

## Year 3 and 4 Medium Term Planning Cycle A

### Key Knowledge

#### **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.

to create sketch books to record their observations and use them to review and revisit ideas

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]

about great artists, architects and designers in history.

|                                                                 | Generating Ideas                                                                                                   | Sketch Books                                                                                                                                                                                                                                                       | Making skills including formal elements                                                                                                                                                                                                                         | Knowledge of Artists | Evaluation and Analysing                                                                                                                                                               |
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| <b>Autumn 1<br/>Drawing -<br/>Developing<br/>Drawing Skills</b> | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.<br><br>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome | Confidently using a range of materials and tools, selecting and using these appropriately with more independence.<br><br>Developing direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. |                      | Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. |

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| <p><b>Spring 1</b><br/><b>Painting and mixed media</b><br/><b>Prehistoric Painting</b></p>                                 | <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> | <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>      | <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p>            | <p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> | <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>     |
| <p><b>Summer 1</b><br/><b>Sculpture and 3D</b></p>                                                                         | <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>                                                                                      |                                                                                                                                                                            | <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p>                                                                            | <p>Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p>                                                                                                                                                                                                                                     | <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p> |
| <p><b>Stand Alone Lessons</b><br/><br/><b>Craft and Design</b><br/><b>Fabric of Nature</b><br/><b>(year 4 lessons)</b></p> | <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>                                                   | <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> | <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills,</p> | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Work as a professional designer does by collating ideas to generate a theme.</p>                                                                                                                                                                                | <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>                                                                                                                                          |

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|  |  |  | showing a greater awareness of composition and demonstrating the beginnings of an individual style. |  |  |
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| <b><u>GDS Opportunities</u></b> | <p>Children can add more detail to their drawings.</p> <p>Children can add shading or colouring to their drawings.</p> <p>Children can refine key skills further.</p> <p>Children can create more elaborate compositions and work with a greater level of control and detail.</p> <p>Children will be confident at using different techniques and tools.</p> <p>Children can make more enhanced colours.</p> <p>Children can provide reasons about why they have chosen to do things in a particular way.</p> <p>Children may be able to stitch and sew to add different features to their craft work.</p> |
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## Year 3 and Year 4 Medium Term Planning Cycle B

### **Key Knowledge**

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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.

to create sketch books to record their observations and use them to review and revisit ideas

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]

about great artists, architects and designers in history.

|                                                                                                  | Generating Ideas                                                                                                   | Sketch Books                                                                                                                                                   | Making skills including formal elements                                                                                                                                                                                                                                                                                                                             | Knowledge of Artists                                                                                                                                                                | Evaluation and Analysing                                                                                                                                                                                                                                                                                            |
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| <b>Autumn 1</b><br>Craft and Design<br>ancient Egyptian<br>Scrolls<br><br><b>(Year 3 lesson)</b> | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.<br><br>Use hands and tools confidently to cut, shape and join materials for a purpose.<br><br>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. | Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.<br><br>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. |

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| <b>Spring 1</b><br>Drawing -<br>Exploring tone and texture   | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.                                                                       | <p>Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms.</p> <p>Using growing knowledge of different materials, combining media for effect.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> | Using subject vocabulary confidently to describe and compare creative works.                                                                                              | <p>Using more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>                                                                                               |
| <b>Summer 1</b><br>Painting and Mixed Media - Light and Dark | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. | <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>                                                                                       | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> | <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p> |
| <b>Stand Alone Lessons</b><br>Sculpture and 3D               | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and                                        | Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning                                                | Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion                                                                                                                                                                                                                                                                          | Use subject vocabulary confidently to describe and compare creative works.                                                                                                | <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art, considering how it</p>                                                                                                                                                                |

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|  | plan more purposefully for an outcome. | and taking the next steps in a making process. | and being able to create 3D effects.<br><br>Use more complex techniques to shape and join materials, such as carving and modelling wire. | Understand how artists use art to convey messages through the choices they make. | can affect the lives of viewers or users of the piece. |
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| <b><u>GDS Opportunities</u></b> | <p>Children can work more quickly and efficiently.</p> <p>Children can work as accurately as possible to recreate the dark and light tones.</p> <p>Children can experiment with mixing the colours of the printing ink to create more sophisticated colours.</p> <p>Children can use colour more effectively in their work.</p> <p>Children can expand their answers by justifying their responses.</p> <p>Children can answer open-ended questions such as, 'why do you think that?'</p> <p>Children can observe small details to add depth to their work.</p> <p>Children show inventiveness in choice of subject matter to create their collage</p> <p>Children make their work more original.</p> |
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