














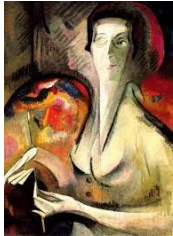

## Year 3

<b>Civilisations</b>  <i>"How was clay used in ancient civilisations?"</i>  	<b>Artist in Focus</b> Stephanie Kilgarst    <b>Other artists:</b> Beate Kuhn, Robert Arneson Egyptian – artists unknown	<b>Objective to be Assessed</b>  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<b>Skills</b> Explore and develop ideas using sketchbooks to record observations and refine ideas.  Cut, make and combine shapes to create recognisable forms.  Use clay and other malleable materials and practise joining techniques.  Add materials to the sculpture to create detail.	<b>Outcome</b>  Canopic Jar  <b>DRAWING AND SCULPTURE</b>
<b>Conflict</b>  <i>"How can artwork be used to tell us about the past?"</i>  	<b>Artist in Focus</b> Cowdray Engraving    <b>Other artists:</b> Renoir Turner Greek pottery – artists unknown Rembrandt – The Nightwatch	<b>Objective to be Assessed</b>  To create sketch books to record their observations and use them to revisit and review ideas.	<b>Skills</b> Explore and develop ideas using sketchbooks to record observations and refine ideas.  Use varied brush techniques to create shapes, textures, patterns and lines.  Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.  Create different textures and effects with paint  Learn and practise a variety of techniques e.g. overlapping, tessalation, mosaic and montage. Select colours and materials to create effect, giving reasons for their choices.	<b>Outcome</b>  Watercolour painting and landscape collage  <b>PAINT AND COLLAGE</b>
<b>Home</b>  <i>"What can art tell us about a landscape?"</i>  	<b>Artist in Focus</b> Seurat    <b>Other artists:</b> Paul Signac Van Gogh – influenced by pointillism style	<b>Objective to be Assessed</b>  Know about great artists, architects and designers in history.	<b>Skills</b> Explore and develop ideas using sketchbooks to record observations and refine ideas.  Select tools to create different effects.  Refine work as they go to ensure precision.  Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.	<b>Outcome</b>  Pointillist painting  <b>PAINT</b>




## Year 4

<b>Inventions</b> <i>"Can photographs be art?"</i> 	<b><u>Artist in Focus</u></b> Louis Daguerre and Joseph Nicéphore Niépce  <b><u>Other artists</u></b> AI artwork – artist unknown Murray Fredericks Christopher Thomas Leonardo de Vinci	<b><u>Objective to be Assessed</u></b> Know about great artists, architects and designers in history.	<b><u>Skills</u></b> Experiment by creating sketches without removing the pencil from the paper. Show an awareness of space when drawing. Use digital technology as sources for developing ideas. Experiment with different resources and light effects to create effects on photographs.	<b><u>Outcome</u></b> Observational drawings Photographs <b>DRAWING AND DIGITAL PHOTOGRAPHS</b>
<b>Power</b> <i>"How are symbols used in art?"</i> 	<b><u>Artist in Focus</u></b> Rosetti  <b><u>Other artists:</u></b> John Millais Edward Burne-Jones	<b><u>Objective to be Assessed</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<b><u>Skills</u></b> Experiment with showing line, tone and texture with different hardness of pencils. Use shading to show light and shadow effects. Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.	<b><u>Outcome</u></b> Pre-Raphaelite inspired painting <b>DRAWING AND PAINTING</b>
<b>Health</b> <i>"Is it possible to repeat a perfect pattern?"</i> 	<b><u>Artist in Focus</u></b> Orla Kierly 	<b><u>Objective to be Assessed</u></b> To create sketch books to record their observations and use them to revisit and review ideas.	<b><u>Skills</u></b> Explore and develop ideas using sketchbooks to record observations and refine ideas. Replicate patterns. Make printing blocks. Make repeated patterns with precision.	<b><u>Outcome</u></b> Printed patterns <b>PRINT</b>

## Year 5

<b>Structures</b>  “How do artists make objects appear 3D?”	<b>Artist in Focus</b> Abi Daker   <b>Other artists:</b> Norman Foster Robert Venturi Denise Scott Brown	<b>Objective to be Assessed</b>  Know about great artists, architects and designers in history.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.  Depict perspective in drawings;  Use a variety of tools and select the most appropriate.  Give detailed observations about notable artists, artisans and designers work.  Offer facts about notable artists, artisans and designers lives.	<b>Outcome</b>  Landscape Drawing  <b>DRAWING</b>
<b>Life</b>  “How do artists use mixed media to create art?”	<b>Artist in Focus</b> Alice Bailey   <b>Other artists:</b> Cubism	<b>Objective to be Assessed</b>  To create sketch books to record their observations and use them to revisit and review ideas.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.  Use a variety of tools and select the most appropriate  Add collage to a painted or printed background  Create and arrange accurate patterns.	<b>Outcome</b>  Cubist inspired collage  <b>PAINTING AND COLLAGE</b>
<b>Journeys</b>  “How can artwork be used to show a journey?”	<b>Artist in Focus</b> Jacob Lawrence   <b>Other artists:</b> Joseph Turner Impressionists	<b>Objective to be Assessed</b>  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Create and arrange accurate patterns.  Create a colour palette, demonstrating mixing techniques.  Use a range of media (acrylic, water colours, wax crayons, oil pastels) to create visually interesting pieces.	<b>Outcome</b>  Mixed media landscapes (watercolours with wax or ink, chalk and oil pastels.)  <b>PAINTING</b>

## Year 6

<b>Legacy</b>  “How do artists use clay to create abstract art?”	<b>Artist in Focus</b> Henry Moore  	<b>Objective to be Assessed</b>  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.  Depict movement and perspective in drawings.  Plan and design a sculpture.  Use tools and materials to carve, add shape, add texture and pattern;  Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.  Use materials other than clay to create a 3D sculpture.	<b>Outcome</b>  Clay sculpture of the human form.  <b>SKETCHING AND SCULPTURE</b>
<b>Survival</b>  “How can different paint techniques be used to create an impact?”	<b>Artist in Focus</b> Nick Rowland  	<b>Objective to be Assessed</b>  Know about great artists, architects and designers in history.	Create a colour palette, demonstrating mixing techniques; use acrylic paint with layering and other paint effects to create visually interesting pieces	<b>Outcome</b>  Experimental paint techniques depicting a natural disaster.  <b>SKETCHING &amp; PAINT</b>
<b>Identity</b>  “How can colour in art be used to represent a person and their emotions?”	<b>Artist in Focus</b> Andy Warhol  	<b>Objective to be Assessed</b> To create sketch books to record their observations and use them to revisit and review ideas.	Use digital technology as sources for developing ideas.  Design and create printing blocks/tiles.  Develop techniques in mono, block and relief printing, including layering.	<b>Outcome</b>  Collagraph plate printing.  <b>PRINT</b>