

Y3/4 ART CURRICULUM



Year A

| AUTUMN: "ARCHEOLOGY ROCKS!" | SPRING: "OUTLAWS!" | SUMMER: "LET YOUR LIGHT SHINE!" |
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| ART SKILLS / TECHNIQUES | ART SKILLS / TECHNIQUES | ART SKILLS / TECHNIQUES |
| FOCUS: Wall Art <i>(from Stone Age to Banksy)</i> | FOCUS: Relationships <i>(painting & functional design)</i> | FOCUS: Celtic Art & Design <i>(Hist & RE Link)</i> |
| Outcome: Art work inspired by Haring | Outcomes: Water colour painting of two people bench design & model | Outcomes: Celtic Relief Sculpture |
| Explores the effect of other media on paint e.g. adding water, sand, glue Y4 EXT: <i>Begins to use a range of techniques including dots, scratches and splashes. Begins to use different types of brushes for specific purpose and effect.</i> | [Sculpture] Is able to recreate a 2D image in a 3D piece. Y4 EXT: <i>Shows an awareness of texture, shape and form by recreating an image in 3D.</i> | Uses stimuli to create simple 2D and 3D images using a variety of tools and materials Y4 EXT: <i>Starts to look at colour / pattern in 3D structures & transfers this knowledge to their own creations</i> |
| <ul style="list-style-type: none"> • Discuss: what is art and how did it start? • Compare early cave art from around the world • Explore cave-art techniques • Understand evolution of art • Identify key art movements and features • Explore paint effects including adding texture • Compare work of Haring & Banksy • Create own art work inspired by Haring figures | <ul style="list-style-type: none"> • Compare and interpret portraits of groups • Reflect on relationship / emotions / status shown • Discuss size / position / clothing / gestures / background • Use well-known story to inspire art work • Use drama / photography to help develop composition • Sketch ideas, make choices and improve / develop • Use colourwash and overpainting to add depth and detail • Explore adding texture (e.g. to fabric) | <ul style="list-style-type: none"> • Compare different forms of Celtic art; identify common aspects (e.g. Celtic patterns) • Explore designs of Celtic crosses and jewellery • Sketch details and annotate pictures • Design a Celtic cross / brooch / pendant • Make a relief sculpture using string • Add colour to enhance detail |
| | <ul style="list-style-type: none"> • Compare chair designs from range of periods • Discuss and compare Van Gogh chair pictures • Understand how a chair / bench is constructed • Create mood-board of ideas • Make model of bench design | <ul style="list-style-type: none"> • Research illuminated scriptures / Lindisfarne Bible • Understand how early Bibles were made by Monks Explore and sketch different examples • Design illuminated letter tile • Use fine water colour and metallic pens to add details |
| VOCABULARY Art / creative / communication / purpose Evolution / chronology Methods / media / stencil / Impressionism / pointillism / abstract Cave art / history / style / techniques Charcoal / paint / texture / sawdust / sand Printing / pushing / dragging Graffiti / lettering / figures / 3D Composition / style / colour | VOCABULARY traditional / portraits / infer / predict / relationship / emotions relative / size / position / clothing / gestures / background freeze-frame / photograph / composition / arrangement / impact sketch / line drawing / outline / water colour / colour wash overpainting / layers / detail / texture / pattern / technique fabric / velvet / leather / silk / embroidery / decoration chair / bench / construction / component / design / annotate purpose / intention / practical / use / setting / surrounding | VOCABULARY Celtic / patterns Explore / compare / similarities / differences Jewellery / brooch / pendant relief sculpture / 2d / 3d / texture / embossed / detail 'illuminated' letters & scriptures / rare / historic Water-colour / detail / metallic |
| ARTIST FOCUS | ARTIST FOCUS | ARTIST FOCUS |
| Keith Haring (simple figures; movement; politics) Banksy (modern graffiti; politics) | Traditional portrait artists Van Gogh (chair paintings) | Lindisfarne Bible – art of illuminated lettering and illustration by medieval monks |

Year B

| AUTUMN: "MOVERS & SHAKERS" | SPRING: "SPLASH & CRASH!" | SUMMER: "TO INFINITY AND BEYOND" |
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| ART SKILLS / TECHNIQUES | ART SKILLS / TECHNIQUES | ART SKILLS / TECHNIQUES |
| FOCUS: <u>Viking Design</u> & <u>Ceramics</u> (<i>history of</i>) | FOCUS: <u>Representations of Water</u> (<i>how artists create water in their art work</i>) | FOCUS: <u>Surrealism & Abstract Form</u> (<i>2d & 3d representations of dreamlike / fantasy images</i>) |
| Outcome: Willow Pattern & Clarice Cliff inspired design | Outcome: Monet / Hokusai inspired work | Outcome: Fantasy Film set design & clay sculpture |
| <p>Uses line, tone & shade to represent things seen or imagined.</p> <p>Y4 ext: <i>Experiments with line, tone and shade, with support. Draws familiar objects from a range of view points.</i></p> | <p>Understands colour-mixing principles. Experiments with creating mood, feeling and movement.</p> <p>Y4 ext: <i>Begins to use a range of techniques. Begins to use different types of brushes for specific purpose and effect. Selects and chooses materials to achieve a specific outcome.</i></p> | <p>Directly annotate work, sketches and drawings prior to creating final piece or work. Compare methods and approaches between their own and others work.</p> <p>Y4 ext: <i>Use their evaluation of artists work to impact and replicate in their own work. Evaluate the work of artists, identifying what they like and dislike.</i></p> |
| <ul style="list-style-type: none"> • Explore and recreate Viking art-work (carvings / weapons / jewellery / longboats / myths) • Practice a range of techniques with different media • Develop understanding of history of ceramics • Know history and tradition of willow pattern • Recreate willow pattern designs with paint (<i>controlled, detailed, stylised fine brush-strokes</i>) • Be familiar with art-deco movement • Recognise main styles of Clarice Cliff • Use shapes / colours of Clarice Cliff in own designs (<i>painting stylized shape outlines, filling with bold colours</i>) | <ul style="list-style-type: none"> • Explore shades of blue in green-blue-purple spectrum • Explore colour mixing and shading with paint • Experiment with techniques to create water effect: paint / pastel / collage / printing etc • Compare contrast how artists present water • Express opinions on artwork • Practice working in style of Monet and Hokusai | <ul style="list-style-type: none"> • Understand concept of Surrealism • Compare and contrast work by Miro & Dali • Experiment in style of Miro – black lines and bright colours • Experiment with style of Dali – barren landscapes and strange objects – to create film set design • Reflect on abstract art of Moore & Hepworth • Create simple clay sculpture |
| <p><u>VOCABULARY:</u></p> <p>Viking crafts / design / culture / archaeology Runes / shield / sword / jewellery / longboats / myths Ceramic / evolve / art movements / function / decoration Willow pattern / Chinese / pavilion / line-drawing / legend Art deco / architecture / interior design / shape / style Iconic / revolutionary / value</p> | <p><u>VOCABULARY:</u></p> <p>Colour mixing / shades / tints / blend Paint / oil pastel / tissue paper / marbling / bubble printing Reflections / movement / waves Style / technique / media Inspiration / influence</p> | <p><u>VOCABULARY:</u></p> <p>Surrealism / abstract / philosophy / style / quality Line / fill / block / colour/ shape / composition / movement Landscape / realism / obscure / unsettling Fantasy / creative / imaginative / unreal Water colour / collage / sculpture Compare / contrast / similar / different 2d / 3d / clay / stone / smooth / curves / viewpoint</p> |
| ARTIST FOCUS | ARTIST FOCUS | ARTIST FOCUS |
| Clarice Cliff (ceramic designer) | Monet (Water Lilies – oil paintings) Hokusai (The Great Wave – wood block print) | Salvador Dali & Miro (surrealism) Henry Moore & Barbara Hepworth (abstract sculpture) |