

# Art and Design Knowledge Matrix

## Sundial Class (Even Year)

| Topic Medium Term Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                                                                                     |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------|--------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Saxons and Vikings | Year                                                                                | Year 4 |
| <b>National Curriculum Objectives KS2</b><br>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.<br>Pupils should be taught: <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>       |                    |                                                                                     |        |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    | Future Learning                                                                     |        |
| <ul style="list-style-type: none"><li>- Knights and castle/ Hot &amp; cold climates (Tower class)</li><li>- Toys/ Pirates (Tower class)</li><li>- Pre History (Sheldon class)</li><li>- Dinosaurs (Sheldon class)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    | <ul style="list-style-type: none"><li>- Earth &amp; Space (Sundial class)</li></ul> |        |
| What pupils need to know or do to be secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                     |        |
| <b>Key technique: Clay</b><br>In the topic of Saxons and Vikings, the children will look at art works created in Anglo Saxon times where they will make thoughtful observations about their starting points and select ideas to use in their work. The children will undertake preparatory work and will use their sketchbooks to design an Anglo Saxon pot. They will make a serpent's head out of clay to practise using their rolling skills which will then be used to make a clay coil pot. The children will describe the different qualities involved in sculpting. <b>The children will be introduced to artists who focus on sculptures, including Rachel Whiteread and Anne Hardy.</b> |                    |                                                                                     |        |
| Core Knowledge and Procedural knowledge outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                     |        |
| <b>Factual Knowledge</b><br>I know female contemporary artist: Rachel Whiteread who produces sculptures taking the form of casts<br>I know female contemporary artist Anne Hardy who combines painting and sculptures together.<br>I understand that to make sculpture can be challenging.<br>I understand that it takes a combination of skills but that we can learn through practice.<br>I understand that it is ok to take creative risks and ok if things go wrong as well as right.<br>I understand that a plinth is a device for establishing the importance or context of a sculptural object. <u>Art of Display</u>                                                                     |                    |                                                                                     |        |
| <b>Procedural Knowledge</b><br><b>Exploring &amp; developing ideas:</b><br>I can enjoy looking at artwork made by artists, craftspeople, architects and designers<br>I can discuss artist's intention and reflect upon your response.<br>I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.<br>I can develop questions to ask when looking at artworks and/ or stimulus:                                                                                                                                                                                                                                     |                    |                                                                                     |        |

- Describe the artwork
- Describe what I like/ dislike? Why?
- Which other senses can I bring to this artwork?
- What is the artist saying to us in their artwork?
- How might it inspire me to make your own artwork?
- If I could take this artwork home where would I put it and why?

## 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 you 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 plan and design ideas using my sketch book to record.

I manipulate clay for a variety of purposes, inc. thumb pots, pinch pots, coil pots, designing and decorating with carefully chosen objects and paint.

I can use the skill of rolling to create my coil pot, ensuring that the clay is the correct thickness to make an effective and stable coil pot.

I make informed choices about the 3D technique chosen.

I can show an understanding of shape, space and form.

I can talk about their work understanding that it has been sculpted, modelled or constructed.

## 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 investigate art, craft and design in the locality and in a variety of genres, styles

## Key Vocabulary

*3Dimension, make, adapt, shape, space, form, sculpted, modelled, constructed, rolling*

# Art and Design Knowledge Matrix

## Sundial Class (Even Year)

| Topic Medium Term Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                                                                                                      |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------|--------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Our European Neighbours | Year                                                                                                 | Year 4 |
| <b>National Curriculum Objectives KS2</b><br>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.<br>Pupils should be taught: <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>                                                                                                                                                     |                         |                                                                                                      |        |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         | Future Learning                                                                                      |        |
| <ul style="list-style-type: none"><li>- Here we grow! (Tower class)</li><li>- Superheroes (Tower class)</li><li>- Oceans (Tower class)</li><li>- India(Sheldon class)</li><li>- France (Sheldon class)</li><li>- Overbury a study (Sheldon class)</li><li>- Volcanoes and earthquakes (Sheldon class)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | <ul style="list-style-type: none"><li>- Non European country study/ Canada (Sundial class)</li></ul> |        |
| What pupils need to know or do to be secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |                                                                                                      |        |
| <b>Key technique: Painting</b><br>The children will Select and record from first hand observation, experience and imagination, and explore ideas for painting. They will ask question and make thoughtful observations about starting points and select ideas and processes to use in their painting. They will explore the artists Pablo Picasso, Canaletto and Gallen-Kallela considering how they used their art, and how particular artworks make the children feel. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. They will demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Children in Year 5 will be encourage to create artworks where media is mixed to generate depth and creativity. |                         |                                                                                                      |        |
| Core Knowledge and Procedural knowledge outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                                                                                                      |        |
| <b>Factual Knowledge</b><br>I know who artists Pablo Picasso (cubism/ abstract work), Canaletto (Landscapes) and Gallen-Kallela (realism/ symbolism) are and their difference in styles.<br>I know landscapes is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.<br>I know that there is a tradition of artists working from land, sea or cityscapes.<br>I know that artists can use a variety of media to capture the energy of a place, and that artists often work outside to do this.                                                                                                                                                                                                                                                                                        |                         |                                                                                                      |        |
| <b>Procedural Knowledge</b><br><b>Exploring &amp; developing ideas:</b><br>I can enjoy looking at artwork made by artists, craftspeople, architects and designers<br>I can discuss artist's intention and reflect upon your response.<br>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 develop questions to ask when looking at artworks and/ or stimulus:

- Describe the artwork
- Describe what I like/ dislike? Why?
- Which other senses can I bring to this artwork?
- What is the artist saying to us in their artwork?
- How might it inspire me to make your own artwork?
- If I could take this artwork home where would I put it and why?

## 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 you 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 make and match colours with increasing accuracy.

I can explore colour, line, shape, pattern and composition in creating a landscape.

I can consider lighting, foreground and background.

I can use more specific colour language e.g. tint, tone, shade, hue.

I can use careful observation and try different hues and tones to capture 3D form in 2 dimensions.

I can plan and create different effects and textures with paint according to what they need for the task.

I can demonstrate increasing independence and creativity with the painting process.

## 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

## Key Vocabulary

*Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate, tint, tone, shade, hue, warm and cold colours, complementary and contrasting colours, small scale, large scale. Picasso, Canaletto, Gallen-Kallela*

| Topic Medium Term Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                 |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|--------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Transport | Year            | Year 4 |
| <b>National Curriculum Objectives KS2</b><br>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.<br>Pupils should be taught: <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history</li></ul>                                                                                                                                                                                 |           |                 |        |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Future Learning |        |
| -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | -               |        |
| What pupils need to know or do to be secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                 |        |
| <b>Key technique: Digital images into pictures</b><br>Through the topic of transport, the children will question and make thoughtful observations about starting points and select ideas and processes to use in their work. They will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. The focus in this topic will be ICT, where the children will turn digital images into pictures working on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <b>The children will be building on from skills in computing where they will create imaginative and thoughtful posters inspired by the Vintage Railway Art Posters.</b> |           |                 |        |
| Core Knowledge and Procedural knowledge outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |        |
| <b>Procedural Knowledge</b><br><b>Exploring &amp; developing ideas:</b><br>I can enjoy looking at artwork made by artists, craftspeople, architects and designers<br>I can discuss artist's intention and reflect upon your response.<br>I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.<br>I can develop questions to ask when looking at artworks and/ or stimulus: <ul style="list-style-type: none"><li>Describe the artwork</li><li>Describe what I like/ dislike? Why?</li><li>Which other senses can I bring to this artwork?</li><li>What is the artist saying to us in their artwork?</li><li>How might it inspire me to make your own artwork?</li></ul>                                                                                                                 |           |                 |        |

- If I could take this artwork home where would I put it and why?

### 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 you 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.

### Breadth of study

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

I can use ICT to create artworks.

Key Vocabulary

*Digital images, digital media, Vintage, posters, design, make, evaluate*

# Art and Design Knowledge Matrix

## Sundial Class (Even Year)

| Topic Medium Term Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |                 |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|--------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Magnificent Moutains | Year            | Year 4 |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |                 |        |
| <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |                 |        |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      | Future Learning |        |
| <ul style="list-style-type: none"><li>Hot &amp; Cold climates (Tower class)</li><li>Space (Tower class)</li><li>Ancient Egypt (Sheldon class)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      | -               |        |
| What pupils need to know or do to be secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                 |        |
| Key technique: Collage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      |                 |        |
| In the topic of Mountains children will continue to ask questions and make thoughtful observations about starting points and select ideas and processes to use in their work. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will master their collage skills by creating their own art piece choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern using their work on Magnificent mountains and 'Our European neighbours' to inspire them. They will create an effect using just two or three colours. The children will cut and shape paper accurately for their design. The children will learn about Amanda Pearce, Julie Morgan and Kurt Schwitters, comparing and contrasting their artworks and using their works as inspiration for their own creations. |                      |                 |        |
| Core Knowledge and Procedural knowledge outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                 |        |
| Factual Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                 |        |
| I know who the artists Amanda Pearce, Julie Morgan and Kurt Schwitters are.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                 |        |
| Procedural Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                 |        |
| Exploring & developing ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |                 |        |
| I can 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 develop questions to ask when looking at artworks and/ or stimulus:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |        |
| <ul style="list-style-type: none"><li>Describe the artwork</li><li>Describe what I like/ dislike? Why?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                 |        |

- Which other senses can I bring to this artwork?
- What is the artist saying to us in their artwork?
- How might it inspire me to make your own artwork?
- If I could take this artwork home where would I put it and why?

### 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 you 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.

### Collage

I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

I can experiment using a variety of different media to collage.

I can experiment with a range of techniques e.g. cutting, overlapping, folding and layering etc.

I can collect images and information independently in sketchbook

### Breadth of study

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

### Key Vocabulary

*Collage, colour, shape, pattern, texture, crumpling, creasing, folding, pleating, scoring, tearing, fraying, cut, tear, shape, overlap*



# Art and Design Knowledge Matrix

## Sundial Class (Even Year)

| Topic Medium Term Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                                                                                |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------|--------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Battle of Tewkesbury | Year                                                                           | Year 4 |
| <b>National Curriculum Objectives KS2</b><br>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.<br>Pupils should be taught: <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history</li></ul>                       |                      |                                                                                |        |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      | Future Learning                                                                |        |
| <ul style="list-style-type: none"><li>African animals (Tower class)</li><li>Rainforests (Tower class)</li><li>Before the internet (Sheldon class)</li><li>Ancient Egypt (Sundial class)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      | <ul style="list-style-type: none"><li>Ancient Mayans (Sundial class)</li></ul> |        |
| What pupils need to know or do to be secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |                                                                                |        |
| <b>Key technique: Printing</b><br>Through this topic, children will have the opportunity to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Within the 'Battle of Tewkesbury' topic the children will explore with different printing techniques (which may include the use of poly-blocks, relief/ impressed block, mono and resist printing) and will chose a printing method appropriate to the task and artwork for their string design. They will organise their work in terms of pattern, repetition, symmetry or random printing styles. <b>The children will be inspired by artists including Kevork Mourad and Susan Vera Clarke.</b> |                      |                                                                                |        |
| Core Knowledge and Procedural knowledge outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |                                                                                |        |
| <b>Factual Knowledge</b><br>I know the artist Kevork Mourad - montype printer<br>I know the artist Susan Vera Clarke<br>I understand what different printing methods there are including mono, relief, block and resist and know how they are different.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                                                                |        |
| <b>Procedural Knowledge</b><br><b>Exploring &amp; developing ideas:</b><br>I can enjoy looking at artwork made by artists, craftspeople, architects and designers<br>I can discuss artist's intention and reflect upon your response.<br>I can look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.<br>I can develop questions to ask when looking at artworks and/ or stimulus: <ul style="list-style-type: none"><li>Describe the artwork</li></ul>                                                                                                                                                                               |                      |                                                                                |        |

- Describe what I like/ dislike? Why?
- Which other senses can I bring to this artwork?
- What is the artist saying to us in their artwork?
- How might it inspire me to make your own artwork?
- If I could take this artwork home where would I put it and why?

### Evaluating and developing work

#### *As a class:*

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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 you 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 research, create and refine a print using a variety of techniques before selecting a method.

I can select broadly the kinds of material to print with in order to get the effect they want

I can explore Resist printing including marbling, silkscreen and coldwater paste.

### Breadth of study

I can work on their own, and 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

*Printing, materials, technique, layering, process, pattern, shape, rubbings, stencils, sponges, wood blocks, press print, lino print, mono-print, string, poly blocks, mono, resist painting*

# Art and Design Knowledge Matrix

## Sundial Class (Even Year)

| Topic Medium Term Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                           |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------|--------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Galapagos | Year                                                                      | Year 4 |
| <b>National Curriculum Objectives KS2</b><br>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.<br>Pupils should be taught: <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                           |        |
| Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Future Learning                                                           |        |
| <ul style="list-style-type: none"><li>- Minibeasts (Tower class)</li><li>- Life on the farm (Tower class)</li><li>- Islands (Sheldon class)</li><li>- School through history (Sheldon class)</li><li>- Fire and gunpowder (Sheldon class)</li><li>- Britain from above (Sheldon class)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <ul style="list-style-type: none"><li>- Bridges (Sundial class)</li></ul> |        |
| What pupils need to know or do to be secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                           |        |
| <b>Key technique: Drawing</b><br>The children will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. They will adapt their work according to their views and describe how they might develop their further. The focus for the children will be drawing where they will use a variety of source material for their work. They will work in a sustained and independent way from observation, experience and imagination together with using a sketchbook to develop their ideas. The children will explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. The children will work for a sustained period of time working on one piece, developing their skills in arranging a composition, observational drawing, drawing to scale and in proportion. The children will consider different artists they have learnt about to date which may include Da Vinci, Julie Mehretu, Paul Gauguin, Kathe Kollitz, Leon Kassoff, Sofonisba Anguissola, Paul Cadde, Canaletto, Claude Monet and JMW Turner. |           |                                                                           |        |
| Core Knowledge and Procedural knowledge outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                           |        |
| <b>Factual Knowledge</b><br>I understand that artists can work with pattern for different reasons.<br>I understand that patterns can be purely decorative or hold symbolic significance.<br>I know some famous artists who have produced bridges in art, including Canaletto, Claude Monet and JMW Turner.<br>I understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                           |        |
| <b>Procedural Knowledge</b><br><b>Exploring &amp; developing ideas:</b><br>I can enjoy looking at artwork made by artists, craftspeople, architects and designers<br>I can discuss artist's intention and reflect upon your response.<br>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 develop questions to ask when looking at artworks and/ or stimulus:

- Describe the artwork
- Describe what I like/ dislike? Why?
- Which other senses can I bring to this artwork?
- What is the artist saying to us in their artwork?
- How might it inspire me to make your own artwork?
- If I could take this artwork home where would I put it and why?

## 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 you 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 make informed choices in drawing inc. paper and media

I can use a variety of drawing media including charcoal, graphite, wax resist and water colour to make observational experimental drawings.

I can use colour, composition, elements, line, shape to create pattern working with tessellations, repeat patterns or folding patterns.

I can use research to inspire drawings from memory and imagination.

I can work in sketchbooks to:

- Collect images and information independently in a sketchbook.
- Practise drawing skills
- Make visual notes to record ideas and processes through looking at other artists
- Test & experiment with materials
- Brainstorm pattern, colour, line and shape.

## Breadth of study

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

I can use ICT

## Art and Design Knowledge Matrix

## Sundial Class (Even Year)

|                |                                                                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Vocabulary | <i>Drawing, line, tone, pattern, shape, sketch, shade, pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils, perspective</i> |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|