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| Art Curriculum Planning KS2  Being Our Best Selves  End points | | | |
| Year group | Autumn Term | Spring Term | Summer term |
| 3 | **Painting and mixed media – Prehistoric painting**  Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. | **Drawing – Growing artists**  Developing an understanding of shading and drawing techniques to create botanical inspired drawings. | **Sculpture and 3D – Abstract , shape and space**  Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro. |
|  | Pupils who are **secure** will be able to:   * Recognise the processes involved in creating prehistoric art. * Explain approximately how many years ago prehistoric art was produced. * Use simple shapes to build initial sketches. * Create a large scale copy of a small sketch. * Use charcoal to recreate the style of cave artists. * Demonstrate good understanding of colour mixing with natural pigments. * Discuss the differences between prehistoric and modern paint. * Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. * Successfully make positive and negative handprints in a range of colours. * Apply their knowledge of colour mixing to make natural colours. | Pupils who are **secure** will be able to:   * Know the difference between organic and geometric shapes. * Use simple shapes to form the basis of a detailed drawing. * Use shading to demonstrate a sense of light and dark in their work. * Shade with a reasonable degree of accuracy and skill. * Blend tones smoothly and follow the four shading rules. * Collect a varied range of textures using frottage. * Use tools competently, being willing to experiment. * Generate ideas mostly independently and make decisions to compose an interesting frottage image. * Make considered cuts and tears to create their ideas. * Understand how to apply tone, with some guidance about where to use it. * Draw a framed selection of an image onto a large scale with some guidance. * Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. | Pupils who are **secure** will be able to:   * Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. * Make a structure that holds its 3D shape. * Explain in simple terms the difference between 2D and 3D art. * Combine shapes together to make an interesting free-standing sculpture. * Try out more than one way to create joins between shapes. * Identify familiar 2D shapes in photographs. * Identify shapes in the negative space between objects. * Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. * Plan an abstract sculpture based on play equipment. * Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). * Choose appropriate methods for joining elements in their sculptures. * Show that they have thought about how to improve their sculptures and made choices about what to add. * Work cooperatively in pairs to add detail to their artwork. |