

Year 3 Term 1	Year 3 Term 3	Year 3 Term 5	Year 3 Other Skills
<p>Sketching and Pastels <i>e.g. Georgia O’Keefe plants (link to science local area)</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can use a Sketch book to record their observations and use them to review and revisit ideas • Can explore their own ideas • Can use visual and other information for their work • Can control a pencil / pastel with increasing confidence. • Experiment with various pencils/ pastels to create tone. • Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (the type of line to fit the form). • Can create texture through rubbings and creating surface patterns with pencils/ pastels. 	<p>Sculpture <i>e.g. Canopic Jars (link to Ancient Egyptians) use of objects and Modroc</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can create sketch books to record their observations and use them to review and revisit ideas • Can explore their own ideas • Can use visual and other information for their work • Can shape, form, model and construct from observation. • Experiment with surface patterns and textures. • Can use a brush to produce marks appropriate for work • Can comment on differences and similarities in their own work and the work of others • Can adapt and improve their own work 	<p>Painting and Printing <i>e.g. Roman Shields</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can create sketch books to record their observations and use them to review and revisit ideas • Can explore their own ideas • Can use visual and other information for their work • Use symmetry in patterns. • Can create repeating patterns mono printing. • Choose suitable equipment to the task. • Can use colour washes to build up layers and paint detail. • Can use a brush to produce marks appropriate for work Can comment on differences and similarities in their own work and the work of others • Can adapt and improve their own work 	<p>Collage. Pattern, Painting <i>Could be covered cross curricular or during theme weeks</i></p> <ul style="list-style-type: none"> • Name primary colours • Understand how to mix secondary colours • Use different brush marks and strokes for effect • Use ripping as a technique for collage • Compare the texture of different materials • Can print two colour overlays • Investigate the way pattern is used in the environment • Create patterns using computers

Year 4 Term 1	Year 4 Term 3	Year 4 Term 4	Year 4 Other Skills
<p>Painting/ Collage e.g. Henri Rousseau</p> <p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • Can use visual and other information for their work • Can look at and talk about the work of other artists • Can use paint and equipment correctly and with increasing confidence. • Can use the colour wheel to mix different shades of the same colour. • Can understand how to use tints and tones - to lighten and darken with the use of black and white. • Can competently work with different consistencies of paint. • Can use the technique of overlaying - building up layers on the surface/colour mixes <p>Experiment with creating mood and movement.</p>	<p>Drawing e.g. link to illustrations in 'Wolves in Walls'</p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can draw whole sketches with detail • Begin to draw whole people including proportion and placement • Can confidently work from imagination. • Understand how shading can create effect • Can solidify infill shapes with coloured pencils and can produce a range of tones with each. • Can express different feelings through drawing. <p>Discuss moods/ feelings the Bankys pictures create. Why do they think he creates them on buildings?</p>	<p>Sculpture e.g Greek pottery plate/vase</p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can shape, form, model and construct from materials • Can create a 3D form from clay • Can use surface patterns / textures to add detail • Can use a Sketch book to record their observations and use them to review and revisit ideas • Can explore their own ideas • Can use visual and other information for their work 	<p>Printing, Pattern Could be covered cross curricular or during theme weeks</p> <ul style="list-style-type: none"> • Can relief and impressed printing processes. • Interpret environmental and manmade patterns. • Explore manmade and environmental patterns. • Create tessellating pictures. • Can confidently talk about different forms art takes: books, pictures, wallpaper, fabrics etc. • Art created on computers

Year 5 Term 2	Year 5 Term 3	Year 5 Term 5	Year 5 Other Skills
<p>Painting e.g. links to water in art how rivers are painted/ portrayed in different art styles Monet, Cezanne,Seurat</p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can comment on ideas, methods, mediums and approaches in art of famous artists • Can create sketch books to record their observations and use them to review and revisit ideas • Colour mixing and matching, tint, tone, shade with increasing accuracy (not primary and secondary colours this should have been covered in previous years) • Can practice different painting skills and understand how the techniques are created • Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting. 	<p>Drawing Figures/ Portraits <i>e.g. Tudor portraits</i></p> <p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • Can create sketch books to record their observations and use them to review and revisit ideas • Can confidently use a range of pencil (including different grades of pencil for effect). • Can begin to create depth in a composition through the use of very simple perspective. • Can draw the layout of the face and figure in proportion. • Can experiment with shading techniques (light/dark – pencil) to create mood and feeling. • Can comment on ideas, methods and approaches in their own work and the work of others. • Can adapt and improve their own work to realise their own intentions. 	<p>Printing/ Pattern <i>e.g. development of the printing press, using Styrofoam, lino prints</i></p> <p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • Can create sketch books to record their observations and use them to review and revisit ideas • Can comment on ideas, methods and approaches in their own work and the work of others. • Can relate ideas, methods and approaches to context in which a work was created. • Can adapt and improve their own work to realise their own intentions. • Can modify and adapt print as work progresses. • Can make a two colour print and begins to experiment with additional colours. 	<p>Sculpture, collage <i>Could be covered cross curricular or during theme weeks</i></p> <ul style="list-style-type: none"> • Can shape, form and model with confidence. • Can use different techniques to confidently join • Can work directly from observation with confidence. • Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums

<ul style="list-style-type: none"> • Show the effect of light on objects from different directions. • Understand relationship and use hot and cold colours • Can adapt and improve their own work to realise their own intentions. • Can confidently work from direct observation 		<ul style="list-style-type: none"> • Create abstract pattern to reflect personal experiences • Create pattern for a purpose. 	
<p>Year 6</p>	<p>Year 6</p>	<p>Year 6</p>	<p>Year 6 Other Skills</p>
<p>Sculpture <i>e.g. Giacometti (wires, Modroc)</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can use wires to shape a 3D form • Can use materials to cover an armature • Is able to produce more intricate patterns and textures. • Can work directly from imagination with confidence. • Is able to take into account the properties of media being used and use 	<p>Drawing <i>e.g. sketching in RE work, Titanic, portraits, topic landscapes</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can look at and talk about the work of other artists. • Can adapt and refine their work to reflect and their view of its purpose and meaning • Can use a sketch book to explore ideas and revisit previous ideas • Can collect source material to help experiment and plan future work 	<p>Painting <i>e.g. Australian aboriginal art work, art from around the commonwealth</i></p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • Can look at and talk about the work of other artists. • Can adapt and refine their work to reflect and their view of its purpose and meaning • Can use a sketch book to explore ideas and revisit previous ideas 	<p>Printing/ Pattern/ Collage <i>Could be covered cross curricular, during theme weeks, as part of the production work</i></p> <ul style="list-style-type: none"> • Can arrange and re-arrange colours, shapes and texture for effect before completion of the final composition • Can use a range of mediums and techniques for effect to produce a collage • Can combine prints taken from different objects to produce an end piece.

<p>appropriate media for a specific purpose</p> <ul style="list-style-type: none"> • Can draw the layout of the figure in motion, can show emotion in sketches. • Can consider scale and proportion in compositions • Can use a sketch book to explore ideas and revisit previous ideas • Can collect source material to help experiment and plan future work • Can look at and talk about the work of other artists. • Can adapt and refine their work to reflect and their view of its purpose and meaning. 	<ul style="list-style-type: none"> • Can select and use a range of drawing media for effect (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.) • Can use perspective in their drawings. • Can draw the layout of the figure in motion, can show emotion in sketches. • Can select different techniques for different purposes: shading, smudging, etc. • Can draw using tonal contrast • Can consider scale and proportion in compositions i.e. figures and faces, landscapes etc. 	<ul style="list-style-type: none"> • Can collect source material to help experiment and plan future work • Can understand term and use complementary colours. • Can replicate patterns, colours and textures in their work. • Can begin to select different kinds of paints for their work (Chromar, acrylics, watercolour etc.) 	<ul style="list-style-type: none"> • Can produce pictorial and patterned prints. • Can use printing techniques such as relief works (batik) and tie-dye. <ul style="list-style-type: none"> • Can build on knowledge of patterns and apply them to their own work
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