowledge	Skills	Knowledge	Skills	
Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design	I compare ideas, in my own and others' work and say what I think and feel about them.	I explore ideas and collect visual and other information for my work  I keep these in my art sketchbook. I use this in developing my work, taking account of the purpose	I compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.	I comment on similarities and differences between my own and others' work.  I adapt and improve my own work.	
To create sketch books to record their observations and use them to review and revisit ideas	<u>Drawing:</u>  I record from experience and imagination.  I select and record from first-hand observation.  I explore ideas for different purposes.  I review and revisit ideas.	I use a number of sketches to base my work on.  I use a viewfinder to help me in my sketching.  I annotate my sketches in my art sketchbook to explain my ideas.  I sketch lightly (so I do not need to use a rubber)	<u>Drawing:</u>  I question and make thoughtful observations about starting points and select ideas to use in my work.  I review and revisit ideas.	I use different grades of pencil at different angles to show different tones.  I use hatching and cross hatching to show tone and texture in my drawings.  I explore comics throughout the 20 <sup>th</sup> and 21 <sup>st</sup> century to see how styles are used for effect.	
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,	I adapt my work according to my views and describe how I might develop it further.  <u>Painting:</u> I can name the primary	I mix colours using tints and tones.	I adapt my work according to my views and describe how I might develop it further.  <u>Painting:</u> I can name the secondary colours.	I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns	



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<p>charcoal, paint, clay]</p>	<p>colours.</p> <p>I can name different types of paints.</p> <p>I can explain why paint is better for some things than others.</p> <p>I know how to organise my environment to not make a mess.</p> <p><u>Collage:</u></p> <p>I can explain the difference between natural and man-made materials.</p> <p>I can explain why texture is important to art work.</p> <p><u>3D:</u></p> <p>I can name common 3D shapes.</p> <p>I can visualise 3D</p>	<p>I use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>I experiment in creating mood and feelings with colour.</p> <p>My cutting skills are precise.</p> <p>My skills now include:</p> <p>Coiling, Overlapping</p> <p>I know the striking effect work in a limited colour palette can have, through experimentation.</p> <p>I can make paper coils and lay them out to create patterns or shapes.</p> <p>I use mosaic.</p> <p>I use montage.</p> <p>My models on a range of scales communicate my observations from the real or natural world.</p>	<p>I can suggest a type of paint depending on the task.</p> <p>I can organise my working environment effectively.</p> <p>I compare my use of colour and paint with others.</p> <p><u>Collage:</u></p> <p>I apply my experience of materials and processes.</p> <p>I control tools and techniques.</p> <p>I can explain why a mix of textures makes good art.</p> <p><u>3D:</u></p> <p>I can replicate 3D shapes.</p> <p>I can use my hands to manipulate materials.</p> <p>I can explain how important tone and symmetry is to a sculpture.</p> <p><u>Printing:</u></p> <p>I can recognise and replicate pattern s from</p>	<p>and lines.</p> <p>I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p> <p>I use tessellation and other patterns in my collage.</p> <p>I use my cutting skills to produce repeated patterns.</p> <p>I look at mosaic, montage and collage from other cultures.</p> <p>I use my clay techniques to apply to pottery studied in other cultures.</p> <p>My 3D work has a well thought out purpose.</p> <p>I use the technique of adding materials to create texture, feeling, expression or movement. (e.g wrinkles on a portrait sculptures</p> <p>I know how printing is used in the everyday life of designers or artists.</p>	
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	<p>images.</p> <p><u>Printing:</u></p> <p>I can recognise and describe patterns within nature.</p> <p>I know how to use rollers and paint.</p> <p>I can explain how to re-cycle materials.</p> <p><u>Textiles:</u></p> <p>I know how some colours blend and others clash.</p> <p>I can design a product with a specific purpose.</p> <p>I can name and describe some basic stitches.</p> <p><u>Digital:</u></p> <p>I know how to use a camera.</p> <p>I can upload pictures and print them.</p> <p>I can explain how light needs to be used effectively in pictures.</p>	<p>I make my own printing blocks and experiment with different materials.</p> <p>I can make a one coloured print.</p> <p>I can build up layers of colours to make prints of 2 or more colours.</p> <p>I have the basics of cross-stitch and backstitch.</p> <p>I know how to colour fabric and have used this to add pattern.</p> <p>I can make weavings such as 'God's eyes'.</p> <p>I have the basics of quilting, padding and gathering fabric.</p> <p>I use a digital camera to take images of things people have made.</p> <p>I write about my ideas and add sketches to my art sketchbook.</p> <p>I use the internet to research ideas or</p>	<p>nature.</p> <p>I can recognise symmetrical and unsymmetrical patterns and describe each's effectiveness.</p> <p><u>Textiles:</u></p> <p>I can organise a working environment that won't create a mess.</p> <p>I can design and make a product with an audience and purpose in mind.</p> <p>I can develop a design brief and explain my colour choices.</p> <p><u>Digital:</u></p> <p>I know how to stay safe on a computer when and after taking photos.</p> <p>I can upload photos and use simple editing software to improve my pictures.</p>	<p>I compare the methods and approaches of different designers in their print techniques.</p> <p>I have explored printing from other cultures and time periods</p> <p>I know how to colour fabric and have used this to add pattern.</p> <p>I create texture in my textiles work by tying and sewing threads or by pulling threads.</p> <p>I use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>I am aware of textiles work from other cultures and times.</p> <p>I use a digital camera to capture textures, colours lines, tones, shades and inspiration from the natural and man-made world.</p>	
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		starting points for art.			
About great artists, architects and designers in history.	<p>I can give examples of how craftsmen were used in historical societies.</p> <p>I can make links between areas of learning.</p> <p>I can create copy-cat style designs.</p> <p>I can explain the impact that a person's work had on society at the time and in the future.</p>	<p>I can use a range of sources of information to find out about a famous person from a past, or present, society.</p>	<p>I can explain the roles and purposes of artists, craftspeople and designers working in different times and cultures .</p> <p>I can make direct links between my class topic and the study of an artist.</p> <p>I can re-call events from a significant person's life.</p> <p>I can explain how art influence them.</p> <p>I can describe their style and how it fits into society at the time.</p> <p>I can evaluate work and create a design brief.</p> <p>I can explain and explore my own creativity.</p>	<p>I can use a range of sources of information to find out about a famous person from a past, or present, society.</p>	