



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

**ST. PETER'S CE PRIMARY SCHOOL**

*firm foundations, shining bright*

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

## OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

**ART AND DESIGN**

**YEAR 3/4**

**2 CYCLE LONG TERM PLANNING**

Art progression link: <https://drive.google.com/file/d/1d9svtTcAUA21XuOvLYO6DT5UQtI7NUbD/view?usp=sharing>

Overall Topic	Cycle 1 Autumn	Cycle 1 Spring	Cycle 1 Summer	Cycle 2 Autumn	Cycle 2 Spring	Cycle 2 Summer
	The Roman Empire and its impact on Britain, including local history study of Chester	Physical Geography - Mountains, volcanoes and Earthquakes Human and Physical Geography - settlement and land use	Where in the world?	Stone Age to Iron Age	Place Knowledge - The Mediterranean - comparison UK and European Study	Ancient Egypt
Art & Design Outcome	Weave a wreath from recycled materials. Sew a Christmas stocking	Create a picture to send to care home residents	Painted clay tile with shell shapes.	Bodies -drawing/ cave painting	Printed tiles.	Egyptian masks
Lesson Progression	<p><u>Wreath:</u></p> <ol style="list-style-type: none"> <li>1. Tie dye material</li> <li>2. Set up circular weaving frame.</li> <li>3. Attach different materials/textures to it.</li> </ol> <p><u>Christmas stocking:</u></p> <ol style="list-style-type: none"> <li>1. Practise sewing techniques on different materials- which would be best?</li> <li>2. Make basic stocking shape</li> <li>3. Decorate with stitches</li> </ol>	<ol style="list-style-type: none"> <li>1. Pablo Picasso- periods.</li> <li>2. Colour jigsaw- experimenting .</li> <li>3. different zones with different tasks- a) splashing - Jackson pollock, b) adding white to colours, (class picture- c) linking colours to moods - Mr Men, d) scratching into paint. e) dotting in different ways. f) different brushes</li> <li>4. design picture</li> </ol>	<ol style="list-style-type: none"> <li>1. Shells with Georgia O'Keeffe</li> <li>2. Patterns in the Sea (Van Gough)</li> <li>3. Watercolour and print sea scape.</li> <li>4. Painted clay tile with shells</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing outlines of bodies.</li> <li>2. Drawing body shapes</li> <li>3. Drawing bodies in pen</li> <li>4. .Carry on a cave painting.</li> <li>5. Make figures in clay</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at tessellation and what is it. Children investigate with shapes to tessellate basic shapes to develop patterns</li> <li>Then investigate with more complex shapes to create patterns-</li> <li>Generate some tile ideas (Mediterranean inspired)</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing faces in pencil</li> <li>2. Drawing faces in charcoal</li> <li>3. Egyptian God Portraits</li> <li>4. Create themselves into an Egyptian God- from black and white side profile picture</li> <li>5. Drawing masks</li> <li>6. Create 3D masks</li> </ol>

		<p>5. Create picture</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/1">https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/1</a></p> <p>Mindfulness moments</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000ty70/colours-series-1-14-gold">https://www.bbc.co.uk/iplayer/episode/m000ty70/colours-series-1-14-gold</a></p>			<p>on computer programme and sketch ideas.</p> <p>3. Use one of these to create draft excluser tile.</p> <p>4. Print/ Overprint. (Tessellate)</p> <p>7. Evaluate theirs and others.</p>	
<p><b>National Curriculum</b></p> <p><b>Purpose of study</b></p> <p>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.</p> <p><b>Aims</b></p> <p>The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p><b>Subject Content - KS2</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>						
<b>Drawing</b>			*Experiment with the potential of various pencils	*Experiment with the potential of various pencils	*Draw both the positive and negative shapes	*drawings of people – particularly faces

			close observation	close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people *Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement Work on a variety of scales	initial sketches as a preparation *computer generated drawings	
Colour		*Colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing *colour mixing and			*colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood	

		matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood				
<b>Texture</b>	*Use smaller eyed needles and finer threads Tie dying, weaving  *Use a wider variety of stitches observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics					
<b>Form</b>			*Experience surface patterns / textures *Discuss own work and work of other sculptors	*Shape, form, model and construct ( malleable and rigid materials) *Discuss own work	*Experience surface patterns / textures	*Shape, form, model and construct ( malleable and rigid materials) Plan and develop

			*analyse and interpret natural and manmade forms of construction	and work of other sculptors		understanding of different adhesives and methods of construction aesthetics *Plan and develop Experience surface patterns / textures
Printing			*Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt print		*combining prints design prints make connections discuss and evaluate own work and that of others	
Pattern			*pattern in the environment design using ICT make patterns on a range of surfaces symmetry *Explore environmental and manmade patterns tessellation			

<b>Artists</b>	<p>A look at some artists who use recycled textiles.  <a href="https://www.textileartist.org/textile-artists-using-recycled-materials/">https://www.textileartist.org/textile-artists-using-recycled-materials/</a></p> <p>Susan Stockwell  <a href="https://www.susanstockwell.co.uk/">https://www.susanstockwell.co.uk/</a>          Louise Baldwin  <a href="https://www.62group.org.uk/artist/louise-baldwin/">https://www.62group.org.uk/artist/louise-baldwin/</a></p>	<p>Jackson Pollock          Pablo Picasso</p>	<p>MC Esher          Georgia O'Keeffe          Van Gough          Monet</p> <p>Beach trip</p>	<p>Giacometti          Julian Opie          Henri Moore          Barbara Hepworth</p> <p>Walker Art Gallery or virtual tour</p>	<p>Local ceramic artist</p>	<p><a href="https://www.worldhistory.org/Egyptian_Art/">https://www.worldhistory.org/Egyptian_Art/</a></p> <p>Liverpool museum or virtual tour</p>
<b>Vocabulary</b>	<p>weave, texture, textiles. tie dye, pattern, colour</p>	<p>Colours, splashing, scratching, tone,</p>	<p>Print, texture, tessellation</p>	<p>Form, sculpture, body, size, shape, proportion.</p>	<p>repeated pattern, tessellate, print, rotate, overprint, colour</p>	<p>3D, modelling, sketch, portrait</p>
<b>Resources</b>	<p>Card circles, string, old clothes, range of materials, tie dye ink, cottons, needles</p>	<p>Colours of paint, different thicknesses of paint brushes,</p>	<p>Clay, shells - variety paint- watercolours, sketch book.</p>	<p>clay, drawing media</p>	<p>pencils, charcoal, sketch books, draft excluder, card, paint, computer design programme, examples of tiles-Wicks/B&amp;Q!</p>	<p>Materials to make face model, paint,</p>