



Year 3 and 4
Art and Design Curriculum
Unit Overviews

<p>Questions to Develop Children's Spirituality in Art:</p>	<p>Does everyone like the same art? Can art influence the way we feel? Can we communicate through art, sculptures, pictures etc? Do pictures have hidden meanings? Does each piece of artwork mean the same thing to each person who looks at it? Can God's creation be celebrated through artwork? When we create/are creative how does this reflect us being made in God's image? Do you think God made us as we are so that we can be creative and make wonderful, varied pieces of art?</p>
<p>Development of the child:</p>	<p>Questioning, emotion, wonder, self-awareness, appreciation and expression.</p>

<p>Topic: The Great Plague (Y3/4) Subject: Art</p>	<p>Prior Knowledge/Links: ‘Family Album’ in Y1/2 ‘Faster, Higher, Stronger’ in Y5/6 – creating human 3D form in sculpture Children should already know: Extensive drawing and painting to develop and improve observational skills of themselves and others (self-portraits).</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). Taught about great artists, architects and designers in history.</p>	<p>Know that skulls have long been used to represent ideas linked with death (Bills of Mortality, crypts). Know that many artists have been inspired by the image of a skull (Damien Hirst, Jean Basquait, Escher). Know that softer B pencils can be used for shading to create 3D effects. Know how to draw a simplified image using a thin pencil on to foam for printmaking. Know how to use a roller to transfer paint onto a foam print, ready to transfer on to a page. Know that colour and background need to be considered when printmaking i.e. you would not use blue paint on a blue piece of paper.</p>

<p>Topic: Healthy Humans (Y3/4) Subject: Art</p>	<p>Prior Knowledge/Links: ‘Fighting Fit’ in Y1/2 Children should already know: Drawing skills to develop 3D work and develop sculptures – making human figures from clay.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). Taught about great artists, architects and designers in history.</p>	<p>Know that Claes Oldenburg creates textile food sculptures. Know that Renoir created still-life paintings of food. Know how to work with different grades biro to make observational drawings of food and packaging. Know any issues which may be encountered when working in 3D (number of panels, shapes of sections, type of material). Know how to use paper-mache to manipulate making 3D food. Know how to use knives, brushes and wire-tipped tools to sculpt details. Know how to use fabrics such as hessian to add detail of surface textures.</p>

<p>Topic: Water, Water (Y3/4) Subject: Art</p>	<p>Prior Knowledge/Links: ‘Growth and Green Fingers’ in Y1/2 ‘Survival’ in Y5/6 – drawings and paintings of the natural world Children should already know: Detailed work of the natural world through close observations – develop drawings into paintings with watercolour.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). Taught about great artists, architects and designers in history.</p>	<p>Know artists who have worked with the theme of water such as Constable, Hokusai and Monet. Know how to make observational drawings by using whole composition to zoom in on an area of water. Know smudging techniques when using pastels to create 3D effects. Know how to capture the flow and energy of water by painting watercolour directly onto a picture surface. Know how to use watercolours and further work into a painting with dry media such as pastels to add depth and texture. Know how to layer tissue paper to explore a particular shape of water, using suitable shades together.</p>

<p>Topic: What the Romans Did for Us (Y3/4)</p> <p>Subject: Art</p>	<p>Prior Knowledge/Links: Buckets and Spades in Y1/2</p> <p>Children should already know: Drawing into collage and textile pieces – small/large scale collages using materials collected on a seaside theme.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay).</p> <p>Taught about great artists, architects and designers in history.</p>	<p>Know how the Romans decorated their villas with mosaic designs for floors and frescoed walls.</p> <p>Know that the House of Livia had a whole room that was painted as a garden with landscape views.</p> <p>Make a series of observational drawings of Roman Gods using fine pencil.</p> <p>Know how to design a simplified motif that can be transferred into a paper mosaic.</p> <p>Know how to organise colour in a mosaic so that tiles are placed in the correct and appropriate places.</p> <p>Know that tiles in a mosaic need to be placed close to each so that there are minimal gaps.</p>

<p>Topic: Rock and Roll (Y3/4) Subject: Art</p>	<p>Prior Knowledge/Links: ‘The Place Where I Live’ in Y1/2 – Children should already know: Extensive drawing to manipulate improved images for printmaking – develop a simplified printing motif of the school or local area.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). Taught about great artists, architects and designers in history.</p>	<p>Know printmakers such as Eric Gill and Japanese printmakers. Know that Robert Hooke was a palaeontologist that drew fossils. Know how to use graphite sticks to create large scale drawings of fossils. Know how to use a sharp pencil to draw a simplified image for printing. Know how the image for printing can be translated, rotated and repeatedly printed. Know how to use rollers to print an image repeatedly.</p>

<p>Topic: The Art of Food (Y3/4) Subject: Art</p>	<p>Prior Knowledge/Links: ‘Penguins, Possums and Pigs’ in Y1/2 Children should already know: Drawing skills to develop 3D work, develop sculptures from observational drawings and paintings – using clay/play dough for model making of small animals.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay). Taught about great artists, architects and designers in history.</p>	<p>Know still life artists such as the Dutch Masters, Renoir and Cezanne. Know how to set up a still life arrangement to make observational studies in sketchbooks, considering composition and lighting. Know how plan and create sculptures of whole fruits, considering moulding and colour required. Know how to mould and join pieces of clay to create whole fruits for a still life arrangement. Know how to create textures and skins using textured fabrics such as hessian.</p>