



Art Curriculum – Year 3 and 4 – Cycle A

For characteristics of our school please see the [Art and Design Hierarchy Document](#)

See [DT Curriculum Cycle A](#) and [Cycle B](#) document for learning intentions linked to textiles. See Computing curriculum [Cycle A](#) and [Cycle B](#) for learning intentions linked to Digital media

Key Stage 1

Key Stage 2

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

Non-Negotiables

Develop Ideas: A1: Develop ideas from starting points throughout the curriculum A2: Collect information, sketches and resources A3: Adapt and refine ideas as they progress A4: Explore ideas in a variety of ways
A5: Comment on artworks using visual language
Inspiration from the Greats: A31: Replicate some of the techniques used by notable artists, artisans and designers. A32: Create original pieces that are influenced by studies of others.

Year 3/4 Hierarchies

Children will learn about how and why art was created thousands of years ago and develop skills to create a drawing replicating technique from the past) of cave painting). Children could also explore making paints from natural materials.
Drawing: A16: Use different hardnesses of pencils to show line, tone and texture.
A17: Annotate sketches to explain and elaborate ideas.
A18: Sketch lightly (no need to use a rubber to correct mistakes).
A19: Use shading to show light and shadow.
A20: Use hatching and cross hatching to show tone and texture.
Revisiting from Year ½ - Drawing
Revising from cycle A -

3D sculpture – children will develop skills of working with the medium of clay to create pots and plates in an Ancient Greek style.
A13: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)
A14: Include texture that conveys feelings, expression or movement using clay and other mouldable materials.
A15: Add materials to provide interesting detail.
Painting: A7: Mix colours effectively
Revisiting from Year 1/2: Sculpture
Revising from cycle B:

Printing – children will develop skills of printing to create a print inspired by the Ancient Egyptians
A21: Use layers of two or more colours.
A22: Replicate patterns observed in natural or built environments.
A23: Make printing blocks (e.g. from coiled string glued to a block).
A24: Make precise repeating patterns.
Revisiting from Year 1/2: printing
Revising from cycle B: cave painting,

Autumn 1 – Cave Drawings

Spring 2 – Clay modelling

Summer 2 - Printing

Resources

Sketch books, examples of cave paintings (Chauvet Cave), sketching pencils, pastels in earthy tones, charcoal, tinted paper/tea stained paper
Texts: The First Drawing by Mordicaj Gerstein, Stone Age Boy by Satoshi Kitamura,

Examples of 3D models, clay, clay tools, clay boards, wire, Images of Greek pots and plates Clay (rolled out into small balls) Squares of card to work on (to prevent the clay from sticking to the table). Modelling tools. PowerPoint, Camera to take pictures (evidence)
Texts:

[Useful guidance](#) for printing techniques, [foam board printing instructions](#), 15x15 piece of paper, 15x15cm polystyrene printing tiles, printing ink, rollers (for paint and some for dry to press down the tile), paint trays, Print artists - Lino Print Edward Bawden (1930-1989), Irving Amen (1918-2011), Mono Print Marc Chagall (1887 – 1985), Collagraph Print Roxanne Faber Savage (Present) Screen Print Andy Warhol (1928 – 1987), Osvaldo Ramirez Castillo (1947 – Present)
Texts:

Vocabulary

Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression

Coil, roll, sausage, Greek, myth, design, pottery, geometric shapes, shape/ patterns, earth colours

Hieroglyphs, tomb paintings, repeating, print, mono print, collograph, half drop, full drop, line, colour, abstract, form,

Flashbacks

- Know how to use thick and thin brushes.
- Know how to make colours using knowledge of primary and secondary colours.
- Know how to add extra detail to artwork.
- Know how to create a striking effect through the use of materials.
- Know how to create pieces of work with precision.
- Know how to create collages using different skills such as: coiling, overlapping, tessellation and mosaic.

- Know how to mix materials to create texture.
- Know how to take inspiration from other artist's work and make comments on its effect.
- Know how to create their own collage using materials.
- Know how different pencils can influence the hardness of drawing.
- Know how to evaluate sketches and use elaborate on these with own ideas.
- Know how to use shade, sketch lightly and hatch/cross hatch to show tone and texture.

- Know how to make prints using shapes.
- Know how to create a repeating pattern using prints.
- Know how to use different shapes and colours to create overlapping prints.
- Know how to create and combine shapes to create recognisable forms.
- Know how texture can be used to add feelings and emotions into a piece of clay or other mouldable material.
- Know how to create interesting detail by adding materials.

Lesson 1

WALT: use sketch book to collect information, sketches and resources.
Activities: Children research art work which exists from the Stone Age. What do stone age cave paintings tell us about stone age life? What animals were there? Do these animals live now? Allow the children time to absorb the details and complexity of the images. Discuss them as a class or in small groups. Use sketchbooks to begin sketching some of the animals and landscapes found in tone age cave paintings. Children to annotate ideas within sketchbooks. (model this to inspire pupils with ideas and demonstrate expectations of presentation in sketchbooks)
Children will know:

WALT: develop the skills of rolling clay.
Activities: Show the chn a PowerPoint showing a variety of models. How ere the models shaped (coils of long thin clay)? What skills were needed? Chn experiment making the shapes? Model rolling the into a ball and then into a long sausage/ worm shape. Using the sausage shape, ask the chn to coil it into a bowl shape. Allow the the opportunity to experiment with this.
Children will know:

- how to roll clay into a ball or sausage shape.
- How to discuss their ideas using some artistic vocabulary.
- how other artists have used clay to create modelled pieces.

WALT: develop skills in mono printing through experimentation
Activities: Look at variety of artwork using the print techniques. How has the artist created these effects? What is mono printing? Show [children images/sketches of buildings](#). Children create a sketches of buildings shown. Demonstrate how to monoprint (roll layer of ink – lay paper lightly on top – draw outline of image – rub lightly for shaded areas, press harder for darker areas – remove the paper). Experiment printing on other media (newspaper etc) Use other colours when dry.

	<ul style="list-style-type: none"> • how art can help form our knowledge of our history. • how stone age life was different to now. • how stone age art was different to modern day art. 		<p>When pupils become confident with the initial technique they should begin layering using the same process with different colour ink to highlight and show layers. The pupils must ensure that the print they are working on is dry.</p> <p>Extension: Pupils should begin to use different backgrounds for their prints, such as newsprint, coloured paper or create a collage to work on</p> <p>Children will know:</p> <ul style="list-style-type: none"> • and recognise artwork created using print techniques • how to use clear mark making. • How to select appropriate backgrounds. • How to develop skills in mono printing through experimentation.
Lesson 2	<p>WALT: develop the skill of sketching lightly</p> <p>Activities: What have we learned so far about stone age art work? Reflect upon the importance of cave paintings such as Chauvet as they give clues into our history and how generations of people have lived on Earth. Q: How might the experiences of these people have been different? Q: How was art work produced? Why was it produced? Q: How is sketching different to drawing an outline for example? Teacher modelling. Encourage the children to discuss the differences and how this can be achieved by holding the pencil differently.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • sketching is different to drawing an outline. • how to sketch lightly (no need to use a rubber to correct mistakes). • how to create drawings inspired by cave paintings 	<p>WALT: know and refine use of tools to create patterns and effects in clay</p> <p>Activities: Roll out the ball until it is a couple of centimetres thick. Leave out a selection of different tools on the children's tables. Children investigate the impressions that they can make using the different tools. Children to roll their clay back into a ball before using a rolling pin to create a flat surface. They can use a blunt knife to cut a square tile from the clay. The children can then use the different tools to try and reflect a part of the myth that was read during the introduction.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to roll clay into a ball. • how to use a rolling pin to create a flat surface • how to use tools to create patterns in the clay 	<p>WALT: create a printing block and use it to print patterns</p> <p>Activities: Blocks can be created from an assortment of wood offcuts and a thin sticky-back foam. Each to create a simple block with their initial letter/hieroglyph and then create patterns with it. Using easy polystyrene, show the process of creating a print. 15x15cm pieces of paper to plan design, lay over the 15x15cm piece of polystyrene tile and trace the design. Remove paper and etch design clearly for a clear print.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • know how to create a simple printing block. • how to create patterns with their printing block. • know how to experiment with a range of patterns including repeating, half drop, full drop and random.
Lesson 3	<p>WALT: use different hardnesses of pencils to show line, tone and texture</p> <p>Activities: Teacher modelling and use of different hardnesses of pencils to show line, tone and texture. The children are going to practise this technique in their sketch books, drawing different stone age scenes. Children could annotate types of pencils used for different effects (model this for expectation of presentation in sketch books)</p> <p>Children will know:</p> <ul style="list-style-type: none"> • that changing the pressure on the pencil effects the tone and texture of the mark • how to use different harnesses of pencils to show line, tone and texture. 	<p>WALT: create a design for a Greek pot or plate</p> <p>Activities: Chn to sketch two designs – one for a small pot, one for a plate. These can be coloured with traditional colours if time (browns, oranges, beiges, blacks).</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to use and name some design features of Greek pottery in my own work. • how to evaluate and name features of Greek pottery used in my own work. 	<p>WALT: to be able to adapt a printing block to create a repeating pattern</p> <p>Activities: Using last week's designs or create a new one - demonstrate how to create repeating pattern within the prints by folding paper design in half and drawing on design – open up and add to the tile design. This should be done so pattern is connected. Use tracing paper to create this so as they stamp, children can see the connecting parts by folding the paper and drawing shape again. Extension could be for pattern to connect horizontally and vertically.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to create a printing tile. • know how to create a repeating pattern within the prints. • how to add to/adapt their original design to create a further image when the block is repeat printed.
Lesson 4	<p>WALT: use shading to show light and shadow.</p> <p>Activities: Identify and state why areas of light and dark/shadow are within a sketch. How was this effect created? Why is it needed (adds depth to the picture 3D) Teacher model using shading to show areas of light and shadow. (Charcoal link to cave drawings) Children should explore applying this skill using sketching pencils, pastels and charcoals.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to use shading to show areas of light and shadow within a sketch with greater accuracy and control. • how to evaluate the use of shading effects using different media. 	<p>WALT: create and combine shapes to create recognisable forms (Greek pot or plate).</p> <p>Activities: Chn to discuss with a partner which of their designs they will be choosing (pot or plate) and explain why. At each step discuss and model with some clay how these techniques are achieved. Model using thumb pressure how a plate would be achieved. Using a PVA spatula and other clay tools, show children how they can achieve patterns and images by carving into the clay. Demonstrate how mistakes can be covered by using thumb pressure.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to make a small pot or plate made of clay. • to create some of the design features of Greek pottery. 	<p>WALT: to print building layers of two or more colours</p> <p>Activities: Use any other the printing produced in previous sessions to build an additional colour onto the image.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • know how to create patterns with their printing block. • know how to print building layers of two or more colours
Lesson 5	<p>WALT: To use hatching and cross hatching to show tone and texture.</p> <p>Activities: Identify where cross hatching has been used. What effect does this have? Where could we use it? Teacher model how to use hatching and cross-hatching, when and where the effect can be used to create tone and texture within a sketch. Children should explore applying this skill using sketching pencils, pastels and charcoals.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to use hatching and cross hatching to show tone and texture • when and where hatching and cross hatching can be used in a sketch 	<p>WALT: To use colour mixing to generate authentic colours for Greek pottery. (revising Y1/2 art)</p> <p>Activities: Ask the children to discuss and share the colours they think they would use on their Greek plate or pot. Discuss as a class, begin to correct any misconceptions. Ask: Why would they have mainly use earth tones? Discuss the different techniques achieved and keep referring back to the colours the Greeks used on their pottery (oranges, beiges, browns, blacks). Explain that they use</p>	<p>WALT: To select appropriate materials to create a textured surface to produce a collagraph plate</p> <p>Activities: Collagraph Printing is a print making process where textures and materials are placed in a collage on a plate (such as cardboard) to create a block suitable to print. It is similar to creating a block print, but uses a wide variety of textures. Could use style of Ancient Egyptians.</p> <p>Children will know:</p>

	<ul style="list-style-type: none"> evaluate the effects of hatching and cross hatching with different media. 	<p>mainly earth tone as they would have used natural items that were readily available around them (rocks, minerals, plants).</p> <p>Children will know:</p> <ul style="list-style-type: none"> which colours are appropriate I can colour mix orange. how to paint my pot/plate in the style of Greek pottery. 	<ul style="list-style-type: none"> how to print building layers of two or more colours. how to select appropriate materials to create a textured surface to produce a collagraph plate. how to create a textual collagraph print.
Lesson 6	<p>WALT: create a cave painting applying sketching skills.</p> <p>Activities: Discussion to recap what we have learned– how can take their learning further? Teacher to model to the difference between sketching onto their stained paper and sketching onto cartridge paper. The lines may be less visible, this does not mean you should press harder, they simply have to work carefully and accurately. Model again using some of the resources which the children will have to create Earthy tones to colour the cave painting, creating a realistic replica.</p> <p>Children will know:</p> <ul style="list-style-type: none"> how to use a range of materials effectively how to sketch effectively onto a different surface how to create a realistic cave painting replica how to apply skills taught within the unit to create a sketch with greater accuracy and control 	<p>WALT: give peer feedback on artwork produced by the class group.</p> <p>Activities: Explain that we have created a class gallery space with the pots/plates from the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p>Children will know:</p> <ul style="list-style-type: none"> and identify good techniques How to evaluate their suitability for the task 	<p>WALT: give peer feedback on artwork produced by the class</p> <p>Activities: Explain that we have created a class gallery space with the landscapes from the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p>Children will know:</p> <ul style="list-style-type: none"> and identify good techniques how to evaluate their suitability for the task
Key Knowledge	<ul style="list-style-type: none"> Know how different pencils can influence the hardness of drawing. Know how to evaluate sketches and use elaborate on these with own ideas. Know how to use shade, sketch lightly and hatch/cross hatch to show tone and texture. 	<ul style="list-style-type: none"> Know how to create and combine shapes to create recognisable forms. Know how texture can be used to add feelings and emotions into a piece of clay or other mouldable material. Know how to create interesting detail by adding materials. 	<ul style="list-style-type: none"> Know how to make their own printing blocks. Know how to replicate patterns observed in different environments. Know how to use layers of two or more colours. Know how to make repeating patterns with precision.