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|  | **Autumn** | **Spring** | **Summer** |
| **Year 3** | **Digital media****(Computing link – Purple Mash all year scheme)****DIGITAL MEDIA:**Create images, video and sound recordings and explain why they were created.**Printing – Wassily Kandinsky****INSPIRATION FROM THE GREATS:**- Replicate some of the techniques used by notable artists, artisans and designers.- Create original pieces that are influenced by studies of others.**PRINT:**• Use layers of two or more colours.• Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns. | **Sculpture – Barbara Hepworth****DEVELOP IDEAS:**- Develop ideas from starting pointsthroughout the curriculum.- Collect information, sketches and resources.- Adapt and refine ideas as they progress.- Explore ideas in a variety of ways.- Comment on artworks using visual language.**INSPIRATION FROM THE GREATS:**- Replicate some of the techniques used by notable artists, artisans and designers.- Create original pieces that are influenced by studies of others.**SCULPTURE:**- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).- Include texture that conveys feelings, expression or movement.- Use clay and other mouldable materials.- Add materials to provide interesting detail. | **Drawing – Erupting Volcano****DEVELOP IDEAS:**- Develop ideas from starting pointsthroughout the curriculum.- Collect information, sketches and resources.- Adapt and refine ideas as they progress.- Explore ideas in a variety of ways.- Comment on artworks using visual language.**DRAWING:**- Use different hardnesses of pencils to show line, tone and texture.- Annotate sketches to explain and elaborate ideas.- Sketch lightly (no need to use a rubber to correct mistakes).- Use shading to show light and shadow.- Use hatching and cross-hatching to show tone and texture.  |
| **Year 4** | **Digital media****(Computing link – Purple Mash all year scheme)****DIGITAL MEDIA:**Create images, video and sound recordings and explain why they were created.*(Continued from year 3)* | **Collage – Megan Coyle****DEVELOP IDEAS:****-** Develop ideas from starting points throughout the curriculum- Collect information, sketches and resources.- Adapt and refine ideas as they progress.- Explore ideas in a variety of ways.- Comment on artworks using visual language.*(Continued from year 3)* **COLLAGE:**- Select and arrange materials for a striking effect.- Ensure work is precise.- Use coiling, overlapping, tessellation, mosaic and montage.**Egyptian Cushions****(See DT Knowledge Organiser)****TEXTILES:**- Shape and stitch materials- Use basic cross stitch and back stitch- Colour fabric- Create weavings- Quilt, pad and gather fabric  | **Seascapes – Claude Monet****DEVELOP IDEAS:****-** Develop ideas from starting points throughout the curriculum- Collect information, sketches and resources.- Adapt and refine ideas as they progress.- Explore ideas in a variety of ways.- Comment on artworks using visual language.*(Continued from year 3)* **PAINTING:**- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively.- Use watercolour paint to produce washes for backgrounds then add detail. - Experiment with creating mood with colour. **INSPIRATION FROM THE GREATS:**- Replicate some of the techniques used by notable artists, artisans and designers.- Create original pieces that are influenced by studies of others.*(Continued from year 3)*  |
| **Year 5** | **Digital media****(Computing link – Purple Mash all year scheme)****DIGITAL MEDIA:**Enhance digital media by editing (including sound, video, animation, still images and installations).*(Continued from year 3 and 4)***Pop Art – Andy Warhol****INSPIRATION FROM THE GREATS:**- Give details (including own sketches) about the style of some notable artists, artisans and designers.- Show how the work of those studied was influential in both society and to other artists.- Create original pieces that show a range of influences and styles.*(Continued from year 3 and 4)***DEVELOP IDEAS:**- Collect information, sketches, resources, and present ideas imaginatively in a sketchbook.Comment on the artworks with a fluent grasp of visual language. *(Continued from year 3 and 4)***PAINTING:**- Sketch (lightly) before painting to combine line and colour. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. *(Continued from year 4)* | **Sculpture – Andy Goldsworthy****DEVELOP IDEAS:**- Develop and imaginatively extend ideas from starting points throughout the curriculum-Spot the potential in unexpected results as work progresses. - Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. - Comment on the artworks with a fluent grasp of visual language. *(Continued from year 3 and 4)***SCULPTURE:** - Use tools to carve and add shapes, texture and pattern.- Combine visual and tactile qualities.- Use frameworks (such as wire or moulds) to provide stability and form. *(Continued from year 3)* | **Beowulf – Sketching Grendel****DEVELOP IDEAS:**- Collect information, sketches, resources, and present ideas imaginatively in a sketchbook.*(Continued from year 3 and 4)***DRAWING:**- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).- Use a choice of techniques to depict movement, perspective, shadows and reflection.- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).- Use lines to represent movement.**RE Prayer Mat - Linked to DT****(see DT Knowledge Organiser)****TEXTILES:**- Show precision in techniques.- Choose from a range of stitching techniques.- Combine previously learned techniques to create pieces.*(Continued from year 4)* |
| **Year 6** | **Digital media****(Computing link – Purple Mash all year scheme)****DIGITAL MEDIA:**Enhance digital media by editing (including sound, video, animation, still images and installations).*(Continued from previous years)***Mosaic – Antoni Gaudi****DEVELOP IDEAS:**- Collect information, sketches and resources and present ideas imaginatively in a sketch book - Comment on artworks with a fluent grasp of visual language - Develop and imaginatively extend ideas from starting points throughout the curriculum*(Continued from year 3)***COLLAGE:**- Mix textures (rough and smooth, plain andpatterned).- Combine visual and tactile qualities.- Use ceramic mosaic techniques. *(Continued from year 4)***TAKE INSPIRATION FROM THE GREATS:**- Give details (including own sketches) about the style of some notable artists, artisans and designers.- Create original pieces that show a range of influences and styles.*(Continued from year 3, 4 and 5)* | **Painting - Henri Rousseau****DEVELOP IDEAS:**- Develop and imaginatively extend ideas from starting points throughout the curriculum.- Collect information, sketches, resources, and present ideas imaginatively in a sketchbook.- Use the qualities of materials to enhance ideas.- Spot the potential in unexpected results as work progresses.- Comment on artworks with a fluent grasp of visual language.*(Continued from year 3, 4 and 5)***PAINTING:**- Sketch (lightly) before painting to combine line and colour.- Create a colour palette based upon colours observed in the natural or built world.- Use the qualities of acrylic paints to create visually interesting pieces.- Combine colours, tones and tints to enhance the mood of a piece.- Use brush techniques and the qualities of paint to create texture.- Develop a personal style of painting, drawing upon ideas from other artists.(Continued from year 4 and 5)**INSPIRATION FROM THE GREATS:**- Give details (including own sketches) about the style of some notable artists, artisans and designers.- Show how the work of those studied was influential in both society and to other artists.- Create original pieces that show a range of influences and styles.*(Continued from year 3, 4 and 5)* | **Printing – Katsushika Hokusai****DEVELOP IDEAS:**- Develop and imaginatively extend ideas from starting points throughout the curriculum.- Collect information, sketches, resources, and present ideas imaginatively in a sketchbook.- Use the qualities of materials to enhance ideas.- Spot the potential in unexpected results as work progresses.- Comment on artworks with a fluent grasp of visual language.*(Continued from year 3, 4 and 5)***PRINT:**- Create an accurate pattern, showing fine detail.- Use a range of visual elements to reflect the purpose of the work.*(Continued form year 3)***Tile Making – Katsushika Hokusai****SCULPTURE:**- Use tools to carve and add shapes, texture and pattern.- Combine visual and tactile qualities *(Continued from year 5)* |