

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	France	Year	Year 3
National Curriculum Objectives KS2 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. Pupils should be taught: - 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.			
Prior Learning		Future Learning	
- Here we Grow! (Year 1) - Superheroes (Year 1) - Oceans (Year 1) - Volcanoes and earthquakes (Sheldon class) - Overbury a study (Sheldon class)		- India (Sheldon class) - Non European country (Sundial class) - Our European neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Painting "France" will provide the opportunity of the children to continue to develop their painting skills. They will mix a variety of secondary colours and shades from primary colours. They will experiment with different effects and textures, including blocking in colour, washes, thickened paint etc. They will work with confidence using brushes of different thickness to achieve different effects. They will study a famous artist, Monet, and compare produce a piece of art based on Monet, evaluating their work. The children will use the outdoors to develop their sketching and drawing skills and will use an arrangement of objects as the focus for a still based on the work of Monet.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know who Claude Monet is and that he was an Impressionist artist I understand the concept of still life painting I understand the concept of landscape painting. I understand that the properties of the paint that you use and how you use it will affect your mark making. I understand that primary colours can be mixed together to make secondary colours of different hues. I understand paint acts differently on different surfaces.			
Procedural Knowledge Exploring & developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers I can discuss artist's intention and reflect upon your response. I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I can look at a variety of different types of source materials and understand the differences.			

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What is the artist saying to us on the art work?
- How might it inspire me in making my own art?

Evaluating and developing work

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

I think about why the work was made, as well as how.

In small groups:

I share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced myself.

I take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

Painting

I can use oil based and acrylic paints with confidence.

I can experiment with confidence using techniques, inc. layering

I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.

I can mix a variety of colours and know which primary colours make secondary colours.

I can work confidently on a range of scales e.g. thin brush on small picture etc.

I can explore using light to create imagery

I can use an arrangement of objects as the focus for a still based on the work of Monet

Breadth of study

I can work collaboratively with others, on projects in 2 and 3 dimensions and on different scales

I can use ICT

I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Key Vocabulary

Painting, primary colours, secondary colours, mixing, shades, blocking, washes, brushes, Monet, sketching

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	India	Year	Year 3
National Curriculum Objectives KS2 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. Pupils should be taught: - 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.			
Prior Learning		Future Learning	
Painting: - Here we Grow! (Year 1) - Superheroes (Year 1) - Oceans (Year 1) - France (Sheldon Class) Textiles: - Superheroes (Tower class)		Painting: - Volcanoes (Sheldon Class) - Our European Neighbours (Sundial class) - Non European Country study (Sundial) Textiles: - Ancient Egypt (Sheldon class) - Blitz (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Painting and Textiles Through the topic of India, children will investigate art, crafts and design using some traditions of India. They will study the artist Jangarh Singh Shyam and study 'Gond' painting. Gond painting is from folk and tribal art that is practiced by one of the largest tribes in India with whom it shares the name. Children will use symbols (including dots and dashes). They will design their pieces of art and paint them, displaying their works for the rest of the school to learn from. They will also undertake a project which will link closely with Design Technology, where they will create a Batik textile, using the technique of dying, drying and scraping. This will also be displayed at the end of the topic for the whole school to experience. The children will review their work and that of others and evaluate how they could improve it.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know who artist, Jangarh Singh Shyam is to know what Gond painting is I understand that the properties of the paint that you use and how you use it will affect your mark making. I understand that primary colours can be mixed together to make secondary colours of different hues. I know what a Batik design is and how it is made.			
Procedural Knowledge Exploring & developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers I can discuss artist's intention and reflect upon your response. I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I can look at a variety of different types of source materials and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus:			

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What is the artist saying to us on the art work?
- How might it inspire me in making my own art?

Evaluating and developing work

As a class:

I enjoy listening to other people's views about artwork made by others.
I feel free to express and share an opinion about the artwork.
I think about why the work was made, as well as how.

In small groups:

I share work to others in small groups and listen to what they think about what I have made.
I can make suggestions about other people's work, using things I have seen or experienced myself.
I take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.
I can discuss problems that have come up and how they were solved.
I can think about what I might try next time.

Painting

I can use oil based and acrylic paints with confidence.
I can experiment with confidence using techniques, inc. layering
I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
I can mix a variety of colours and know which primary colours make secondary colours.
I can use a developed colour vocabulary.
I can work confidently on a range of scales e.g. thin brush on small picture etc.
I can explore using light to create imagery

Textiles (DT Link)

Textiles: I can use a variety of techniques, inc. **printing, dyeing, weaving, and plastic trappings** and appliqué. (**India**)

Breadth of study

I can work collaboratively with others, on projects in 2 and 3 dimensions and on different scales
I can use ICT
I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Key Vocabulary

Gond, Batik, symbols, dots, dashes, dyeing, drying, scraping, plastic trappings.

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	School Through History	Year	Year 3
National Curriculum Objectives KS2 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. Pupils should be taught: - 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.			
Prior Learning		Future Learning	
- Minibeasts (Tower class) - Life on the farm(Tower class) - Fire & Gunpowder (Sheldon class) - Britain from Above (Sheldon)		- Islands (Sheldon class) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through the topic of 'School through history' children will continue to explore and develop their artistic skills from first hand observation; questioning and making thoughtful observations about starting points and selecting ideas to use in their work. The children will focus on the skill of drawing where they will experiment with different grades of pencil and other implements. They will study portraiture, looking at portraits of students from the past (starting from 1910), comparing them to current student portraits. They will plan, refine and alter their drawings as necessary, collect, and record visual information from different sources. The children will work on their own and collaboratively with others, using ICT to support their work. The children will look at and compare art works from a variety of artists including Sofonisba Anguissola and Paul Cadden.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand the basic use of a sketchbook and work out ideas for drawings. I understand each pupils sketchbook look is unique to them I know some pencil portrait artists, including Sofonisba Anguissola and Paul Cadden			
Procedural Knowledge Exploring & developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers I can discuss artist's intention and reflect upon your response. I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I can look at a variety of different types of source materials and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus: - Describe what I can see. - Describe what I like? Why? - How does it make me feel?			

- What is the artist saying to us on the art work?
- How might it inspire me in making my own art?

Evaluating and developing work

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

I think about why the work was made, as well as how.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced myself.

I take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

Drawing

I can experiment with different grades of pencil and other implements.

I can plan, refine and alter their drawings as necessary.

I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.

I can use named artists to inspire own work using styles in their own final pieces.

I can work in sketchbooks to:

- to collect and record visual information from different sources
- Plan my work
- Experiment with line, texture, tone, colour, shape and pattern
- Make visual notes when looking at artists using "Show Me What you see" technique.

Breadth of study

I can work collaboratively with others, on projects in 2 and 3 dimensions and on different scales

I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Key Vocabulary

Explore, develop, observation, draw, pencils, shading, plan, refine

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	Islands	Year	Year 3
National Curriculum Objectives KS2 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. Pupils should be taught: - 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.			
Prior Learning		Future Learning	
- Here we Grow! (Tower class) - Minibeasts (Tower class) - Life on the farm(Tower class) - Islands (Sheldon class) - School through history (Sheldon class)		- Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through the topic of 'Islands children will continue to explore and develop their artistic skills from first hand observation; questioning and making thoughtful observations about starting points and selecting ideas to use in their work. The children will continue to focus on the skill of drawing where they will experiment with different grades of pencil and other implements and will experiment with colour. They will use the French-Post Impressionist artist, Paul Gauguin, as inspiration. The children will plan, refine and alter their drawings as necessary and collect and record visual information from different sources.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand the basic use of a sketchbook and work out ideas for drawings. I understand each pupils sketchbook looks is unique to them I know who Paul Gauguin is and the style of art he is famous for Procedural Knowledge Exploring & developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers I can discuss artist's intention and reflect upon your response. I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I can look at a variety of different types of source materials and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus: ○ Describe what I can see. ○ Describe what I like? Why?			

- How does it make me feel?
- What is the artist saying to us on the art work?
- How might it inspire me in making my own art?

Evaluating and developing work

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

I think about why the work was made, as well as how.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced myself.

I take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

Drawing

I can experiment with different grades of pencil and other implements.

I can plan, refine and alter their drawings as necessary.

I can draw for a sustained period of time at their own level.

I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.

I can use named artists to inspire own work using styles in their own final pieces.

I can work in sketchbooks to:

- to collect and record visual information from different sources
- Plan my work
- Experiment with line, texture, tone, colour, shape and pattern
- Make visual notes when looking at artists using "Show Me What you see" technique.

Breadth of study

I can work collaboratively with others, on projects in 2 and 3 dimensions and on different scales

I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Key Vocabulary

Explore, develop, observation, draw, pencils, shading, plan, refine

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	Before The Internet	Year	Year 3
National Curriculum Objectives KS2 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. Pupils should be taught: - 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.			
Prior Learning		Future Learning	
- Rainforests (Tower) - African animals (Sheldon) - Ancient Egypt (Sheldon) -		- Ancient Mayans (Sundial) - Battle of Tewkesbury (Sundial)	
What pupils need to know or do to be secure			
Key technique: Printing Through the topic of 'Before the Internet' the children will focus on the skill of printing. The children will print using a variety of materials, objects and techniques including layering. They will talk about processes used to make a simple print and will explore pattern and shape creating designs for printing. The children will work on their own and collaboratively with others on a two-dimension project. They will evaluate their own and others work and identify what they might change or develop in their future work. The children will explore and compare different skilled printers, including Leonard Da Vinci and Xgaac'o X'are			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know Leonardo Da Vinci was a skilled printer I know Xgaac'o X'are was a monotype printer I understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <u>Explore Through Monoprint</u> I understand that relief printing is made by carving into a printing block that you then use to press onto paper and make a print. I understand that block printing is the process of printing patterns by means of engraved wooden block.			
Procedural Knowledge Exploring & developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers			

I can discuss artist's intention and reflect upon your response.

I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.

I can look at a variety of different types of source materials and understand the differences.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What is the artist saying to us on the art work?
- How might it inspire me in making my own art?

Evaluating and developing work

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

I think about why the work was made, as well as how.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced myself.

I take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

Printing

I can print using a variety of materials, objects and techniques **including layering**.

I can talk about the processes used to produce a simple print.

I can explore pattern and shape, creating designs for printing.

Breadth of study

Work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales

Key Vocabulary

Printing, materials, technique, layering, process, pattern, shape

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	Pre History	Year	Year 3
National Curriculum Objectives KS2 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. Pupils should be taught: - 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.			
Prior Learning		Future Learning	
- Hot and cold climates (Tower class) - Knights and castles (Tower class) - Toys (Tower class) - Pirates (Tower class) - Dinosaurs (Sheldon class)		- Earth & Space (Sundial class) - Saxons & Vikings (Sundial class)	
What pupils need to know or do to be secure			
Key technique: 3D Form Through 'Pre History' the children will be focussing on art and design techniques using 3D form. They will undertake clay modelling, specifically pottery. They will explore thumb and pinch pots (coil pots Year 3), designing their own pot based on the prehistoric era (e.g Beaker people). The pots will then be made using a campfire. The children will also learn about Phoebe Cummings who is a contemporary clay artist and will look at how clay can be used in modern day art.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand when we make sculpture by adding materials it is called construction. I understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). I understand that clay, Modroc and Paper Mache are soft materials which finally dry/ set hard. I know female contemporary clay artist: Phoebe Cummings			
Procedural Knowledge Exploring & developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers I can discuss artist's intention and reflect upon your response. I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I can look at a variety of different types of source materials and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus: Describe what I can see.			

- Describe what I like? Why?
- How does it make me feel?
- What is the artist saying to us on the art work?
- How might it inspire me in making my own art?

Evaluating and developing work

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

I think about why the work was made, as well as how.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced myself.

I take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

3D Form

I can plan and design ideas using my sketch book

I can manipulate clay for a variety of purposes, inc. coil pots.

I can join clay adequately blending pieces together effectively and work reasonably independently.

I can construct a simple clay base for extending and modelling other shapes.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

I can investigate different kinds of art, craft and design.

Key Vocabulary

3D, clay, pottery, The Beaker people, coil, pinch, thumb, design