**Art and Design Curriculum – Cycle A**





**Lower Key Stage 2 – Year 3 & 4**

* 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.

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:**Drawing and Colour – Abstract Art |  | **Unit Title:** Printing – Fabric |
| **Artist:**Joseph Amedokpo 1946 –  **Movement:** Post Modernism  GDSTOGO: Joseph Amedokpo on teaching the next generation of ...Joseph Amedokpo Profile Country: Togo Style:... - African Art Agenda  Oil painting "Shango Shrine" – GlobalBatik African apparel and ...Joseph AMEDOKPO Africa as Lilanga Cissé Okeke THE SPIDER Oil on ...Gordon Joseph Amedokpo - Nature Art Work Shop  <https://www.bbc.co.uk/teach/abstract-art-timeline-colour-and-shape/zmhy6v4>  <https://en.wikipedia.org/wiki/Joseph_Amedokpo>  <https://www.youtube.com/watch?v=8YasMdBTJ3A> |  | **Artist:**HapaZome (technique)  https://tse1.mm.bing.net/th?id=OIP.0UwuPBXgors6kVI7t-UKOQHaED&pid=Api&P=0&w=309&h=170eco printing | Withy Arts  Hapa-zome workbook pagePin on Inspiration: crafts  <https://muddyfaces.co.uk/activity/hapa-zome-leaf-bashing-prints/>  <https://www.youtube.com/watch?v=GYooM517_gI>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw> |
| **Prior Knowledge: KS1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **Prior Vocabulary:**  Materials  Drawing, painting  Colour, pattern, texture, line, shape, form space  Artists, craft makers, designers  Similar, different |  | **Prior Knowledge: KS1**  Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **Prior Vocabulary:**  Materials  Drawing, painting  Colour, pattern, texture, line, shape, form space  Artists, craft makers, designers  Similar, different |
| **Skills:**   * Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (3) * Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (4) |  | **Skills:**   * Create printing blocks using relief or impressed techniques. (3) * Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (3) * Use a variety of printing techniques. (4) * Compare and recreate form of natural and manmade objects. (3) * Print on fabrics (4) |
| **Knowledge:**   * Use a sketchbook for recording observations, for experimenting withtechniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and usethese techniques in the completed piece of work. (3) * Explain what he/she likes or dislikes about their work. (3) * Know about some of the great artists, architects and designers in historyand describe their work. (3) * Use a sketchbook for collecting ideas and developing a plan for a   completed piece of artwork. (4)   * Use taught technical skills to adapt and improve his/her work. (4) * Articulate how he/she might improve their work using technical terms andreasons as a matter of routine. (4) * Describe some of the key ideas, techniques and working practices of artists,architects and designers who he/she has studied. (4) |  | **Knowledge:**   * Use a sketchbook for recording observations, for experimenting withtechniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and usethese techniques in the completed piece of work. (3) * Explain what he/she likes or dislikes about their work. (3) * Know about some of the great artists, architects and designers in historyand describe their work. (3) * Use a sketchbook for collecting ideas and developing a plan for a   completed piece of artwork. (4)   * Use taught technical skills to adapt and improve his/her work. (4) * Articulate how he/she might improve their work using technical terms andreasons as a matter of routine. (4) * Describe some of the key ideas, techniques and working practices of artists,architects and designers who he/she has studied. (4) |
| **Key moments in sketchbook:**   * Artist research –Joseph Amedokpo * Experiment with different techniques to show complementary colours, colour as tone, warm and cold colours. * Experiment with different effects, tools and techniques. * Annotations to show reflections on their work and that of others. |  | **Key moments in sketchbook:**   * Experiment with a range of printing techniques. * Experiment with a range of natural materials. * Experiment with colour, form, texture. * Photos of temporary art works. * Annotations to show reflections on their work and that of others. |
| **Final artwork:**  An Amedokpo inspired piece of abstract art |  | **Final artwork:**  A print design using the Hapazome technique |
| **Key Vocabulary:**  Elements of art - Colour, line, shape, space  Vibrant, bold  Warm/cold colours  Abstract/abstraction  Legacy  Modernism |  | **Key Vocabulary:**  Elements of art – colour, shape, texture,  Impression, print  Natural/man made  Parts of plants/flowers  Hapazome - hammering, pattern, shape, effect, colour, dye  Bruise  Natural colours   |  | | --- | |  | |
| **Curriculum links:**  History |  | **Curriculum links:**  Geography – human and physical geography  Science – plants and living things |
| **Jobs in Art & Design:**  **Fashion, textile designers**  Architect  **Interior designer**  Animator  Illustrator  Web designer  **Graphic designer**  Photographer  **Computer aided designer** |  | **Jobs in Art & Design:**  **Fashion, textile designers**  Architect  **Interior designer**  Animator  Illustrator  Web designer  Graphic designer  **Photographer**  Computer aided designer |