

Objectives:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

Painting		Drawing		Printmaking		3D Art	
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artists: Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract, Expressionism.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Hopper, Rambrant.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements..</p> <p>Continue to explore 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</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Artists: Picasso, Hopper, Surrealism etc.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Goya, Sargent, Holbein.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore 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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Artists: Morris, Labelling</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Rothenstein, Kunisada</p>	<p>Use equipment and media with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Artists: Egyptian Artefacts, Christo.</p>

How we achieve these					
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Inspirational People Assessment Art and design Y3: Formal elements</p>	<p>Theme: Stoneage Art and design Year 3 Prehistoric art. Studying the Stone Age and explore a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more to get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p>	<p>Theme: Local history – the railways. Sketch guide bridge train station.</p>	<p>Theme: Changing Places Monet's garden. Study Monets famous works of Art.</p>	<p>Theme: Race to the moon.</p>	<p>Theme: Mighty metals. Iron man chaecoal drawings Bell Beaker patterns, clay pots. Celtic patterns.</p>
<p>NC Reference: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>NC Reference: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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] 3 about great artists, architects and designers in history.</p>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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>
<p>Skills: D To recognise and draw simple geometric shapes found in everyday objects D To recognise and apply geometry when drawing D To apply even layers of pencil tone when shading D To show tone by shading</p>	<p>Skills: To learn how prehistoric man made art and to reflect this style in their work To scale up drawings and sketches in a different medium To apply and blend charcoal to create tone and texture To experiment with the pigments in natural products to make different colours To develop painting skills To collaborate in small or large groups to create a joint piece of artwork</p>	<p>Skills: D Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. D Begin to show an awareness of objects having a third dimension and perspective</p>	<p>Skills: P Explore a range of great artists, architects and designers in history. P Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. P Mix colour, shades and tones with increasing confidence. P Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>	<p>Skills: P Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. P Use light and dark within painting and begin to explore complimentary colours. D Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p>	<p>Skills: D Create textures and patterns with a wide range of drawing implements.. 3D art Use equipment and media with confidence. 3D art Continue to explore carving as a form of 3D art. 3D art Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p>
<p>Vocabulary: 3D form Facial features Geometric shapes Guidelines Shading Sketching Template tones</p>	<p>Vocabulary: Cave artists Charcoal Geometric shapes Iron age Line drawings Native Prehistoric Proportions Stone age Texture tone</p>	<p>Vocabulary: Improve Label Line Position Shade Two-dimensional Three-dimensional View point.</p>	<p>Vocabulary: Impressionism Landscape Water Reflection Water colour Loose Light Airy</p>	<p>Vocabulary: Bright Bold Delicate Detailed Change Improve</p>	<p>Vocabulary: Texture Detail Decoration Metal Texture Bronze Natural Sketch Charcoal</p>
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Amazon rainforest Draw an animal from the Amazon Rainforest. Prints and layers in the style of Henri Rousseau</p>	<p>Theme: Mythical creatures Draw a dragon's eye using pencil crayons for depth and texture.</p>	<p>Theme: Egyptians Egyptian hieroglyphics in clay on a Canopic Jar.</p>	<p>Theme: Chocolate Design chocolate bar wrapper in the style of Roy Lichtenstein</p>	<p>Theme: Twisted Fairy Tales Create a city landscape using print making with potatoes.</p>	<p>Theme: Romans Painting a roman shield.</p>

<p>NC Reference: 2 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] 3 about great artists, architects and designers in history.</p>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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>	<p>NC Reference: 2 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>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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] 3 about great artists, architects and designers in history.</p>	<p>NC Reference: 2 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] 3 about great artists, architects and designers in history.</p>	<p>NC Reference: 1 to create sketch books to record their observations and use them to review and revisit ideas 2 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>
<p>Skills: Dr Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Dr Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Dr Begin to explore a range of great artists, architects and designers in history.</p>	<p>Skills: Dr Draw for a sustained period of time at an appropriate level. Dr Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p>	<p>Skills: 3D art Work in a safe, organised way, caring for equipment. 3D art Use recycled, natural and man-made materials to create sculptures. 3D art Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Skills: Dr Have opportunities to develop further drawings featuring the third dimension and perspective. P Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Skills: PR Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.</p>	<p>Skills: 3D art Use language appropriate to skill and technique. 3D art Adapt work as and when necessary and explain why. P Mix colour, shades and tones with increasing confidence. D Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p>
<p>Vocabulary: Appearance Colour Line Direction Position Form Pattern symmetrical reflection</p>	<p>Vocabulary: Depth Texture Pressure Portrait Tone Plan Personality</p>	<p>Vocabulary: Stylised Proportion Decoration Ornate Symbolic Form Shape Texture</p>	<p>Vocabulary: Tone Depth Texture Plan materials Pop Art</p>	<p>Vocabulary: Landscape Seascape Cityscape Point of view Foreground Middle ground Background</p>	<p>Vocabulary: Symbolic Decoration Emblem Motif Form Shape Texture Plan</p>