

	<b>Art Curriculum – Year 3 and 4 – Cycle A</b> <b>For characteristics of our school please see the <a href="#">Art and Design Hierarchy Document</a></b> See <a href="#">DT Curriculum Cycle A</a> and <a href="#">Cycle B</a> document for learning intentions linked to textiles. See Computing curriculum <a href="#">Cycle A</a> and <a href="#">Cycle B</a> for learning intentions linked to Digital media		
	<b>Key Stage 1</b>		<b>Key Stage 2</b>
	Pupils should be taught: <ul style="list-style-type: none"><li>to use a range of materials creatively to design and make products</li><li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>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.</li></ul>		Pupils should be taught: <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>
Non-Negotiables	<b>Develop Ideas:</b> 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 <b>Inspiration from the Greats:</b> 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	<b>Painting Caythorpe Landscapes - children will develop skills of painting to create a Caythorpe landscape in the style of Van Gogh</b> <b>Painting:</b> A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. A7: Mix colours effectively. A8: Use watercolour paint to produce washes for backgrounds then add detail. A9: Experiment with creating mood with colour. <b>Revisiting from Year 1/2:</b> painting, drawing <b>Revising from cycle B:</b> Drawing	<b>3D sculpture – children will develop skills of working with the medium of clay to create pots and plates in an Ancient Greek style.</b> 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. <b>Painting:</b> A7: Mix colours effectively <b>Revisiting from Year 1/2:</b> Sculpture <b>Revising from cycle B:</b>	<b>Printing – children will develop skills of printing to create a print inspired by the Ancient Egyptians</b> 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. <b>Revisiting from Year 1/2:</b> printing <b>Revising from cycle B:</b> cave painting,
Resources	<b>Autumn 1</b>  Water colours, acrylic paints, mixing palettes, water pots, brushes of varying thicknesses.  Links to Year 1/2  <b>Texts:</b>	<b>Spring 2</b>  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) <b>Texts:</b>	<b>Summer 2</b>  <a href="#">Useful guidance</a> for printing techniques, <a href="#">foam board printing instructions</a> , 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) <b>Texts:</b>
Vocabulary	Landscape, background, foreground, midground, tint, tone,	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,
Lesson 1	<b>Year 3:</b> to explore Van Gogh’s use of shapes, textures, patterns and lines <b>Year 4:</b> to explain Van Gogh’s use of shapes, textures, patterns and lines <b>Activities:</b> View and discuss a range of landscapes by the painter Van Gogh – give brief over view of the painter and his life. Discuss Van Gogh’s use of colours (how these affect mood), brush techniques (using thick and thin brushes), creating on swirls. Model annotating a painting commenting on these elements. In sketch books – children choose a painting to annotate. <b>Outcomes:</b> <b>Year 3:</b> Children will be able to comment on the effects Van Gogh has created in his paintings. Children will be able to notice different sizes of brushes used. <b>Year 4</b> Children will be able to comment on the effects Van Gogh has created in his paintings. Children will be able to notice different sizes of brushes used.	<b>Year 3:</b> To develop the skills of rolling clay. <b>Year 4:</b> To reinforce the skills of rolling clay. <b>Activities:</b> 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. <b>Outcomes:</b> Chn will have produced an experimental bowl using their sausage shapes. Discuss their ideas. Look at how other artists have used clay to create modelled pieces. <b>Year 3:</b> To be able to roll clay into a ball or sausage shape. <b>Year 4:</b> To be able to roll clay into a ball or sausage shape.	<b>Year 3:</b> To develop skills in mono printing through experimentation <b>Year 4:</b> To develop skills in mono printing through experimentation <b>Activities:</b> Look at variety of artwork using the print techniques. How has the artist created these effects? What is mono printing? Show <a href="#">children images/sketches of buildings</a> . 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. 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. Extension: Pupils should begin to use different backgrounds for their prints, such as newsprint, coloured paper or create a collage to work on <b>Outcomes:</b> <b>Year 3:</b> Children will explore artwork created using print techniques Children will use clear mark making.

	Children will be able to explain how Van Gogh has created texture in his paintings using different brush techniques		Children will select appropriate backgrounds. Children will develop skills in mono printing through experimentation. <b>Year 4:</b> Children will explore artwork created using print techniques Children will use clear mark making. Children will select appropriate backgrounds. Children will develop skills in mono printing through experimentation.
Lesson 2	<b>Year 3:</b> to mix colours effectively to create a colour wash <b>Year 4:</b> <b>Activities:</b> Look at a collection of painting by Van Gogh. How has the painter used colour to affect the mood of the painting? Compare across his paintings. Inform pupils of back ground, middle ground and fore ground – discuss each using vocabulary. Teacher to model mixing water colours – adding white for tints and black for tones. Demonstrate how to create a colour wash. Experiment layering colours/tones and tints created to recreate a mood/time of day <b>Outcomes:</b> <b>Year 3:</b> Children can mix colours effectively. Children can add white/black to create tints and tones. Children can use pallets created to create a colour wash for a background. <b>Year 4:</b> Children can also experiment with layering colours in their colour washes.	<b>Year 3:</b> To know how tools can be used to create patterns and effects in clay <b>Year 4:</b> To refine use of tools to create patterns and effects in clay <b>Activities:</b> 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 tiles 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. <b>Outcomes:</b> <b>Year 3:</b> To be able to roll clay into a ball. To be able to use a rolling pin to create a flat surface To use tools to create patterns in the clay <b>Year 4:</b> To be able to roll clay into a ball. To be able to use a rolling pin to create a flat surface To use tools to create patterns in the clay. To be able to talk about the shapes and patterns I have made and how they relate to Greek examples.	<b>Year 3:</b> to be able to create a printing block <b>Year 4:</b> to be able to create a printing block and use it to print patterns <b>Activities:</b> <a href="#">Blocks can be created from an assortment of wood offcuts and a thin sticky-back foam</a> . 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. <b>Outcomes:</b> <b>Year 3:</b> Children will be able to create a simple printing block. <b>Year 4:</b> Children will be able to create patterns with their printing block. Children will experiment with a range of patters including repeating, half drop, full drop and random.
Lesson 3	<b>Year 3:</b> to explore details in Van Gogh’s landscapes <b>Year 4:</b> to explore details in Van Gogh’s landscapes <b>Activities:</b> Review paintings by Van Gogh again – how did he create precise aspects and details? Used variety of brushes and techniques. Show brushes – children identify which were used in the different parts of the painting being discussed? Demonstrate experimenting t\with the brushes and techniques for different effects/textures. Children explore effects of different brushes – make notes. (vary paints use water colours/acrylics/oils) <b>Outcomes:</b> <b>Year 3/4:</b> Children will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <b>Year 4:</b>	<b>Year 3:</b> To create a design for a Greek pot or plate <b>Year 4:</b> To create designs for a Greek pot or plate. <b>Activities:</b> 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). <b>Outcomes:</b> <b>Year 3:</b> To use and name some design features of Greek pottery in my own work. <b>Year 4:</b> To evaluate and name features of Greek pottery used in my own work.	<b>Year 3/4:</b> to be able to adapt a printing block to create a repeating pattern <b>Activities:</b> Using last week’s designs or create a new one - demonstrate how to create repeating pattern within the prints by folding paper deign in half and drawing on design – open up and add to the tile design. <b>Outcomes:</b> <b>Year 3:</b> Children will be able to be able to create a printing tile. Children will be able to create a repeating pattern within the prints. <b>Year 4:</b> Children will be able to be able to create a printing tile. Children will be able to create a repeating pattern within the prints. Children will be able to add to/adapt their original design to create a further image when the block is repeat printed.
Lesson 4	<b>Year 3:</b> to develop use of thick and thin brushes <b>Year 4:</b> to use thick and thin brushes with greater accuracy and control <b>Activities:</b> Review last week’s exploration and experimentation. Demonstrate using different brushes for different effects in the style of Van Gogh. Children plan and use colour wash back ground to create landscape in the style of Van Gogh. Evaluate. Children could use sketch books to collect ideas/inspiration for their Caythorpe landscape. <b>Outcomes:</b> <b>Year 3:</b> Children will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <b>Year 4:</b> Children can explain their choices of brushes and colours used to create effects, mood and texture.	<b>Year 3:</b> To use design to create a Greek pot or plate. <b>Year 4:</b> To create and combine shapes to create recognisable forms (Greek pot or plate). <b>Activities:</b> 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. <b>Outcomes:</b> <b>Year 3:</b> I can make a small pot or plate made of clay. <b>Year 4:</b> I can create some of the design features of Greek pottery.	<b>Year 3/4:</b> to print building layers of two or more colours <b>Activities:</b> Use any other the printing produced in previous sessions to build an additional colour onto the image. <b>Outcomes:</b> <b>Year 3/4:</b> Children will be able to create patterns with their printing block. Children will be able to print building layers of two or more colours

Lesson 5	<p><b>Year 3:</b> to create a landscape in the style of Van Gogh</p> <p><b>Year 4:</b></p> <p><b>Activities:</b> A view of Caythorpe – children will used skills taught throughout the unit to create a landscape in the style of Van Gogh.</p> <p><b>Outcomes:</b></p> <p><b>Year 3:</b> Children will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Children will use watercolour paint to produce washes for backgrounds then add detail.</p> <p><b>Year 4:</b> Children can explain their choices of brushes and colours used to create effects, mood and texture.</p>	<p><b>Year 3</b> To use colour mixing to paint Greek pot or plate.</p> <p><b>Year 4:</b> To use colour mixing to generate authentic colours for Greek pottery. <a href="#">(revising Y1/2 art)</a></p> <p><b>Activities:</b> 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 mainly earth tone as they would have used natural items that were readily available around them (rocks, minerals, plants).</p> <p><b>Outcomes:</b></p> <p><b>Year 3:</b> I understand which colours are appropriate I can colour mix orange.</p> <p><b>Year 4:</b> I can paint my pot/plate in the style of Greek pottery.</p>	<p><b>Year 3:</b> To select appropriate materials to produce a collagraph plate</p> <p><b>Year 4:</b> To select appropriate materials to create a textured surface to produce a collagraph plate</p> <p><b>Activities:</b> <a href="#">Collagraph Printing</a> 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><b>Outcomes:</b></p> <p><b>Year 3:</b> To print building layers of two or more colours. To select appropriate materials to create a textured surface to produce a collagraph plate. To create a collagraph print</p> <p><b>Year 4:</b> To print building layers of two or more colours. To select appropriate materials to create a textured surface to produce a collagraph plate. To create a textual collagraph print.</p>
Lesson 6	<p><b>Year 3:</b> To give peer feedback on artwork produced by the class.</p> <p><b>Year 4:</b> To give peer feedback on artwork produced by the class.</p> <p><b>Activities:</b> Explain that we have created a class/year group 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><b>Outcomes:</b></p> <p><b>Year 3:</b> Children can identify good techniques.</p> <p><b>Year 4:</b> Children can identify good techniques and evaluate their suitability for the task.</p>	<p><b>Year 3:</b> To give peer feedback on artwork produced by the class group.</p> <p><b>Year 4:</b> To give peer feedback on artwork produced by the class group.</p> <p><b>Activities:</b> 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><b>Outcomes:</b></p> <p><b>Year 3:</b> Children can identify good techniques.</p> <p><b>Year 4:</b> Children can identify good techniques and evaluate their suitability for the task.</p>	<p><b>Year 3:</b> To give peer feedback on artwork produced by the class</p> <p><b>Year 4:</b> To give peer feedback on artwork produced by the class</p> <p><b>Activities:</b> 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><b>Outcomes:</b></p> <p><b>Year 3:</b> Children can identify good techniques.</p> <p><b>Year 4:</b> Children can identify good techniques and evaluate their suitability for the task.</p>