



The Art Curriculum

Year 3

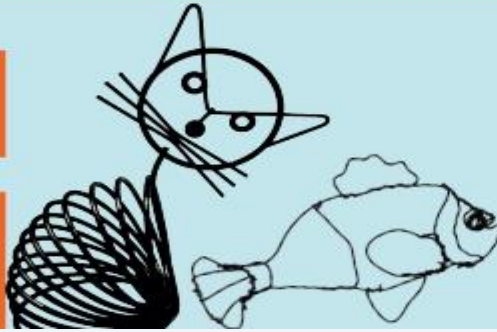
Intent	<p>At Benjamin Adlard Primary School we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.</p>
Implementation	<p>As a school and in accordance with the National Curriculum's and Early Years Curriculum expectations, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, architects and understand the historical and cultural development of their art forms • Class teachers are responsible for teaching art, although there may be times when professional artists/helpers will be involved in the teaching. <p>We take every opportunity to develop links with outside agencies and experts in order to enrich our Art and Design provision.</p> <p>Some of the key themes will be Art based and at the beginning of each theme key subject and academic vocabulary lists are created with child friendly definitions. These are displayed in classes, revisited and then tested in low stake tests. This constant repetition of key vocabulary helps develop our pupil's knowledge and understanding. The curriculum coverage is taught in a progressive and purposeful manner. The skills used in Art are assessed termly through the 'Aspiration Map' where teachers use their teacher knowledge and AFL to make judgements on age relatedness. The curriculum coverage is taught in a progressive and purposeful manner. Through our key concepts we teach progressive skills and knowledge across school building on prior learning and preparing for future knowledge and skill acquisition. The connection of the skills, knowledge and concepts across the geography curriculum is an important part of our Art curriculum implementation</p>
Impact	<p>Our children enjoy the self-expression that they experience in Art. They are keen to learn new skills and work hard to perfect those shown to them. They remain resilient and focused and the development of skills helps them to express feelings and emotions in their work, as well demonstrating their knowledge of artists and key skills. They will have worked with a range of mediums and developed progressive techniques helping them to create things of beauty. Children will be proud of their work and want to display it.</p>

Year 3 – Autumn 1		Unit 1 – Formal elements of art	
National Curriculum Objectives Covered			
<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 designTo improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].			
Cross Curricular Links			
<ul style="list-style-type: none">Maths - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them			
Prior Learning			
	Year 1	Year 2	
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none">Formal ElementsLandscapes LessonSculptures & Collages	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none">Art & Design SkillsHuman FormSculpture & Media	
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none">Formal ElementsArt & Design Skills: PrintingLandscapes	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none">Art & Design Skills: Craft: ClayHuman FormSculpture & Media	
Line	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> <ul style="list-style-type: none">Formal Elements	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i> <ul style="list-style-type: none">Sculpture & Media	
Shape	<i>Identify, describe and use shape for purpose.</i> <ul style="list-style-type: none">Formal ElementsArt & Design Skills: Printing: Great Fire of London	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i> <ul style="list-style-type: none">Sculpture & Media	
Tone	<i>Understand what tone is and how to apply this to their own work.</i> <ul style="list-style-type: none">Landscapes	Experiment with pencils to create tone. Use tone to create form when drawing. <ul style="list-style-type: none">Formal Elements	
By the end of this unit pupils will have had the opportunity to:			
Drawing	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i>		
Craft technique	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i>		
Line	<i>Express and describe organic and geometric forms through different types of line.</i>		
Shape	<i>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</i>		
Tone	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i>		
Progression through the art curriculum			
	Year 4	Year 5	Year 6
Drawing	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none">Formal ElementsArt & Design Skills	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i> <ul style="list-style-type: none">Formal ElementsArt & Design SkillsDesign For a Purpose	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i> <ul style="list-style-type: none">Art & Design SkillsMake My Voice HeardStill Life

Craft techniques	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none">• Formal Elements: Texture and Pattern: Playdough Printing• Art & Design Skills: Design: Optical Illusions	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i> <ul style="list-style-type: none">• Formal Elements• Design For Purpose	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i> <ul style="list-style-type: none">• Art & Design Skills: Craft• Still Life• Photography
Line	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i> <ul style="list-style-type: none">• Art & Design Skills• Every Picture Tells a Story	<i>Extend and develop a greater understanding of applying expression when using line.</i> <ul style="list-style-type: none">• Every Picture Tells a Story• Design For Purpose	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none">• Art & Design Skills• Make My Voice Heard• Still Life
Shape	<i>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</i> <ul style="list-style-type: none">• Formal Elements• Prehistoric Art	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none">• Art & Design Skills• Prehistoric Art	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape.</i> <ul style="list-style-type: none">• Every Picture Tells a Story
Tone	<i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work.</i> <ul style="list-style-type: none">• Art & Design Skills:• Every Picture Tells a Story	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.</i> <ul style="list-style-type: none">• Every Picture Tells a Story• Formal Elements	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.</i> <ul style="list-style-type: none">• Every Picture Tells a Story• Formal Elements
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
<ul style="list-style-type: none">• I know that the points, lines, shapes and space that make up simple 2d and 3d shapes are known as geometry.• I know how to blend and manipulate wire to create an object.• I know that when shading I need to blend tones gradually.• I know man-made objects consist of straight lines.• I know natural objects are formed usually from wavy lines.• I know that tone refers to the light and dark areas of an object.		<ul style="list-style-type: none">• Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.• Use a range of drawing media.• Increase skill and control when painting.• Apply greater expression and creativity to own paintings.• Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.• Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes• Further develop their ability to describe 3D form in a range of materials, including drawing• Express and describe organic and geometric forms through different types of line.• Develop skill and control when using tone.	
Subject knowledge and teaching guidance			

I can bend, manipulate and join wire to create an object, such as a fish.

I can shape smaller pieces of wire to add features, such as ears, nose and a tail.



Man-made objects consist of straight lines.



In nature objects are usually formed from wavy lines.



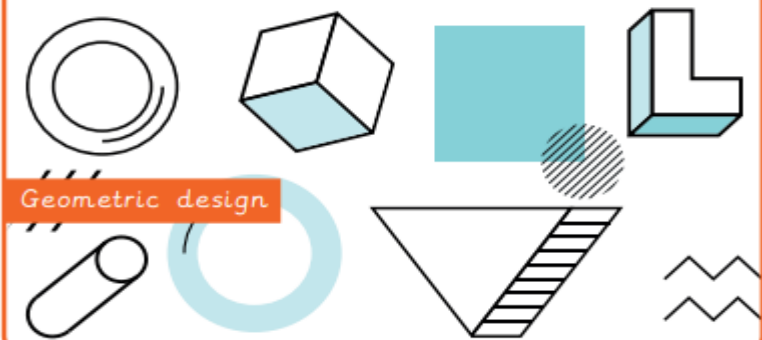
I know that when shading I need to blend tones gradually.



I can improve my shading by:

- shading tones smoothly
- shading in one direction
- not leaving any spaces

I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'.



Guidelines

Guidelines are very light pencil marks used to sketch out the simple shapes that make up an object.

Where are the guidelines in this drawing?



Geometry

- The simple 2D and 3D shapes that make up forms and objects are called **geometric** shapes.
- We use this word in our maths lessons a lot and it is very closely related to drawing!
- That's because when we draw we have to find shapes in things and draw and measure angles.

Holding a pencil

- The **DETAIL** grip is your writing grip and is great for drawing accurate lines with the **TIP** of the pencil.
- The **SHADING** grip requires you to use the **SIDE** of the pencil point.

Experiment with different ways of holding a pencil until you find a shading grip that suits you best.

DETAIL GRIP
(writing grip)

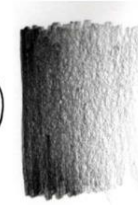


SHADING GRIP



Rules of shading

- Shade in **ONE** direction
- Smooth, neat even tones
- NO** gaps
- Straight edges



Key Assessments

- Can pupils draw a 3d shape using 2d shapes?
- Can pupils successfully bend wire to follow a simple template?
- Can pupils shade the shapes with a reasonable degree of accuracy and skill following the four shading rules?
- Can pupils shade from light to dark with a reasonable degree of accuracy?

Key vocabulary and definitions

3D form	Solid shapes which have three dimensions: height, length and width.
Facial features	Parts of the face, such as eyes, nose and mouth.
Geometric shapes	The simple 2D and 3D shapes that make up forms and objects.
Guidelines	Sketching lines and marks to help plan the scale and shape of the object you are drawing.
Shading	Using darker pencil marks to show the darker tones.
Sketching	A fast and light style of drawing which may not be completely accurate.
Template	A shape which can be drawn around.
Tones	The light and dark areas of an object or an art work.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To recognise and draw simple geometric shapes found in everyday objects.	To recognise and apply geometry when drawing.	To create and form shapes using soft modelling wire.	To apply even layers of pencil toning when shading.	To show tone by shading.

Year 3 – Autumn 2		Unit 2 – Art and Design Skills
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> Pupils should be taught 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 develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space. To know about great artists, architects and designers in history. 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]. 		
Cross Curricular Links		
<ul style="list-style-type: none"> Maths - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Maths - Identify lines of symmetry in 2D shapes presented in different orientations Maths - Complete a simple symmetric figure with respect to a specific line of symmetry 		
Prior Learning		
	Year 1	Year 2
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none"> Formal Elements Landscapes Lesson Sculptures & Collages 	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none"> Art & Design Skills Human Form Sculpture & Media
Painting	<i>Develop skill and control when painting. Paint with expression.</i> <ul style="list-style-type: none"> Art & Design Skills: Painting: Colour Mixing Landscapes using different media Landscapes 	<i>Further improve skill and control when painting. Paint with creativity and expression.</i> <ul style="list-style-type: none"> Art & Design Skills Sculpture & Media
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none"> Formal Elements Art & Design Skills: Printing Landscapes 	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none"> Art & Design Skills: Craft: Clay Human Form Sculpture & Media
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none"> Formal Elements Art & Design Skills Landscapes 	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"> Formal Elements Sculpture & Media
Form	<i>Learn about form and space through making sculptures and developing language.</i> <ul style="list-style-type: none"> Art & Design Skills: Experimenting with Media Sculptures & Collages 	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i> <ul style="list-style-type: none"> Human Form
Line	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i>	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i>

	<ul style="list-style-type: none">• Formal Elements	<ul style="list-style-type: none">• Sculpture & Media	
Tone	<i>Understand what tone is and how to apply this to their own work.</i> <ul style="list-style-type: none">• Landscapes	Experiment with pencils to create tone. Use tone to create form when drawing. <ul style="list-style-type: none">• Formal Elements	
By the end of this unit pupils will have had the opportunity to:			
Drawing	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i>		
Craft technique	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i>		
Painting	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i>		
Colour	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i>		
Form	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i>		
Line	<i>Express and describe organic and geometric forms through different types of line.</i>		
Tone	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i>		
Progression through the art curriculum			
	Year 4	Year 5	Year 6
Drawing	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills• Design For a Purpose	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i> <ul style="list-style-type: none">• Art & Design Skills• Make My Voice Heard• Still Life
Painting	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i> <ul style="list-style-type: none">• Art & Design Skills• Every Picture Tells a Story	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i> <ul style="list-style-type: none">• Art & Design Skills• Make My Voice Heard• Still Life
Craft techniques	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none">• Formal Elements: Texture and Pattern: Playdough Printing• Art & Design Skills: Design: Optical Illusions	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i> <ul style="list-style-type: none">• Formal Elements• Design For Purpose	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i> <ul style="list-style-type: none">• Art & Design Skills: Craft• Still Life• Photography
Colour	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none">• Art & Design Skills• Every Picture Tells a Story	<i>Select and mix more complex colours to depict thoughts and feelings.</i> <ul style="list-style-type: none">• Formal Elements• Every Picture Tells a Story• Design For Purpose	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> <ul style="list-style-type: none">• Art & Design Skills• Still Life
Form	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none">• Art & Design Skills	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i> <ul style="list-style-type: none">• Every Picture Tells a Story	<i>Express and articulate a personal message through sculpture. Analyse and study artists’ use of form.</i> <ul style="list-style-type: none">• Art & Design Skills

			<ul style="list-style-type: none"> • Still Life
Line	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i> <ul style="list-style-type: none"> • Art & Design Skills • Every Picture Tells a Story 	<i>Extend and develop a greater understanding of applying expression when using line.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Design For Purpose 	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life
Tone	<i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</i> <ul style="list-style-type: none"> • Art & Design Skills: • Every Picture Tells a Story 	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements 	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements

Key knowledge acquired throughout this unit

- I know shadows are formed by shining the light on an object.
- I know a silhouette is the dark solid shape you can see when there is a bright light behind an object.
- I know cartoons tell stories and do not always have to be funny.
- I know how to alter tints and shade using the colours black and white.
- I know tint is to make colour lighter.
- I know shade is to make colour darker.
- I know tone are the areas of dark and light in a painting or photograph.

Key skills acquired throughout this unit

- Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.
- Use a range of drawing media.
- Increase skill and control when painting.
- Apply greater expression and creativity to own paintings.
- Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.
- Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes
- Further develop their ability to describe 3D form in a range of materials, including drawing
- Express and describe organic and geometric forms through different types of line.
- Develop skill and control when using tone.

Subject knowledge and teaching guidance

Cartoons tell a story and do not always have to be funny.

It helps to draw cartoons in a simple and minimal style.



Shadows are formed by shining a light at an object.



A silhouette is the dark solid shape you can see when there is a bright light behind an object.

Key Assessments

- Can pupils blend colours smoothly from one tone to the next?
- Can pupils develop their drawing using colour, texture and detail?
- Can pupils mix paints to match tones of grey?
- Can pupils use the materials provided to make a workable puppet?

Artist Work Looked At



Diego Velazquez

A Spanish painter known for painting very life like pictures.

© Bridgeman Images



Walt Disney

An American animator and cartoonist.

© Walt Disney Pictures / Everett Collection / Bridgeman Images

Carl Giles

A British cartoonist.

Sam McBratney

British author of children's books (including the book 'Guess how much I love you').

Key vocabulary and definitions

Cartoonist	An artist who makes a series of drawings or illustrations.
Character	A description of a person.
Minimal	A very simple design without many colours.
Opaque	A solid surface which you cannot see through.
Puppet	A doll moved by your hand or strings.
Sketching	A fast, light drawing which is often made as a plan for a drawing or painting.
Style	The way in which something has been drawn.
Three dimensional	A solid object, with height, length and width.
Tint	The adding of white to make a colour lighter.
Tone	The lightness and darkness of a colour.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To draw cartoon characters, inspired in the style of other artists.	To alter the tint and shade of a colour.	To draw form observation.	To use different materials to make three-dimensional artwork.	To use different materials to make three-dimensional artwork.	To use different materials to make three-dimensional artwork.

Year 3 – Spring 2		Unit 3 – Prehistoric art
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms • 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 • Improve their mastery of art and design techniques, including drawing, painting and sculpture 		
Cross Curricular Links		
<ul style="list-style-type: none"> • History - Learning about changes in Britain from Stone Age to Iron Age • Maths - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 		
Prior Learning		
	Year 1	Year 2
Drawing	<p><i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i></p> <ul style="list-style-type: none"> • Formal Elements • Landscapes Lesson • Sculptures & Collages 	<p><i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Human Form • Sculpture & Media
Painting	<p><i>Develop skill and control when painting. Paint with expression.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Painting: Colour Mixing • Landscapes using different media • Landscapes 	<p><i>Further improve skill and control when painting. Paint with creativity and expression.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Sculpture & Media
Craft techniques	<p><i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Printing • Landscapes 	<p><i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Clay • Human Form • Sculpture & Media
Colour	<p><i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills • Landscapes 	<p><i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i></p> <ul style="list-style-type: none"> • Formal Elements • Sculpture & Media
Line	<p><i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i></p> <ul style="list-style-type: none"> • Formal Elements 	<p><i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i></p> <ul style="list-style-type: none"> • Sculpture & Media
Texture	<p><i>Use materials to create textures.</i></p> <ul style="list-style-type: none"> • Landscapes 	<p><i>Identify and describe different textures. Select and use appropriate materials to create textures.</i></p> <ul style="list-style-type: none"> • Formal Elements
Creating original artwork	<p><i>Explore and create ideas for purposes and intentions.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Learning About Louis Wain 	<p><i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Sculpture & Media


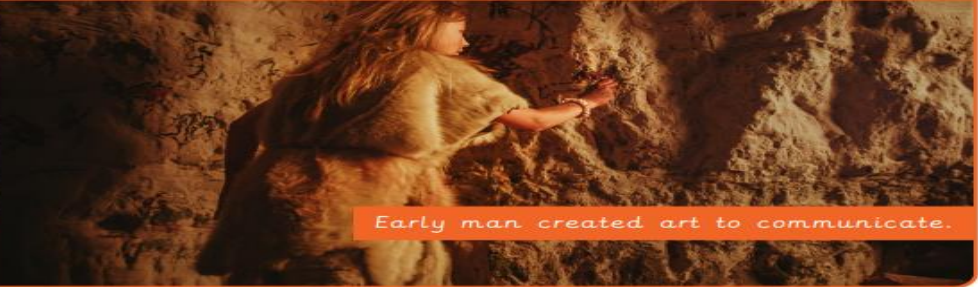
By the end of this unit pupils will have had the opportunity to:	
Drawing	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i>
Craft technique	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i>
Painting	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i>
Colour	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i>
Line	<i>Express and describe organic and geometric forms through different types of line.</i>
Texture	<i>Analyse and describe texture within artists' work.</i>
Creating original artwork	<i>Create personal artwork using the artwork of others to stimulate them.</i>

Next Steps – Progression through the art curriculum

	Year 4	Year 5	Year 6
Drawing	<p><i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills 	<p><i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills • Design For a Purpose 	<p><i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life
Painting	<p><i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Every Picture Tells a Story 	<p><i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills 	<p><i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life
Craft techniques	<p><i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i></p> <ul style="list-style-type: none"> • Formal Elements: Texture and Pattern: Playdough Printing • Art & Design Skills: Design: Optical Illusions 	<p><i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i></p> <ul style="list-style-type: none"> • Formal Elements • Design For Purpose 	<p><i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Craft • Still Life • Photography
Colour	<p><i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Every Picture Tells a Story 	<p><i>Select and mix more complex colours to depict thoughts and feelings.</i></p> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story • Design For Purpose 	<p><i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Still Life
Line	<p><i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Every Picture Tells a Story 	<p><i>Extend and develop a greater understanding of applying expression when using line.</i></p> <ul style="list-style-type: none"> • Every Picture Tells a Story • Design For Purpose 	<p><i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life

Texture	<p>Use a range of materials to express complex textures.</p> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story 	<p>Develop understanding of texture through practical making activities.</p> <ul style="list-style-type: none"> • Every Picture Tells a Story 	<p>Understand how artists manipulate materials to create texture.</p> <ul style="list-style-type: none"> • Art & Design Skills: Craft • Still Life
Creating original artwork	<p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p> <ul style="list-style-type: none"> • Formal Elements: Texture and Pattern: Playdough Printing • Art & Design Skills: Design: Optical • Sculpture 	<p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Packaging Collage 1 • Every Picture Tells a Story 	<p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Zentangle Printing • Make My Voice Heard • Photography

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> • I know charcoal is made from thin peeled willow twigs which are heated without oxygen. • I know crushed charcoal can be used to create different textures. • I know the earth colours which prehistoric people painted with were yellow, red and umber pigments. • I know early man created art to communicate • I know that prehistoric people painted with muted earth colours. 	<ul style="list-style-type: none"> • Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. • Use a range of drawing media. • Increase skill and control when painting. • Apply greater expression and creativity to own paintings. • Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. • Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes • Further develop their ability to describe 3D form in a range of materials, including drawing • Express and describe organic and geometric forms through different types of line. • Develop skill and control when using tone.

<p>Large wild animals, such as bison, horses, aurochs, and deer were important to people in prehistory.</p>  <p>The earth colours which prehistoric people painted with were: red, yellow and umber pigments, black charcoal from the fire, burnt bones (bone black) and white.</p>	<p>The process of making art in prehistory was to tell stories and record history.</p>  <p>Early man created art to communicate.</p>
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Key Assessments

- Can pupils recognise the process involved in creating prehistoric art?
- Can pupils create a large scale copy of a small sketch?
- Can pupils use charcoal to recreate the style of cave art?
- Can pupils mix colours using natural pigments?
- Can pupils experiment with paint to create more complex and sophisticated composition?

Key vocabulary and definitions

Cave artists	Painted on cave walls and ceilings in prehistoric times, around 10,000 to 20,000 years ago.
Charcoal	A black crumbly drawing material made of carbon and often used for sketching.
Geometric shapes	The form or outline of a 2D shape.
Iron Age	A time in early human history when people began to use tools and weapons made of iron.
Line drawings	The outline of a shape without any tone.
Native	A person who was born in or comes from a particular place.
Prehistoric	The time before written history began.
Proportions	The scale and size of an object.
Stone Age	The oldest time when humans are known to have existed. They used tools made of stone.
Texture	The way a particular objects feels.
Tone	Shading using areas of dark and light to create a 3D effect.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To learn how prehistoric man made art.	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 work in small groups to create a piece of artwork.

Year 3 – Summer 2		Unit 4 – Craft	
National Curriculum Objectives Covered			
	<ul style="list-style-type: none">• 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• Create sketch books to record their observations and use them to review and revisit ideas• Improve their mastery of art and design techniques• Learn about great artists, architects and designers in history		
Cross Curricular Links			
	<ul style="list-style-type: none">• Maths - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes• Maths - Identify lines of symmetry in 2D shapes presented in different orientations• Maths - Complete a simple symmetric figure with respect to a specific line of symmetry		
Prior Learning			
	Year 1	Year 2	
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills: Printing• Landscapes	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none">• Art & Design Skills: Craft: Clay• Human Form• Sculpture & Media	
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills• Landscapes	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none">• Formal Elements• Sculpture & Media	
Pattern	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> <ul style="list-style-type: none">• Art & Design Skills: Experimenting with Media• Sculptures & Collages:	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> <ul style="list-style-type: none">• Formal Elements	
Texture	<i>Use materials to create textures.</i> <ul style="list-style-type: none">• Landscapes	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i> <ul style="list-style-type: none">• Formal Elements	
By the end of this unit pupils will have had the opportunity to:			
Craft technique	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i>		
Colour	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i>		
Pattern	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i>		
Texture	<i>Analyse and describe texture within artists’ work.</i>		
Progression through the art curriculum			
	Year 4	Year 5	Year 6
Craft techniques	<i>Make art from recycled materials, create sculptures, print and create</i>	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i>	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i>

	<i>using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none"> • Formal Elements: Texture and Pattern: Playdough Printing • Art & Design Skills: Design: Optical Illusions 	<ul style="list-style-type: none"> • Formal Elements • Design For Purpose 	<ul style="list-style-type: none"> • Art & Design Skills: Craft • Still Life • Photography
Colour	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none"> • Art & Design Skills • Every Picture Tells a Story 	<i>Select and mix more complex colours to depict thoughts and feelings.</i> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story • Design For Purpose 	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> <ul style="list-style-type: none"> • Art & Design Skills • Still Life
Pattern	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i> <ul style="list-style-type: none"> • Formal Elements: Pattern and Texture: Playdough Printing • Every Picture Tells a Story 	<i>Construct patterns through various methods to develop their understanding.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements 	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i> <ul style="list-style-type: none"> • Art & Design Skills
Texture	<i>Use a range of materials to express complex textures.</i> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story 	<i>Develop understanding of texture through practical making activities.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story 	<i>Understand how artists manipulate materials to create texture.</i> <ul style="list-style-type: none"> • Art & Design Skills: Craft • Still Life

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> • I know the process of tie-dying. • I know what a mood board is. • I know what the wrap and weft are in paper weaving. • I know how to weave. 	<ul style="list-style-type: none"> • Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. • Use a range of drawing media. • Increase skill and control when painting. • Apply greater expression and creativity to own paintings. • Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. • Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes • Further develop their ability to describe 3D form in a range of materials, including drawing • Express and describe organic and geometric forms through different types of line. • Develop skill and control when using tone.

Subject knowledge and teacher guidance

I know that tie dye means to make unusual patterns in fabric by tying the material into parts and covering it in dye.



Example of a mood board:



Artist Work Looked At

Ann Roth

A contemporary American textile designer who specialises in weaving.

Weaving loom



Representative image only

Key Assessments

- Can pupils create a mood board using their own ideas?
- Can pupils use their mood board to influence their choices when forming other artwork?
- Can pupils sew accurately using a running stitch?

Key vocabulary and definitions

Interior designer	A person who designs the inside of a space.
Intersection points	Where two lines meet and cross at a point. ✕
Loom card frame	A frame or card to weave with.
Mood board	A collection of pictures, colours and textures to show your ideas.
Personality	The qualities which make us who we are.
Running stitch	Small hand stitching that looks the same on both sides of the fabric. - - - - -
Synthetic materials	Man-made materials.
Textile designer	An artist who designs printed, woven, or knitted textiles.
Warp	The threads running from top to bottom.
Wax resist	Drawing with wax then painting over it with paint. The areas covered in wax will not allow the paint to settle.
Weave	To pass threads or strips over and under each other.
Weft	The threads running from side to side.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To create a mood board.	To create tie-dyed material.	To create a piece of art using paper weaving.	To weave using different materials.	To sew designs onto a t-shirt to personalize it.

