

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Fire and Gunpowder	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) - School through history (Sheldon class) - Islands (Sheldon class)		- Britain from above (Sheldon class) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing In 'Fire and Gunpowder, the children will look at how the children can use different drawing implements and techniques to draw still life and other images. The children will look at how to use a sketchbook and why this is a good skill to develop. In particular, the children will layer different media. They will draw for a sustained period from real life objects, including single and grouped objects and landscapes. The children will look at charcoal artworks by artists such as Dennis Creffield and Leon Kossoff as inspiration for a charcoal portrait of London during the Great Fire.			
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 Dennis Creffield and Leon Kossoff are and the style of art they are famous for (charcoal)			
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. USING OF CHARCOAL in FOL portrait.

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

Sketch book, media, objects, crayons, media, pastels, felt tips, charcoal

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Overbury: A Study	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) - France (Sheldon Class) - India (Sheldon class)		- Volcanoes and earthquakes (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 During this topic, the children will explore different types of paint and techniques and tools for creating painted works of art. The children will mix a variety of colours and know which primary colours make secondary colours. They will use layering, mix media, different brush sizes and scrape through. The children will be exploring the famous artist, Van Gogh, as well as replicating some of his work with a focus on landscape.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know who Van Gogh was and that he was a Post 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 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

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

Secondary, primary, mixing, layering, scrape through.

Topic Medium Term Planning			
Topic	Dinosaurs	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	
- Toys (Tower class) - Pirates (Tower class) - Hot & cold climates (Tower class) - Knights & castles (Tower class) - Pre History (Sheldon class)		- Earth & Space (Sundial class) - Saxons and Vikings (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Sculpture 'Dinosaurs' will provide the children with the opportunity to manipulate clay for a variety of reasons, including making a model of a clay dinosaur which they will plan, make and evaluate. They will also make eggs from Mod Roc (Year 2: papier-mâché eggs). The children will understand the safety and basic care of materials and tools. The children will review what they have, and others have done and say what they think and feel about it, identifying what they might change in their current work or develop in their future work. The children will learn about Phoebe Cummings, a female contemporary clay artist.			
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 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 to record ideas

I can manipulate clay for a variety of purposes, including making models.

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

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

I can make a simple Mod Roc sculpture using a suitable armature e.g, pipe cleaners covered in tin foil.

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

Clay, sculpture, design, manipulate, roll, tools, model, Mod Roc

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Volcanoes and earthquakes	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) - France (Sheldon Class) - India (Sheldon class) - Overbury a study (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 Through the topic 'Volcanoes and earthquakes' children will have the opportunity to develop their painting skills where they will mix a range of secondary colours, shades and tones, experiment with tools and techniques and name different paints and their properties. The children will have the opportunity to work on a range of scales making their own volcano painting then contributing towards a whole class volcano on a large scale. The children will record and explore ideas using their imagination and they will explore the differences and similarities within the work of artists in different times and cultures including Turner and Warhol . The children will continue to review theirs and others work.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know artists Turner (Romanticism) and Warhol (Pop art) 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 experiment with confidence using techniques, inc. layering, mixed media, scraping through

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

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

Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate, landscape

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Ancient Egypt	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 - printing - African animals - printing - Hot & cold climates - collage - Before the Internet - Printing		- The Romans - Collage - Ancient Mayans - Printing - Magnificent Mountains - Collage - Battle of Tewkesbury - Printing	
What pupils need to know or do to be secure			
Key technique: Printing/ Textiles/Collage - Textile focus through printing and collage			
Through the topic of Ancient Egypt, children will have the opportunity to develop their art and design techniques through fabric printing. They will design patterns of increasing complexities and repetition and use a variety of materials (including linen), objects and techniques. They will create a mood board through a textured collage. The children will also have the opportunity to undertake textile work and design an Ancient Egyptian style garment. The children are able to talk about the print artworks created by Leonardo Da Vinci and Xgaoc'o X'are as well as recognise the skills of collage artist Laslo Antal.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge			
I know Leonardo Da Vinci was a skilled printer			
I know Xgaoc'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. Explore Through Monoprint			
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			
I understand that we can combine collage with other disciplines such as drawing, printmaking and making.			
I know what a Batik design is and how it is made.			
I know contemporary collage artist Laslo Antal			
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?
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Evaluating and developing work

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In small groups:

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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.

Textiles and collage

I can select from a variety of tools and materials I have used.

I can develop skills in stitching, cutting and joining. [\(Ancient Egypt- link to DT\)](#)

I can experiment with a range of different techniques e.g. overlapping, cutting to create different shapes etc.

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

Fabric, printing, rubbings, mosaic, collage, materials, cut, tear

Art and Design Knowledge Matrix

Sheldon Class (Odd Year)

Topic Medium Term Planning			
Topic	Britain from above	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) - School through history (Sheldon class) - Islands (Sheldon class) - Fire & Gunpowder (Sheldon class)		- Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through Britain From Above children will use the works of a different artists and craftspeople to explore the differences and similarities in the art works. They will compare their own works to these artists. The children will review the work of Da Vinci in comparison to Julie Mehretu. They will look at Da Vinci's maps and make their own map of Britain, which they will review and evaluate.			
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 Da Vinci is and the style of art he is famous for / In contrast to Julie Mehretu (modern day artist)			
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.

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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

Sketch book, media, objects, crayons, media, pastels, felt tips, charcoal