Key Learning in Art and Design: Years 3 and 4



 Section and make thoughtful observation, experience and imagination, and explore ideas for different process. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations about starting points and select ideas to use in the work. Section and make thoughtful observations in the work and say what they think and dealou them. Section and make thoughtful observations in the work and say what they think and dealou them. Section and make thoughtful observations in the work and say what they think and dealou them. Section and make thoughtful observations in the work and say what they think and dealou them. Section and make make and lines with a work in a work in the work and say the work and say what they think and dealou them. Section and make thoughtful observations in the work and say what they think and dealou them. Section and function from different grades of parcial and ther implements to and and ther implements to and the make and there implements to and the make and there work and say what they think and dealou them. Section and there implements to and there implements to	Exploring and Developing	Ideas			Evaluating and	Developing	j Work			
 Speriment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different grades of panel and other implements to drawing inplements. Parw for a sustained period of time an appropriate level. Parw for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathemation. Park for a sustained period for the apper mathematical and other implements. Park for a sustained period for the apper mathematical and other implements. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical addition. Park for a sustained period for the apper mathematical additin a different grades of the apperiod	different purposes. Question and make thoughtful work. Explore the roles and purposes	observations about starting points	and select idea	feel about them. Adapt their work according to their views and describe how they might develop it further.						
 surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Dray for a sustained period of time at an appropriate level. Digital Media Painting Present record visual information small pitterent so at an appropriate level. Present record visual information small pitterent so in small pitterent sources. Present record visual information small pitterent so in small pitterent so in small pitterent sources. Present record visual information small pitterent sources. Present record visual inges sources and video recorders. Work on a range of scales e.g. thin busin to small pitture etc. Create priming visual visual visual recets and textures with paint according to what they peed for the task. Create shapes by making appropriate style. Create shapes by making and represent with paint according to make according to what they need for the task. Create shapes by using effects and sextures in a analycopic to visual and represent with paint according to what they need for the task. Create shapes by making appropriate style. Create shapes by making and represent with colours and know which primery colours make according to the shapes and effects and synaps (colour and shades. With colours and know which present to colou										
Digital Media Painting Printing Textiles 3-D Collage • Record and collect visual information using digital cameras and video recorders. • Experiment with different effects and textures in paint creating textural effects. • Experiment with different effects and textures of scales e.g. thin brush on small picture etc. • Create erpeating patterns. • Use a variety of techniques, e.g. printing. dyeing, weaving and sticching to create different textural effects. • Ban, design and make models from observation or imagination. • Experiment with a range of collage techniques, e.g. printing. dyeing, weaving and sticching to create different textural effects. • Use a variety of techniques, e.g. printing. dyeing, weaving and sticching to create different textural effects. • Use a variety of techniques, e.g. printing. dyeing, weaving and sticching to create different textural effects. • Use a variety of techniques, e.g. printing. dyeing, weaving and sticching to create different textural effects. • Use a variety of techniques, e.g. printing. dyeing, weaving and sticching to create different textural effects. • March the tool to the material. • Use a variety of techniques, e.g. printing. dyeing. • March the tool to the material. • Use collage as a means of collecting ideas and information and building a visual vocabulary. • Create shapes • Mix colours and kextures by using effects and simple filters to manipulate and create images for a purpose. • Mix and use tints and shades. • Wix and use tints and shades. • Wix and use tints and shades.	 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 Make marks and lines with range of drawing implem charcoal, pencil, crayon, c pastels, pens etc. Experiment with different pencil and other implement of the pencil and other implem		ith a wide nents e.g. chalk t grades of e Experiment with di pencil and other in different forms and Begin to show an a objects having a th		mplements to draw d shapes. awareness of	 Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple 		 Create textures with a wide range of drawing implements. Apply a simple use of pattern and 		
 Record and collect visual information using digital cameras and video recorders. Present recorded visual images suing software. Use a graphics package to create images and effects with insush on small picture etc. Oreate effects and textures with paint according to what they need for the task. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures and simple filters to manipulate and repeat. Experiment with colours and simple filters to manipulate and repeat. Mix and use tints and shades. 			Printing		Textiles		3-D	1	Collage	
	 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 	 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. 	relief or im	pressed method. eating patterns.	 e.g. printing, dyeir and stitching to cr different textural e Match the tool to material. Develop skills in st cutting and joining 	ng, weaving reate effects. the titching, g.	 from observation or imagination. Join clay adequately and construct a simple base f extending and modelling other shapes. Create surface patterns a textures in a malleable material. Use papier mache to creat 	or J nd	 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 	