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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 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.  **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 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.  **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 and patterned). - 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)* |