



**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

	<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.			
Hierarchies	<b>Children will learn about how and why art was created thousands of years ago and develop skills to create a drawing replicating techniques from the past) of cave painting). Children could also explore making paints from natural materials.</b> <b>Drawing:</b> 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. <b>Revisiting from Year ½ - Drawing</b> <b>Revising from cycle A -</b>	<b>Children will develop skills of working with textiles – learning how to dye materials, weave materials and develop their designs by adding embellishments.</b> <b>Textiles:</b> 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. <b>Revisiting from Year ½ - Textiles – simple batik wax resist and dip-dyeing</b> <b>Revising from cycle A -</b>	<b>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.</b> <b>Collage:</b> A10: Select and arrange materials for a striking effect A11: Ensure work is precise. A12: Use coiling, overlapping, tessellation, mosaic and montage. <b>Revisiting from Year ½</b> <b>Revising from cycle A</b>	
	<b>Autumn 2 (Links to Stone Age – cave drawings)</b>		<b>Spring 1 - Textiles</b>	
Resources	Sketch books, examples of cave paintings (Chauvet Cave), sketching pencils, pastels in earthy tones, charcoal, tinted paper/tea stained paper <b>Texts:</b> The First Drawing by Mordicaj Gerstein, Stone Age Boy by Satoshi Kitamura,		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 <b>Texts:</b>	
Vocabulary	Cave painting, Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression		Batik, fabric, textile, wax resist, dye, ty-dye, dip dye, weaving, warp, weft, tapestry, man-made, synthetic,	
Lesson 1	<b>Year 3:</b> To use sketch book to collect information, sketches and resources. <b>Year 4:</b> To use sketch book to collect information, sketches and resources. <b>Activities:</b> 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 stone age cave paintings. Children to annotate ideas within sketchbooks. (model this to inspire pupils with ideas and demonstrate expectations of presentation in sketchbooks)		<b>Year 3/4:</b> to create and use a mood board <b>Activities:</b> 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. 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: <b>Fabrics</b> – a small piece to show a texture that they like, or is personal to them. <b>Drawings</b> – drawn by them of some of the things they like.	
	<b>Summer 1 – Collage – Artists – Rousseau and Jeannie Baker</b>		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) <b>Texts:</b> Window and Home by Jeannie Baker	

	<p><b>Outcomes:</b>  <b>Year 3:</b> Children understand how art can help form our knowledge of our history. Children are beginning to understand how stone age life was different to now. Children can discuss how stone age art was different to modern day art.  <b>Year 4:</b> Children understand how art can help form our knowledge of our history. Children are beginning to understand how stone age life was different to now. Children can explain how stone age art was different to modern day art.</p>	<p><b>Words</b> – that reflect who they are or their favourite things.  <b>Photos</b> – of places that are personal to them.  <b>Shapes</b> – which could be cut out from a particular image they like.  <b>Colours</b> – that the children like, represented by either fabric pieces or patches of colour added using pencils, paints, pastels.  <b>Ideas</b> - 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.  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.  If children support a certain football team, they could add the team colours, the emblem, or pictures of a player.  If they like a certain app or game, pictures or characters linked to it can be used.  Family photos could be added, as well as images found in newspapers and magazines that have a personal meaning.  <b>Outcomes:</b>  <b>Year 3/4:</b> Children will be able to explain what a mood board is.  Children will show what is important to them through creating a mood board.  Children will be able to explain their choices.  Children will carefully select and curate fabrics, colours, textures and images to inspire them in this topic through making a mood board.</p>	<p>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.  <b>Outcomes:</b>  <b>Year 3:</b> Children will be able to name materials used in a piece of artwork  Children know the meaning of foreground, middle ground and background  Children can say what I like and dislike about Rousseau’s paintings  <b>Year 4:</b>  Most children will be able name most of the materials used in a piece of artwork  Some children will be able to explain how the materials have been used/adapted to create the artwork</p>
Lesson 2	<p><b>Year 3/4:</b>To develop the skill of sketching lightly  <b>Activities:</b> 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.  <b>Outcomes:</b>  <b>Year 3:</b> Children know how sketching is different to drawing an outline.  Children can sketch lightly (no need to use a rubber to correct mistakes).  Children begin sketch effectively.  Children can create drawings inspired by cave paintings  <b>Year 4:</b> Children know how sketching is different to drawing an outline.  Children can sketch lightly (no need to use a rubber to correct mistakes).  Children can sketch effectively.  Children can create drawings inspired by cave paintings</p>	<p><b>Year 3/4:</b> To explore ways to colour fabrics  <b>Activities:</b> 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).  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.  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.  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?  <b>Outcomes:</b>  <b>Year 3/Year 4:</b> Children will know the process of tie-dyeing.  Children can secure the ties tightly.  Children will discuss the similarities between tie-dyeing and wax resist (Y1/2 Cycle)  Children will know that the longer the fabric is in the dye – the deeper the colour.</p>	<p><b>Year 3:</b> to use the natural environment as a stimulus  <b>Year 4:</b> to use the natural environment as a stimulus  <b>Activities:</b> 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.  Take children outside and pick interesting plants. Leaf shapes, spikey grass and the palms in the garden are ideal for this.  <b>Outcomes:</b>  <b>Year 3:</b> Children can use a pencil to sketch in the correct manner  Children can record drawings from real life  Children can take pictures of objects that interest me  <b>Year 4:</b> Children will be able to use a pencil to sketch in the correct manner  Children will be able to record drawings from real and still life  Children will be able to annotate their drawings annotating what they like or dislike about their images</p>
Lesson 3	<p><b>Year 3/4:</b> To use different hardnesses of pencils to show line, tone and texture  <b>Activities:</b> 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)  <b>Outcomes:</b>  <b>Year 3:</b> Children use different harnesses of pencils to show line, tone and texture.  Children develop skills to sketch effectively.  <b>Year 4:</b> Children use different harnesses of pencils to show line, tone and texture with a greater degree of control and accuracy  Children develop skills to sketch effectively with greater accuracy.</p>	<p><b>Year 3/4:</b> to develop the technique of paper weaving is and create a piece of weaving using this method  <b>Activities:</b> 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'.  <a href="#">View the link “Tate Britain: Intersecting” by Anni Albers.</a> 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 – <a href="#">carpet weaving</a>, <a href="#">hand weaving</a>, <a href="#">palm weaving</a>  What other materials can we weave with?</p>	<p><b>Year 3/4:</b> to explore tonal variation in Rousseau’s work  <a href="#">Link to colour mixing Y1/2</a>  <b>Activities:</b> 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... <b>Main Activity-</b> 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.  <b>Outcomes:</b>  <b>Year 3:</b> Children can mix colours</p>

		<p>Model weaving – weft and warp As a class, weave the first, individual strip of the first piece of paper/picture (<b>weft</b>) laterally into the slats of the second piece of paper/picture (<b>warp</b>), weaving <b>over-under-over-under</b> until you reach the end. Weave in the next strip, this time start <b>under-over-under-over</b>. 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.</p> <p><b>Outcomes:</b>  <b>Year 3/4:</b> Children will know and use the terms warp and weft.  Children will develop skills to cut with greater accuracy.  Children will develop skills to weave with neatness.</p>	<p>Children can vary tone and colour  Children can annotate my work  <b>Year 4:</b>  Children can mix different shades of green  Children can vary tone and colour with control  Children can annotate their swatches with evaluation of likes and dislikes</p>
Lesson 4	<p><b>Year 3/ 4:</b> To use shading to show light and shadow.  <b>Activities:</b> 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.  <b>Outcomes:</b>  <b>Year 3:</b> Children can use shading to show areas of light and shadow within a sketch.  To evaluate the use of shading effects using different media.  <b>Year 4:</b> Children can use shading to show areas of light and shadow within a sketch with greater accuracy and control.  To evaluate the use of shading effects using different media.</p>	<p><b>Year 3:</b> to explore weaving with different materials  <b>Year 4:</b> to develop skills of weaving with different materials  <b>Activities:</b> 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.  <b>Outcomes:</b>  <b>Year 3/ 4:</b> Children will be able to weave with greater accuracy.  Children will understand the terms warp and weft.  Children will be able to weave with a wider variety of materials</p>	<p><b>Year 3:</b> To use collage materials independently  <b>Year 4:</b> To develop skills of overlapping and overlaying  <b>Activities:</b> 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.  <b>Main Activity</b> – 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.  <b>Outcomes:</b>  <b>Year 3:</b> Children can collect colours from the natural environment to use in a collage.  Children can sort colours depending on their tone.  Children can evaluate my work using appropriate vocabulary  <b>Year 4:</b> Children can collect colours from the natural environment to use in a collage.  Children can sort colours depending on their tone.  Children can evaluate my work using appropriate vocabulary  Children can use skills of overlaying and overlapping with thought to colour/tones created</p>
Lesson 5	<p><b>Year 3/4:</b> To use hatching and cross hatching to show tone and texture.  <b>Activities:</b> 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.  <b>Outcomes:</b>  <b>Year 3:</b> To use hatching and cross hatching to show tone and texture.  To explain when and where hatching and cross hatching can be used in a sketch.  To evaluate the effects of hatching and cross hatching with different media.  <b>Year 4:</b> To use hatching and cross hatching to show tone and texture with greater control and accuracy.  To explain when and where hatching and cross hatching can be used in a sketch.  To evaluate the effects of hatching and cross hatching with different media.</p>	<p><b>Year 3/4:</b> Practise skills of cross stich and back stick  <b>Activities:</b> 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 stich and back stitch. Including when and where these stiches should and could be used for joining and decorating/embellishment.  <b>Outcomes:</b>  <b>Year 3/4:</b> Children will be able to sew running stitch, cross stitch and back stitch with greater accuracy.  Children will be able to cut fabric neatly and accurately.  Children will be able to sew designs onto a t-shirt to personalise it.</p>	<p><b>Year 3/4:</b> To say why certain materials have been chosen  <b>Activities:</b> 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.  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)  Sketching first and then using he materials to collage.  <b>Outcomes:</b>  <b>Year 3:</b> Children can sketch an outline of the animal of their choice  Children can choose appropriate materials to create effects  Children can use tonal variations of colour  <b>Year 4:</b> Children can sketch an outline of an animal of their choice  Children can use collage materials to create effects  Children can choose appropriate materials to create texture, tonal colours required</p>

**Year 3/4:** To create a cave painting applying sketching skills.  
**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.  
**Outcomes:**  
**Year 3:** Children can use a range of materials.  
 Children can sketch effectively onto a different surface.  
 To apply skills taught within the unit to create a sketch.  
**Year 4:** Children can use a range of materials effectively.  
 Children can sketch effectively onto a different surface.  
 Children can create a realistic cave painting replica.  
 To apply skills taught within the unit to create a sketch with greater accuracy and control.

From the previous session – children may need more time to develop the above skills.  
 Evaluate art work  
 What techniques were effective? What might they do differently next time?  
**Year 3:** To give peer feedback on artwork produced by the class  
**Year 4:** To give peer feedback on artwork produced by the class  
**Activities:** 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.  
**Outcomes:**  
**Year 3:** I can identify good techniques.  
**Year 4:** I can identify good techniques and evaluate their suitability for the task.

**Year 3:** to use cutting and sewing as a joining technique in collage  
**Year 4:** to embellish work using a variety of techniques  
**Activities: Starter-** show image – identify what's in the foreground, middle ground, back ground – 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.  
 Y4/5 – Model embellishing paper and materials for different effects on animals, trees/bark, leaves using sewing and/or paints/stamps  
 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  
 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.  
**Outcomes:**  
**Year 3/4:** I can cut a leaf shape from material  
 I can sew using a running stitch to create a pattern  
 I can join materials using sewing