

Year 3 NC - pupils should be taught to:	Rainforest How we do this in Year 3	Year 3 Vocabulary	Year 4 NC - pupils should be taught to:	Desert and Tundra How we do this in Year 4	Year 4 Vocabulary
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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; 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]; <p>about great artists, architects and designers in history.</p>	<p>Recap colour value (shade of lightness), how colours are created by mixing other colours - primary, secondary and tertiary.</p> <p>Explore complementary colours</p> <p>Study work of Henri Rosseau and express an opinion on the work, referring to techniques and effect; use of colour in background, middle ground and foreground</p> <p>use inspiration to replicate a piece of work; focus on building up picture / skills- background, middle ground, foreground</p> <p>For each stage, use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>create different textures and effects with paint; use different sized brushes, sponges, other materials.</p> <p>Background - colourwash / block</p>	<p>Colour Hue, primary, secondary, tertiary, pastel, complementary colours, gentle, blend, clash, cold & warm, tint, shade, tone, warm and cold, bright, vibrant, vivid, strong, blend foreground middle ground background emotion</p> <p>Line flowing, free, scribble, sweeping, fine, thick, solid</p> <p>Shape geometric, angular, rounded, curved, irregular & regular, overlapping, perspective, enlarge</p> <p>Texture uneven, rough, smooth, plain, cross-hatching, fine flat, brushstroke dull, delicate</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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; 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]; <p>about great artists, architects and designers in history.</p>	<p>Learn about warm and cool colours and apply colours to identical outlines / picture - discuss how colour effects mood Ext - create tones</p> <p>Explore landscape art - show preference for a piece and annotate use of Art elements (colour, line, shape, value, texture)</p> <p>Look at the work of two artists: Jonathan Harris - desert inspiration Paul Klee's oceanic landscape - tundra inspiration Express an opinion on the work- refer to techniques and effect of colour, line, shape, value, texture</p> <p>Use ICT to create a digital landscape collage, layering textured materials. http://aminahsworld.org/create/ArtBuilder.html</p> <p>Use a range of materials to create a collage of a landscape, layering background, middle ground, foreground -select colours and</p>	<p>foreground, middle ground, background, emotion, atmosphere, affect, mosaic,</p> <p>Colour Hue, bright, pure, vivid, strong, dramatic, vibrant, intense, powerful, primary, secondary, tertiary, dull, gloomy, faded, gentle, blend, clash, cold & warm, mixed, tint, tone, opaque, complementary</p> <p>Shape geometric, sharp, rounded, curved, irregular & regular, overlapping, perspective, tessellation</p> <p>Texture uneven, rough, smooth, plain, fine, flat, brushstroke, dull, delicate</p>

	<p>of colour</p> <p>Middle ground - animal focus Draw animals, recapping on drawing skills. (use animal symmetry, possibly look into work of Henry Moore) -add colour</p> <p>Foreground - plants (leaves, trees etc) creating texture</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p>	<p><u>Previous knowledge</u></p> <p>Drawing Year 2</p>		<p>materials to create effect, giving reasons for their choices; -refine work as they go to ensure precision; -learn and practice a variety of techniques, e.g. overlapping, tessellation and mosaic</p> <p>Experiment with colour and paint to replicate each work of Art (studied pieces) -explore paints - poster, water colors, acrylic -mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; -create texture through use of tools (e.g varied brush strokes, sponges, unconventional mediums- cotton buds?)</p> <p>reflect upon their work, in particular the development of their art skills;</p> <p>develop a design/ sketch for a landscape that incorporates aspects of both desert and tundra, making decisions on colours, tools, materials (adding a collage to a painted background?)</p>	<p><u>Previous knowledge</u></p> <p>Drawing Year 2</p>
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