

Year: 3/4 Subject: Art PoS: Painting		Topic Question/Title: Bursting into Bloom	Term - Aut 1	Curriculum - B	
Prior Knowledge - Use a variety of tools and techniques including different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Experiment with tools and techniques e.g. layering, mixing media, scrapping through. - Name different types of paint and their properties. Colour - Identify primary and secondary colours by name. - Mix primary shades and tones. - Mix secondary colours. Texture Create textured paint by adding sand, plaster.		Key Vocabulary Texture, blocking, effect, washes, scales, thick, thin, primary, secondary, shades, water colour, mood, atmosphere, contrast, compliment, observation, technique, artist, detail, sketch, proportion, charcoal, texture, tone, composition	Outcome Children to produce a nightscape, using techniques used by Van Gogh. Don't replicate one of his pieces, use techniques used during the unit to produce a landscape of their own.		
Future Learning Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Be able to identify and work with complementary and contrasting colours. Mix and match colours to create atmosphere and light effects.		Stimulus Van Gogh Power point – show examples of work. First hand experiences (enrichment) Visiting artist Trip to an art gallery	World of Work Artist Designer Illustrator		
National Curriculum PoS Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history. Concepts (if needed)		Key Knowledge - There are various types of paint and can be used for different purposes - Paints can be mixed, manipulated to produce contrasting / complimenting colours - Various mediums can be added to paint to help create texture in artwork - Type of paint used determines the style of artwork that needs to be produced - Paints can create moods / atmospheres within art. - Understand there are different types of painting techniques - I think you need key learning for 'great artists, architects ...'	Possible evidence - Experiment with poster, water, acrylic paints for effect - Use primary colours to create a variety of secondary shades (colour wheel) - Introduce various mediums into paints to see how textures can help create artwork - Experiment with various media to produce related moods and desired effect Use techniques used by prehistoric artists to inform of own desired effects for work produced		
		Application of Key Skills	Possible evidence		
		- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Work on a range of scales e.g. thin brush on small picture etc. - Create different effects and textures with paint according to what they need for the task. Colour - Mix colours and know which primary colours make secondary colours. - Use more specific colour language. - Mix and use tints and shades	- Create artwork that uses various effects for purpose - Produce art by using larger brushed for volume and smaller brushes for detail - Introduce various medium into paints to create texture for purpose - Identify and make colours to present work for purpose - Can describe shades of a colour (crimson, azure etc) - Use primary colours to make various shades of the same secondary colours to produce art.		

Year: 3/4 Subject: Art PoS: Ceramics (3D)		Topic Question/Title: Wild Thing	Term - Spring 1	Curriculum - B	
Prior Knowledge - Manipulate malleable materials in a variety of ways including rolling and kneading. - Explore sculpture with a range of malleable media. - Manipulate malleable materials for a purpose, e.g. pot, tile. - Understand and explain the safety and basic care of materials and tools. <u>Form</u> - Experiment with constructing and joining recycled, natural and manmade materials. - Use simple 2-D shapes to create a 3-D form. <u>Texture</u> - Change the surface of a malleable material e.g. build a textured tile.		Key Vocabulary Clay, slabbing, joining, ceramic, kiln, scoring, slip, pinching, coiling, sculpture, installation, modelling, carve, vessel, plinth	Outcome To produce a clay sculpture inspired by an animal		
Future Learning - Shape, form, model and construct from observation or imagination. - Use recycled, natural and man-made materials to create sculptures. - Plan a sculpture through drawing and other preparatory work. - Develop skills in using clay including slabs, coils, slips, etc. SM check - Produce intricate patterns and textures in a malleable media.		Stimulus Show examples of work by Antony Gormley (sculptor) Clarice Cliff (potter) First hand experiences (enrichment) Visit to museum, Yorkshire Sculpture Park, artist/sculptor coming to visit	World of Work Craftsperson, architect, designer		
National Curriculum PoS		Key Knowledge	Possible evidence		
Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history. Concepts (if needed)		There is a variety of ways to join pieces of clay together Clay can be manipulated to add detail and texture do a design Ceramics be be presented in many ways to create effect. Sketch books can be used to help plan based on the work of others. Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process To understand where clay comes from and how it is designed	Complete various quizzes on NSEAD plans to show understanding of knowledge		
		Application of Key Skills	Possible evidence		
		To use various joining techniques to attach clay together To produce a piece of ceramic using joining techniques To use various techniques to add detail to ceramics To make a clay pot using different joining techniques and adding detail To use examples from a famous sculptor to produce a clay sculpture	NSEAD website to provide details of learning objectives, tutorials and outcomes. Link provides 5 lessons. Please give a brief broken down lesson overview of lessons as you do with other foundation subjects. If you click on curriculum download, it will have enough details to enter relevant details to complete simple lesson plans. https://teachers.thenational.academy/units/ceramics-8b02		

Year: 3/4 Subject: Art PoS: Collage		Topic Question/Title: Looks Delicious	Term - Summer 1	Curriculum - B	
Prior Knowledge - Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. - Arrange and glue materials to different backgrounds. - Sort and group materials for different purposes e.g. colour texture. - Fold, crumple, tear and overlap papers. - Work on different scales. - Colour - Collect, sort, name match colours appropriate for an image. - Shape - Create and arrange shapes appropriately. - Texture - Create, select and use textured paper for an image.		Key Vocabulary Collage, layering, experimentation, overlap, contrasting, texture, composition, background, foreground	Outcome Produce a collage on a theme		
Future Learning - Use a range of media to create collages - Use different techniques, colours and textures etc when designing and making pieces of work - Use collage as a means of extending work from initial		Stimulus Shaheen Merali (Artist) Tom Eckersley (Artist) First hand experiences (enrichment)	World of Work Media and advertising designer Cake designer		
National Curriculum PoS Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history. Concepts (if needed)		Key Knowledge - To understand collage can be produces using techniques such as tearing, overlapping and layering - to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary - Collage can be painted, printed or drawn background for effect	Possible evidence <u>NSEAD website to provide details of learning objectives, tutorials and outcomes. Link provides 5 lessons. Please give a brief broken down lesson overview of lessons as you do with other foundation subjects. If you click on curriculum download, it will have enough details to enter relevant details to complete simple lesson plans and apply necessary skills.</u> https://teachers.thenational.academy/units/collage-eeb7		
		Application of Key Skills - Can investigate the nature and qualities of different collage materials and processes systematically. - Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. - Can select and use relevant resources and references to develop their ideas for designing and making collages. - Can use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome). - Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve. - Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. - Can experiment with line drawings connected to their collage work. - Can apply the technical skills they are learning to improve the quality of their collage work. - Can create textured surfaces using a variety of different papers and drawing materials - Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. - Can improve skills of overlapping and overlaying to place objects in front and behind	Possible evidence - Create a series of collages focusing on specific shapes and sizes - Sketch a variety of the same specific objects. Use specific shape, colour and sizes to create different style of collage. - Make observations and sketch in sketchbooks. - Use sketchbooks to produce a variety of ideas using limited resources. - Add detail to sketches using colour - To create different surfaces for collage using various mediums <u>NSEAD website to provide details of learning objectives, tutorials and outcomes. Link provides 5 lessons. Please give a brief broken down lesson overview of lessons as you do with other foundation subjects. If you click on curriculum download, it will have enough details to enter relevant details to complete simple lesson plans and apply necessary skills.</u> https://teachers.thenational.academy/units/collage-eeb7		

