



Art Curriculum – Year 3 and 4 – Cycle B

For characteristics of our school please see [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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.					
Hierarchies	Painting Stone Age Landscapes - children will develop skills of painting to create a Stone Age landscape in the style of Van Gogh Painting: 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. Revisiting from Year 1/2: painting, drawing Revising from cycle B: Drawing	Children will develop skills of working with textiles – learning how to dye materials, weave materials and develop their designs by adding embellishments. Textiles: A26: Shape and stitch materials. A27: Use basic cross stitch and back stitch. A28: Colour fabric. A29: Create weavings. DT8: Select appropriate joining techniques (in the context of sewing). DT9: Understand the need for a seam allowance. DT10: Join textiles with appropriate stitching. DT11: Select the most appropriate techniques to decorate textiles. Revisiting from Year ½ - Textiles – simple batik wax resist and dip-dyeing Revising from cycle A -		Children will explore the art form of collage, including effects which can be created using a range of paper techniques. Children will create a rainforest scene using the skills they have developed. Collage: A10: Select and arrange materials for a striking effect A11: Ensure work is precise. A12: Use coiling, overlapping, tessellation, mosaic and montage. Revisiting from Year ½ Revising from cycle A		
	Autumn 1 – Painting – Van Gogh		Spring 1 - Textiles		Summer 1 – Collage – Artists – Rousseau and Jeannie Baker	
Resources	Water colours, acrylic paints, mixing palettes, water pots, brushes of varying thicknesses. Links to Year 1/2 Texts:		For mood boards – sketch books, photocopied photographs/magazines, newspapers (children could collect these before the unit, catalogues, fabrics, scissors, glue, pens, pencils crayons, pastels, Sketch books, piece of fabric/linen for batik and dyeing (clean and cut to size, one per pupil), wax resist crayons/tool, bottles with secure lids for the diluted dyeing ink (one for each colour), elastic bands (4-5 per pupil), white T-shirts to tie dye, 30x30cm white cotton fabric, plastic mixer bottle each, disposable gloves, plastic sheeting to protect spillages, washing line or drying rack, newspaper, a selection of materials – ribbons, thread, strips of coloured cloth (cotton, voile, paper, plastic bags, card, wool, weaving looms 20cmx15cm approx. – cut tooth notches across the top and bottom (one per child), needles, threads, scissors Texts:		Examples of Rousseau’s paintings, sketch books, ipads to record photographs for sketch books, sketchbooks, pencils, plants in the classroom for still life display, rainforest plants photographs, selection of paints. primary colours and green, paintbrushes, mixing palettes, water and paintbrush pots, images of ‘surprise’ by Rousseau, sentence starters, trays/pots to collect natural colours, magazine clippings in natural colours, tissue paper, containers/pots for children to keep trees/bushes made, pictures of animals found in UK/rainforest, papers, materials, magazines tissue paper in colours needed, Green colours of materials, scissors, green/brown cotton, needles, templates of leaf shapes, containers for each child to keep shapes created for final piece, evaluation forms/post it notes (optional) Texts: Window and Home by Jeannie Baker	
Vocabulary	Landscape, background, foreground, midground, tint, tone,		Batik, fabric, textile, wax resist, dye, ty-dye, dip dye, weaving, warp, weft, tapestry, man-made, synthetic,		Collage, foreground background middle ground, rainforest, shades Colour, mix, palette, tonal, tones, palette, shades, tones, overlapping overlaying, embellish, sew, cut, running stitch, curling, twisting	
Flashback	<ul style="list-style-type: none"> 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 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. 		<ul style="list-style-type: none"> Know how to use weaving to create a pattern. Use a combination of materials that are cut, torn and glued and join together. Know how to use plaiting. Know how to use dip dye techniques. Know how to produce shapes, textures, patterns and lines using different brush techniques. Know how to mix colours effectively. Know how to produce washes for backgrounds using watercolours. 		<ul style="list-style-type: none"> 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 to add colour to fabrics. Know how to use different stitches to join fabrics. Know how to create weaves using different materials. 	

		- Know how to create a mood in pieces of artwork using colour.	
Lesson 1	<p>WALT: explain Van Gogh's use of shapes, textures, patterns and lines</p> <p>Activities: 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.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • know vocabulary to comment on the effects Van Gogh has created in his paintings. • notice different sizes of brushes used. • how Van Gogh has created texture in his paintings using different brush techniques 	<p>WALT: create and use a mood board</p> <p>Activities: Show examples of mood boards. Explain that designers use mood boards to help focus their creativity, for example, an interior designer might collect pictures or samples of fabrics, colour palettes, objects and shapes to help create a 'mood' or 'feel' before decorating a room.</p> <p>Tell the children that they will be making mood boards that reflect their personalities by sticking a selection of items onto a piece of cardboard. Pupils' boards should include at least one example from each of the following categories:</p> <p>Fabrics – a small piece to show a texture that they like, or is personal to them.</p> <p>Drawings – drawn by them of some of the things they like.</p> <p>Words – that reflect who they are or their favourite things.</p> <p>Photos – of places that are personal to them.</p> <p>Shapes – which could be cut out from a particular image they like.</p> <p>Colours – that the children like, represented by either fabric pieces or patches of colour added using pencils, paints, pastels.</p> <p>Ideas - Hand out the equipment listed in the <i>Before the lesson</i> section. Ask the children to draw two vertical and two horizontal lines on their card, splitting the card into nine roughly equal sections. The key focal points are where the lines intersect.</p> <p>Stress to the class that the selection of samples and pictures used in a mood board is very personal and so everyone's board should be different.</p> <p>If children support a certain football team, they could add the team colours, the emblem, or pictures of a player.</p> <p>If they like a certain app or game, pictures or characters linked to it can be used.</p> <p>Family photos could be added, as well as images found in newspapers and magazines that have a personal meaning.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • what a mood board is. • what is important to them through creating a mood board. • how to explain their choices. • how to carefully select and curate fabrics, colours, textures and images to inspire them in this topic through making a mood board. 	<p>WALT: be able to identify the materials used in a piece of artwork</p> <p>Compare the habitat to Antarctica – link to previous learning</p> <p>Activities: Starter – in pairs/on tables mixed ability – list materials used to create the images (pages from Window by Jeannie Baker.</p> <p>As a class, groups share picture and lists of materials used. Look at the work of Henri Rousseau - Show clip https://www.bbc.co.uk/programmes/p01dqy77</p> <p>Identify fore, mid and background. What can we see? Discuss his paintings. Ask children what they like and dislike about his paintings. Talk about colours. Model how to annotate an image to children and say what parts they like and dislike about the image. For example, I like this area because of the variety of colours used. I dislike the use of the tiger in this part of the image because it is unrealistic.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • and name materials used in a piece of artwork • the meaning of foreground, middle ground and background • what they like and dislike about Rousseau's paintings • how the materials have been used/adapted to create the artwork
Lesson 2	<p>WALT: mix colours effectively to create a colour wash</p> <p>Activities: 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</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to mix colours effectively. • adding white/black to create tints and tones. 	<p>WALT: know ways to colour fabrics</p> <p>Activities: Please note that this lesson is best split over two sessions, as the dye will require time to work on the material. Children will dye fabric and a T-shirt. Fabrics dyed today will be used to create weavings in lesson 3 and embellish T-Shirt in lesson 4).</p> <p>Explain how tie-dye works in a similar way to wax resist, by covering or blocking colour to specific areas or in a particular pattern before dyeing or covering with paint.</p> <p>Part 1 – model and children then scrunch, fold or coil up material/Tshirt to be dyed tightly and secure with elastic bands. Mix dyes – bottle for each colour. Allow dye to work into the cloth (overnight). Model and set up dip dye in pairs.</p>	<p>WALT: use the natural environment as a stimulus</p> <p>Activities: Explain to children that they will take on the role of Jeannie Baker/Rousseau and use the gardens and surroundings to sketch ideas for their own versions of Baker's collages/ Rousseau's paintings. Reiterate that an artist such as Baker/ Rousseau would sketch from outside taking interesting forms from the plants. Model to children using the still life on how to divide sketchbook into 4 and quickly sketch. Explain that mistakes are good, and children are not to simply scribble or draw lines over them. Show how to use a pencil to sketch, filling the whole space. DO NOT press very hard, instead use light sketch line to gradually form the shape. Explain that children will also use ipads to capture interesting scenes that they can use for their sketches as well.</p>

	<ul style="list-style-type: none"> • how to use pallets created to create a colour wash for a background. • the effects of layering colours in their colour washes. 	<p>Part 2 – Rinse off dye with plain water. Allow to dry. What dye colour will you use? What will happen if we mix two colours together? Can you predict the patterns made from the ways you tied the cloth? Where will the dip dye be darker? Lighter in depth of colour? Why?</p> <p>Children will know:</p> <ul style="list-style-type: none"> • the process of tie-dyeing. • the need to secure the ties tightly. • the similarities between tie-dyeing and wax resist (Y1/2 Cycle) • that the longer the fabric is in the dye – the deeper the colour. 	<p>Take children outside and pick interesting plants. Leaf shapes, spikey grass and the palms in the garden are ideal for this.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to use a pencil to sketch in the correct manner • how to record drawings from real life and still life • how to take pictures of objects that interest me • how to annotate their drawings annotating what they like or dislike about their images
Lesson 3	<p>WALT: identify details in Van Gogh’s landscapes Activities: 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) Children will know:</p> <ul style="list-style-type: none"> • and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<p>WALT: to develop the technique of paper weaving is and create a piece of weaving using this method Activities: Pupils look the work of Anni Albers and use strips of paper to create a weave, familiarising themselves with terms such as 'warp' and 'weft'. View the link “Tate Britain: Intersecting” by Anni Albers. How was the artwork made? It has been woven – we call this tapestry or weaving. Using a magnifying glass, children look at the weave used to make their clothes. Children will notice strands woven together. People have woven for thousands of years – fabrics varied – man-made and synthetic. View methods of weaving – carpet weaving, hand weaving, palm weaving What other materials can we weave with? Model weaving – weft and warp As a class, weave the first, individual strip of the first piece of paper/picture (weft) laterally into the slats of the second piece of paper/picture (warp), weaving over-under-over-under until you reach the end. Weave in the next strip, this time start under-over-under-over. Push the paper strips tightly into the weave and repeat this process until all the strips of paper are woven into the first piece of paper. Use tape or a drop of glue to keep the whole weave in place. Children will know:</p> <ul style="list-style-type: none"> • and use the terms warp and weft. • skills to cut with greater accuracy. • how to develop skills to weave with neatness. 	<p>WALT: to explore tonal variation in Rousseau’s work Link to colour mixing Y1/2 Activities: Explain that Rousseau cleverly uses different shades to help add detail to his work. Refer back to previous lessons when talking about how Rousseau mixed colours. Take one section (on slide) what colours has Rousseau mixed to achieve this? Look for yellows... Main Activity- Model to children how to start with a base of green, and very, very gradually mix in yellow, showing a variation in tone like a mosaic on the paper. Spend time modelling activity and explain that too much paint and using too much of one colour will result in ‘muddy tones’ In their sketchbooks, children begin to experiment by mixing different blues and greens and lightening and darkening them. Children will know:</p> <ul style="list-style-type: none"> • how to mix colours • how to vary tone and colour • how to annotate work and their swatches with evaluation of likes and dislikes
Lesson 4	<p>WALT:use thick and thin brushes with greater accuracy and control Activities: 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. Children will know:</p> <ul style="list-style-type: none"> • and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • how to explain their choices of brushes and colours used to create effects, mood and texture. 	<p>WALT: to develop skills of weaving with different materials Activities: Using their weaving skills from the previous lesson and their tie-dyed materials from Lesson 2, children weave with fabric using a loom. Display the variety and range of materials available to weave with. Model the process of planning, organizing and sorting chosen colours (one idea is for a single colour throughout with a variety of materials in the same colour – or colours gradually change throughout the piece. Model the weaving process – push materials up for a tight weave. Children will know:</p> <ul style="list-style-type: none"> • how to weave with greater accuracy. • the terms warp and weft. • how to weave with a wider variety of materials 	<p>WALT: develop skills of overlapping and overlaying Activities: Collect a colour palette of natural colours from school grounds. Children collect as many different colours as possible, then choose one colour and collect as many different shades and tones of that colour. Main Activity – model using twisting, coiling and curling to change the shapes of the papers. Curling paper strips using scissors, curling strips around a pencil. Model using overlaying and over lapping of tissue paper to create different tones and deeper colours. Model using the materials to match and overlap to create trees/leaves/bushes – these will be used in the final composition - trying to match shades of green. Children will know:</p> <ul style="list-style-type: none"> • where to collect colours from the natural environment to use in a collage • how to sort colours depending on their tone. • how to evaluate my work using appropriate vocabulary

			<ul style="list-style-type: none"> • how to use skills of overlaying and overlapping with thought to colour/tones created
Lesson 5	<p>WALT: create a landscape in the style of Van Gogh</p> <p>Activities: A view of Caythorpe – children will use skills taught throughout the unit to create a landscape in the style of Van Gogh.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • how to use watercolour paint to produce washes for backgrounds then add detail. • explain their choices of brushes and colours used to create effects, mood and texture. 	<p>WALT: Practise skills of cross stitch and back stitch</p> <p>Activities: Refer back to mood boards in session 1. Children will be adding to the front of their tie-dye t-shirts by sewing on simple shapes (from their mood board or another simple shape or initial. Teacher model drawing shape on back of material and cutting it out. Choose thread from mood board palette. Show how to tie on thread and sew simple running stitch initially. Then use of cross stitch and back stitch. Including when and where these stitches should and could be used for joining and decorating/embellishment.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to sew running stitch, cross stitch and back stitch with greater accuracy. • how to cut fabric neatly and accurately. • how to sew designs onto a t-shirt to personalise it. 	<p>WALT: say why certain materials have been chosen</p> <p>Activities: Explain what is meant by composition (where things are placed) and show good examples. Children will create animal to go in centre of picture. Show an example where something is in the centre of the image. Explain that the image dominates the picture and does not allow you to focus on anything else in the image. Show Rousseau images. Note how the animals do not dominate the image, but are balanced with other factors, trees. Show on the white board what would make a good composition? Show different placing of the animals, and ask children to discuss what would make the best composition.</p> <p>Model choosing pictures and around the pictures get them to annotate what they notice about colours, textures, words that describe the animal's personality, size etc. In between the pictures children to focus on a particular element of an animal and draw it out – choose appropriate materials (could be the pattern of the fur, their eyes, fangs, paws etc) – Model drawing an outline of the animal of choice and using materials to create the colour (Y4/5 over-lapping and overlaying too)</p> <p>Sketching first and then using the materials to collage.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to sketch an outline of the animal of their choice • and choose appropriate materials to create effects - texture, tonal colours required • and use tonal variations of colour
Lesson 6	<p>WALT: To give peer feedback on artwork produced by the class.</p> <p>Activities: Explain that we have created a class/year group gallery space with the landscapes from the class. Give children 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. • evaluate their suitability for the task. 	<p>From the previous session – children may need more time to develop the above skills.</p> <p>Evaluate art work</p> <p>What techniques were effective? What might they do differently next time?</p> <p>Activities: Explain that we have created a class/year group gallery space with the landscapes from the class. Give children 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. • evaluate their suitability for the task. 	<p>WALT: use cutting and sewing as a joining technique in collage</p> <p>Activities: Starter- show image – identify what's in the foreground, middle ground, background – list with talk partner on whiteboards. Model cutting leaf shapes from green tones of materials then adding running stitching to centre of leaf shapes to create the rib patterns.</p> <p>Y4/5 – Model embellishing paper and materials for different effects on animals, trees/bark, leaves using sewing and/or paints/stamps</p> <p>When children have a suitable amount of parts model putting these together as an image. Selecting parts for background, then overlaying with middle ground and then foreground. Model thinking aloud about textures, tones etc choices. Then when happy with effect – glue down</p> <p>Could the children add to their pictures? Other media such as buttons, sequins, feathers etc can enhance a picture as can hole-punched circles for eyes. How could they better represent specific features ie. fur or scales? They could use textured and patterned papers rather than plain. Evaluate work.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to cut a leaf shape from material • how to sew using a running stitch to create a pattern • how to join materials using sewing • how to use techniques to embellish their work

Key Knowledge	<ul style="list-style-type: none">- Know how to produce shapes, textures, patterns and lines using different brush techniques.- Know how to mix colours effectively.- Know how to produce washes for backgrounds using watercolours.- Know how to create a mood in pieces of artwork using colour.	<ul style="list-style-type: none">- Know how to add colour to fabrics.- Know how to use different stitches to join fabrics.- Know how to create weaves using different materials.	<ul style="list-style-type: none">- 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.
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