



Lowerhouse Junior School Key Learning in Art and Design – Year 3 & Year 4



Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in journal.

Drawing

<ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. 	<p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. 	<p><u>Form and Shape</u></p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. 	<p><u>Tone</u></p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way. 	<p><u>Texture</u></p> <ul style="list-style-type: none"> ▪ Create textures with a wide range of drawing implements. ▪ Apply a simple use of pattern and texture in a drawing.
---	---	--	--	--

Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> ▪ Record and collect visual information using digital cameras and video recorders. ▪ Present recorded visual images using software. ▪ Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. 	<ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to 	<ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays. 	<ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with paste resist. 	<ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. 	<ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.

- Change the type of brush to an appropriate style.

- Create shapes by making selections to cut, duplicate and repeat.

- Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.

what they need for the task.

Colour

- Mix colours and know which primary colours make secondary colours.

- Use more specific colour language.

- Mix and use tints and shades.

- Use papier mache to create a simple 3D object.