

### Windy Nook Primary School

**Key Learning in Art and Design: Years 3 and 4** – Our art curriculums aim is to open up the world of art to children by introducing them to different artists, styles and different experiences through a range of techniques.

Exploring and Developing Ideas (Aim 1 and 4 NC)		Evaluating and Developing Work (Aim 3 NC)		
<ul style="list-style-type: none"><li>• Work expressively to select and record from firsthand observation, experience and imagination, and explore ideas for different purposes.</li><li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>		<ul style="list-style-type: none"><li>• Review, think about and discuss ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Annotate work in a sketchbook using key vocabulary.</li></ul>		
<p style="text-align: center;"><b>Drawing</b> (Bridges) ( Lights, Camera Action) (Perfect Pop art) (Art around the world)</p> <p>To develop and share experiences, ideas and imagination. The skills below should be utilised when delivering the different media.</p>				
<p><b>Experiment with ways in which surface detail can be added to drawings.</b> <b>Use sketchbooks to collect and record visual information from different sources.</b> <b>Draw for a sustained period of time at an appropriate level</b></p>	<p><b><u>Lines and Marks</u></b> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p><b><u>Form and Shape</u></b> Experiment with different grades of pencil and other implements to draw different forms and shapes. Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. Encourage more accurate drawings of people - particularly faces looking closely at where feature and the detail they have. Begin to show an awareness of objects having a third dimension.</p>	<p><b><u>Tone</u></b> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Identify and draw the effect of light (shadows) on a surface, on objects and people.</p>	<p><b><u>Texture</u></b> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>
<p style="text-align: center;"><b>Media</b></p>				
Painting (Lights, Camera, Action) (Art around the world - French artists/ Hindu Mandalas- pattern)	Printing (Christmas crafts)	3-D -sculpture (Julius Caesar - clay tile) (Bridges - DT)	Collage - (Where the water takes us - Diaroma)	

<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc. Using different types of brushes for specific purposes.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><b>Colour</b></p> <p>Mix colours and know which primary colours make secondary colours – colour wheel.</p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades</p> <p>Mix and match colours to those in a work of art.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Print with two colour overlays.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Create surface patterns and textures in a malleable material.</p> <p><b>Form</b></p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>
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#### Focused Artist Study (Aim 4 NC)

The work of a recognised artist should be used to launch a unit of work. Here are some artists and information regarding their work. Alternative artists can be used. The work of recognised artist and crafts people should only be used as a starting point, not as the main focus for the unit of work.

Painting (see the light)	Drawing (pop art)	Drawing/painting (Art around the world)	3D / Architect
<p>Cezanne</p> <p>Monet</p> <p>Discrete artists (Matthew Wong)</p>	<p>Andy Warhol</p> <p>Cezanne</p> <p>Discrete artists (Roy Lichtenstein and Ketna Patel)</p>	<p>Kahlo, Picasso, Seurat, Van Gogh, Monet</p> <p>Discrete artists (Joy Labingo)</p>	<p>Millenium Bridge, Tyne Bridge, Sage</p>

#### RRSA Article Links

During this key learning the following articles will be addressed:

**Article 13:** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people