



Year A

To be taught throughout the year:

Exploring and Developing Ideas	Evaluating and Developing Work	Drawing
<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p>Knowledge and skills from Autumn term to be incorporated in collage and 3D unit where possible/applicable.</p>

LKS2 Autumn term - Drawing				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of 	<p>Drawing is a two dimensional representation of a three dimensional world - buildings have sides.</p> <p>Drawing develops spatial concepts - near, far, higher, lower etc.</p> <p>Drawing can be used as a starting point for other processes - a drawing may</p>	<p>Look at and talk about - shape and pattern within their own environment.</p> <p>Recognise different functions of drawing and the purpose of drawing in the wider world - as a tool for design, decoration or communication.</p>	<p>Albrecht Durer, Gauguin, Doug Hyde, Cezanne & Rembrandt</p>	<p>Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality</p>



<p>drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <ul style="list-style-type: none">• Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none">• Experiment with different grades of pencil and other implements to draw different forms and shapes.• Begin to show an awareness of objects having a third dimension. <p>Tone</p> <ul style="list-style-type: none">• Experiment with different grades of pencil and other implements to achieve variations in tone.• Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none">• Create textures with a wide range of drawing implements. <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>be part of the planning process, or a rehearsal, for a finished piece.</p>	<p>Look at and talk about - artists' drawings from other periods and cultures.</p>		
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Suggested project: Portraits

Use a sketchbook to record their ideas, observations and imaginative drawings - using an increasing range of tools to show shape and tone.

Use drawing to record and illustrate relationships - paying attention to the importance of facial expression.

Use scale and proportion in observational drawings.

Begin to use shading and lines to represent curved surfaces.

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LKS2 Spring term - Collage				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<p>Language can be used to describe the visual and tactile qualities of textiles</p> <p>Inspiration for collage can be drawn from real life.</p> <p>Colour and texture can be representational as well as realistic - personal interpretation and stylisation is valid.</p> <p>To make an image look real, one needs to refer to observational drawings as a starting point.</p>	<p>Compare and comment on different approaches used by artists in different cultures and periods of time</p>	<p>Derek Gores & Sir Peter Blake</p>	<p>Geometric Stylised Abstract Composition Montage</p>

LKS2 Summer term - 3D				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple 	<p>The design process is a necessary starting part for any sculpture - using 2d form in sketchbooks.</p> <p>Materials have very different qualities that may</p>	<p>Recognise and be able to name some famous sculptures e.g. Angel of the North, and begin to recognise the work of particular sculptors - Anthony Gormley, Barbara Hepworth.</p>	<p>Anthony Gormley, Barbara Hepworth.</p>	



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<p>base for extending and modelling other shapes.</p> <ul style="list-style-type: none">• Create surface patterns and textures in a malleable material.	<p>not always be appropriate for their work.</p> <p>Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off.</p>	<p>Compare and contrast sculpture from different times and cultures - compare religious sculptures from Hindu and Christian faiths.</p>		<p>Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p>
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