We are Artists, Designers, Musicians and Linguists!

Throughout Key Stage 2 we will have the opportunity to gain a broad variety of skills and expand our knowledge through our studies of The Arts.

	Year 3	Year 4
Artists	**Drawing:** • Show facial expressions in their drawings. • Use their sketches to produce a final piece of work. • Write an explanation of their sketch in notes. • Use different grades of pencil shade, to show different tones and texture.	**Drawing:** •Begin to show facial expressions and body language in their sketches. •Identify and draw simple objects, and use marks and lines to produce texture. •Organise line, tone, shape and colour to represent figures and forms in movement. •Show reflections. •Explain why they have chosen specific materials to draw with.
	Paint and Colour: • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sits on the colour wheel. • Create a background using a wash. • Use a range of brushes to create different effects.	**Paint and Colour:** •Create all the colours they need. •Create mood in their paintings. •Successfully use shading to create mood and feeling.
	Printing: • Make a printing block. • Make a 2 colour print.	**Printing:** •Create an accurate print design. •Print onto different materials. •Print using at least four colours.
	Sketchbooks: • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketch books about techniques used by artists. • Suggest improvements to their work by keeping notes in their sketch books.	**Sketchbooks:** •Use their sketch books to express their feelings about various subjects and outline likes and dislikes. •Produce a montage all about themselves. •Use their sketch books to adapt and improve their original ideas. •Keep notes about the purpose of their work in their sketch books.

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Sculpture: • Add onto their work to create texture and shape. • Work with life size materials. • Create pop-ups.	**Sculpture:** •Experiment with and combine materials and processes to design and make 3D form. •Begin to sculpt clay and other mouldable materials.
Textiles: • Use more than one type of stitch. • Join fabric together to form a quilt using padding. • Use sewing to add detail to a piece of work. • Add texture to a piece of work. • Cut very accurately. • Overlap materials. • Experiment using different colours. • Use mosaic and montage.	**Texiles:** •Use early textile and sewing skills as part of a project. •Use ceramic mosaic. •Combine visual and tactile qualities.
Graphic Design: • Use the printed images they take with a digital camera and combine them with other media to produce art work. • Use IT programs to create a piece of work that includes their own work and that of others (using web). • Use the web to research an artist or style of art.	**Graphic Design:** •Present a collection of their work on a slide show. •Create a piece of art work which includes the integration of digital images they have taken. •Combine graphics and text based on their research.
History of Art: • Compare the work of different artists. • Explore work from other cultures. • Explore work from other periods of time. • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.	**History of Art:** •Experiment with different styles which artists have used. •Explain art from other periods of history.

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Designers		
	Design Ideas: •Show that their design meets a range of requirements. •Put together a step-by-step plan which shows the order and also what equipment and tools they need. •Describe their design using an accurately labelled sketch and words. •Talk about how realistic is their plan.	**Design Ideas:** •Come up with at least one idea about how to create their product. •Take account of the ideas of others when designing. •Produce a plan and explain it to others. •Suggest some improvements and say what was good and not so good about their original design.
	Safety: •Use equipment and tools accurately.	**Safety:** •Know what to do to be hygienic and safe.
	Modifications: •Explain what they changed which made their design even better. •Make sure that their product looks attractive. •Describe how their combined ingredients come together.	**Modifications:** •Think of how they will check if their design is successful. •Begin to explain how they can improve their original design. •Evaluate their product, thinking of both appearance and the way it works. •Take time to consider how they could have made their idea better.
	Food Technology: •Set out to grow plants such as cress and herbs from seed with the intention of using them for their food product. •Choose the right ingredients for a product. •Use equipment safely.	**Food Technology:** •Know what to do to be hygienic and safe.
	STEM: •Make a product which uses both electrical and mechanical components. •Use a simple circuit. •Use a number of components.	**STEM:** •Add things to their circuits. •Alter their product after checking it. •Try out new and different ideas.
	The Product: •Select the most appropriate tools and techniques to use for a given task. •Use the most appropriate materials.	**The Product:** •Tell if their finished product is going to be good quality. •Produce something that will be liked by others.

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	•Work accurately to make cuts and holes. •Join materials. •Select the most appropriate materials. •Use a range of techniques to shape and mould. •Use finishing techniques.	•Show a good level of expertise when using a range of tools and equipment. •Work at their product even though their original idea might not have worked. •Present their product in an interesting way. •Use finishing techniques, showing an awareness of audience.
	Textiles and Clay: •Join textiles of different types in different ways. •Choose textiles both for their appearance and also qualities.	**Textiles and Clay:** •Think what the user would want when choosing textiles. •Make their product strong. •Devise a template. •Explain how to join things in a different way. •Measure carefully so as to make sure they have not made mistakes. •Use a range of advanced techniques to shape and mould.
Musicians	•Sing in tune with expression. •Control their voice when singing. •Play clear notes on instruments. •Use different elements in their composition. •Create repeated patterns with different instruments. •Compose melodies and songs. •Create accompaniments for tunes. •Combine different sounds to create a specific mood or feeling. •Improve their work; explaining how it has improved. •Use musical words (the elements of music) to describe a piece of music and compositions. •Use musical words to describe what they like and dislike. •Recognise the work of at least one famous composer.	•Perform a simple part rhythmically. •Sing songs from memory with accurate pitch. •Improvise using repeated patterns. •Use notations to record and interpret sequences of pitches. •Use standard notation. •Use notations to record compositions in a small group or on their own. •Use their notation in a performance. •Explain the place of silence and say what effect it has. •Start to identify the character of a piece of music. •Describe and identify the different purposes of music. •Begin to identify with the style of work of Beethoven, Mozart and Elgar.
Linguists	•Understand short passages made up of familiar language. •Understand instructions, messages and dialogues within short passages. •Identify and note the main points and give a personal response on a passage.	

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	• Have a short conversation where they are saying 2-3 things. • Use short phrases to give a personal response. • Read and understand short texts using familiar language. • Identify and note the main points and give a personal response. • Read independently. • Use a bilingual dictionary or glossary to look up new words. • Write 2-3 short sentences on a familiar topic. • Say what they like and dislike about a familiar topic.

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