Key Learning in Art and Design: Years 3 and 4

Art and Design

Exploring and Developing Ideas	Evaluating and Developing Work
▪ 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.	▪ 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.

Drawing

	Lines and Marks	Form and Shape	Tone	Texture
▪ 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.	▪ 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.	▪ 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.	▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way.	▪ Create textures with a wide range of drawing implements. ▪ Apply a simple use of pattern and texture in a drawing.

Digital Media	Painting	Printing	Textiles	3-D	Collage
▪ Record and collect visual information using digital cameras and video recorders. ▪ Present recorded visual images using software. ▪ Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision. ▪ Change the type of brush to an appropriate style. ▪ Create **shapes** by making selections to cut, duplicate and repeat. ▪ Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.	▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. **Colour** ▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. ▪ Mix and use tints and shades.	▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays.	▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with paste resist.	▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. ▪ Use papier mache to create a simple 3D object.	▪ 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.

Advised curriculum coverage maximum three media per year

3   4