



**Corporation Road Community Primary School**  
**Art & Design LTP**

<b>Art &amp; Design: Year 3/4B</b>		
<b>Vision:</b> At Corporation Road Community Primary School, we want children to have an appreciation of different artists and for children to be able to talk about a range of artists and their work. We want children to recognise some works of art, name the artist and give some background information. Children will be able to create their own pieces of art and be confident to describe and evaluate the skills and techniques they've used to create their own pieces. We aim for children to have the knowledge and skills to prepare them for art and design in secondary school as well as if they want to pursue it as a career choice.		
<b>Domains</b>		<b>Key Concepts</b>
Planning and Designing		Developing Ideas and Selection
Evaluating		Appreciating the work of others and Evaluating their own work
Skills and Techniques		Printmaking, Collage, Colour, Pattern and Line & Tone
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Summer 2</b>
<b>Theme: Community</b>	<b>Theme: Legacy &amp; Impact</b>	<b>Theme: Gender &amp; Equality</b>
<b>Domains:</b> Planning and Designing, Evaluating and Skills and Techniques	<b>Domains:</b> Planning and Designing, Evaluating and Skills and Techniques	<b>Domains:</b> Planning and Designing, Evaluating and Skills and Techniques
<b>Key Concepts:</b> - Developing Ideas and Selection - Appreciating the work of others and Evaluating their own work - Printmaking and Pattern	<b>Key Concepts:</b> - Developing Ideas and Selection - Appreciating the work of others and Evaluating their own work - Drawing, Painting, Colour and Line & Tone	<b>Key Concepts:</b> - Developing Ideas and Selection - Appreciating the work of others and Evaluating their own work - Painting, Collage and Pattern
<b>End Point:</b> <u>Legacy &amp; Impact</u> For children to understand that art and design can bring people together from their local and wider community. Understand that art and design bring together a richness of cultures, beliefs and religions from across the world. Understand similarities and differences when we compare what materials and skills we use, to communities past and present, near and far. To know that through art and design, you can contribute to your local and wider community.	<b>End Point:</b> <u>Legacy &amp; Impact</u> For children to understand and learn about legacies in literature, art, maths, science and cultures left behind by key individuals and communities, which have had an impact on the way in which we live our lives, and influence what we learn, in society today. For children to develop as citizens and individuals who can, in turn, have an impact on their immediate and wider environment and influence others. For children to have the knowledge and ability to make their own mark on society knowing they themselves leave behind their own legacy.	<b>End Point:</b> <u>Gender &amp; Equality</u> For children to have an appreciation and knowledge of a wide range of artists. To understand that irrespective of gender, race, beliefs, culture or religion, you can have an appreciation of art and design. For children to have the skills and knowledge to have the option of continuing art and design in higher education and/or through a career.
Printing Greek Landscapes Laurent Duvoux	Painting Eiffel Tower Georges Seurat	Collage Roman Mosaics Helen Miles



Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> <li>- Identify interesting aspects of objects as a starting point for work.</li> <li>- Explain the purpose of a given task and identify the ideal materials and tools for the job.</li> <li>- Use a range of artistic vocabulary to compare artworks of a particular genre or movement. Make suggestions for ways to adapt/improve their own artwork.</li> <li>- Make repeat pattern prints for decorative purposes using various natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and record visual and other information to develop ideas on a theme.</li> <li>- Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</li> <li>- Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</li> <li>- Comment on similarities/differences between own and others' work, describing what they feel about both.</li> <li>- Use a motif and stencil to create a mono or repeat print.</li> <li>- Use bold colour and geometric shapes to create a graphic-style print.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify interesting aspects of objects as a starting point for work.</li> <li>- Explain the purpose of a given task and identify the ideal materials and tools for the job.</li> <li>- Use a range of artistic vocabulary to compare artworks of a particular genre or movement. Make suggestions for ways to adapt/improve their own artwork.</li> <li>- Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.</li> <li>- Mix paint colours to suit a task.</li> <li>- Create and use a palette of natural colours to paint from outdoor observation.</li> <li>- Use line to add surface detail to a drawing, print or painting.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and record visual and other information to develop ideas on a theme.</li> <li>- Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</li> <li>- Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</li> <li>- Comment on similarities/differences between own and others' work, describing what they feel about both.</li> <li>- Draw from close observation to capture fine details.</li> <li>- Copy and create patterns and textures with a range of paints.</li> <li>- Use complementary and contrasting colours for effect.</li> <li>- Use tone to emphasise form in drawing and painting.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify interesting aspects of objects as a starting point for work.</li> <li>- Explain the purpose of a given task and identify the ideal materials and tools for the job.</li> <li>- Use a range of artistic vocabulary to compare artworks of a particular genre or movement. Make suggestions for ways to adapt/improve their own artwork.</li> <li>- Copy and create patterns and textures with a range of paints.</li> <li>- Use a variety of materials to create a collage on a theme.</li> <li>- Imprint a range of patterns into modelling materials (e.g. clay, dough and papier mâché).</li> </ul>	<ul style="list-style-type: none"> <li>- Select and record visual and other information to develop ideas on a theme.</li> <li>- Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</li> <li>- Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</li> <li>- Comment on similarities/differences between own and others' work, describing what they feel about both.</li> <li>- Create a collage using contrasting colours.</li> <li>- Use bold colour and geometric shapes to create a graphic-style print.</li> </ul>

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