

<p>Year 3 National Curriculum objectives: A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p>	
<p>Year 3 Areas of study: Drawing – Growing Artists Painting and Mixed Media – Prehistoric Painting Sculpture and 3D – Abstract Craft and Design – Ancient Egyptian Scrolls.</p>	<p><u>Making Skills</u></p> <p>Drawing: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Painting: Increase skill and control when painting. Apply greater expression and creativity to own paintings. Craft: Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p>
<p><u>Generating Ideas</u></p> <p>Sketchbooks: Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Creating Original Artwork: Create personal artwork using the artwork of others to stimulate them.</p>	<p><u>Formal Elements</u></p> <p>Colour: 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. Form: Further develop their ability to describe 3D form in a range of materials, including drawing. Line: Express and describe organic and geometric forms through different types of line. Pattern: Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Shape: Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Texture: Analyse and describe texture within artists' work. Tone: Develop skill and control when using tone. Learn and use simple shading rules.</p>
<p><u>Knowledge of artists</u></p> <p>Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists.</p>	<p><u>Evaluating</u></p> <p>Identifying similarities and differences to others' work: Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting: Reflecting on their own work in order to make improvements.</p>

<p>Year 4 National Curriculum objectives: A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p>	
<p>Year 4 Areas of study: Drawing – Power Prints Sculpture – Mega Materials Painting and Mixed Media – Light and dark. Every Picture Tells a Story</p>	<p>Making Skills</p> <p>Drawing: Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Painting: Develop skill and control when painting. Paint with expression. Analyse painting by artists. Craft: Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p>
<p>Generating Ideas</p> <p>Sketchbooks: Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Creating original artwork: 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>	<p>Formal Elements</p> <p>Colour: Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. Form: Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. Line: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Pattern: Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Shape: Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. Texture: Analyse and describe texture within artists' work. Tone: 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.</p>
<p>Knowledge of artists</p> <p>Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth</p>	<p>Evaluating</p> <p>Identifying similarities and differences to others' work: Build a more complex vocabulary when discussing your own and others' art. Reflecting: Reflecting on their own work in order to make improvements.</p>

<p>Year 5 National Curriculum objectives: A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p>	
<p>Year 5 Areas of study: Formal Elements – Architecture Art and Design Skills Every Picture Tells a Story Design for a Purpose.</p>	<p>Making Skills</p> <p>Drawing: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Painting: Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Craft: Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p>
<p>Generating Ideas</p> <p>Sketchbooks: Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Creating Original Artwork: 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>	<p>Formal Elements</p> <p>Colour: Select and mix more complex colours to depict thoughts and feelings.</p> <p>Form: Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Line: Extend and develop a greater understanding of applying expression when using line.</p> <p>Pattern: Construct patterns through various methods to develop their understanding.</p> <p>Shape: Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p>Texture: Using texture within drawings to show careful observation and understanding of illustrating different surfaces.</p> <p>Tone: Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p>
<p>Knowledge of artists</p> <p>Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach.</p>	<p>Evaluating</p> <p>Identifying similarities and differences to others' work: Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Reflecting: Regularly analysing and reflecting on their intentions and choices.</p>

<p>Year 6 National Curriculum objectives: A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p>	
<p>Year 6 Areas of study: Still Life Photography Art and Design Skills Make My Voice Heard</p>	<p>Making Skills</p> <p>Drawing: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Painting: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Craft: Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p>
<p>Generating Ideas</p> <p>Sketchbooks: Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook. Creating Original Artwork: 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>	<p>Formal Elements</p> <p>Colour: Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Form: Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Line: Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Pattern: Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Shape: Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Texture: Explore art through a range of different textural mediums. Tone: Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p>
<p>Knowledge of artists</p> <p>Claude Monet, William Morris, Edward Hopper, Kathe Kollwitz, Pablo Picasso, Mark Wallinger.</p>	<p>Evaluating</p> <p>Identifying similarities and differences to others' work: Use the language of art with greater sophistication when discussing own and others art. Reflecting: Give reasoned evaluations of their own and others work which takes account of context and intention.</p>