



Year 3 and 4
Art and Design—Sculpture—Hakuna Matata
Knowledge Organiser

Knowledge Skills Vocabulary



<u>Knowledge Progression</u>
I can evaluate and design a canopic jar.
I can make a model head for my canopic jar.
I can make a body for my canopic jar.
I can paint my canopic jar.
I can evaluate my canopic jar against my design.

Curriculum Coverage

Pupils should be taught to:

create sketch books to record their observations and use them to review and revisit ideas •improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Skills Progression

Year 3

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 de-signers working in different times and cultures. * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work ac-cording to their views and describe how they might develop it further. * Annotate work in sketch-book. Plan, refine and alter their drawings as necessary. Use a developed colour vocabulary. Work confidently on a range of scales e.g. thin brush on small picture etc. Experiment with a range of media e.g. overlapping, layering etc. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Make a simple papier mâché object.

Year 4

* 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 de-signers working in different times and cultures. * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work ac-cording to their views and describe how they might develop it further. * Annotate work in sketch-book. Alter and refine drawings and describe changes using art vocabulary. Use more specific col-our language e.g. tint, tone, shade, hue. Show increasing independ-ence and creativity with the painting process. Experiment with a range of media e.g. overlapping, layering etc. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Make a simple papier mâché object.

Art and Design vocabulary—

Smooth, bumpy, texture, surface, pattern, tearing, sculpting, manipulate, shape, mould, adhesive, wall paper paste, fragment, consistency, original,

Art and Design enquiry—

What is design? Why it is important? What does criteria mean? How does a design become a product? Why is it important to evaluate a design?

