



Year A

To be taught throughout the year:

Exploring and Developing Ideas	Evaluating and Developing Work	Drawing
<ul style="list-style-type: none"> <li>Select and record from first hand 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>Compare 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 journal.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use journals to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> </ul> <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
<p><i>Children will learn to</i></p>	<p><i>Children will learn that</i></p>	<p><i>Children will learn to</i></p>		
<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use journals to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> </ul> <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul> <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to show an awareness of objects having a third dimension.</li> </ul>	<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 be part of the planning process, or a rehearsal, for a finished piece.</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>Look at and talk about – artists' drawings from other periods and cultures.</p>	<p>Albrecht Durer, Gauguin, Doug Hyde, Cezanne &amp; Rembrandt</p>	<p>Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality</p>



<p><b>Tone</b></p> <ul style="list-style-type: none"><li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li><li>• Apply tone in a drawing in a simple way.</li></ul> <p><b>Texture</b></p> <ul style="list-style-type: none"><li>• Create textures with a wide range of drawing implements.</li></ul> <p>Apply a simple use of pattern and texture in a drawing.</p>				
<p><b>Suggested project: Portraits</b></p> <p>Use a sketchbook to record their ideas, observations and imaginative drawings - using an increasing range of tools to show shape and tone.</p> <p>Use drawing to record and illustrate relationships – paying attention to the importance of facial expression.</p> <p>Use scale and proportion in observational drawings.</p> <p>Begin to use shading and lines to represent curved surfaces.</p>				



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"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<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 &amp; 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"> <li>Plan, design and make models from observation or imagination.</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Create surface patterns and textures in a malleable material.</li> </ul>	<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 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>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>Compare and contrast sculpture from different times and cultures – compare religious sculptures from Hindu and Christian faiths.</p>	<p>Anthony Gormley, Barbara Hepworth.</p>	<p>Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p>



**LKS2 Art and Design Rolling Programme**

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