




	Term 1	Term 2	Term 3
<b>Art Work focus and theme</b>	 <p>Exekias, <i>The Exekias Amphora (Archilles and Penthesilia)</i>, 530BC</p> <p>Theme – Greek Pottery</p>	 <p>Paul Cezanne, <i>Still Life with Apples</i>, 1890</p> <p>Theme – Still Life</p>	 <p>Kathe Kollowitz, <i>Self-Portrait</i>, 1933</p> <p>Theme – Self-Portraits</p>
<b>Additional projects</b> – linked to events and subjects			
Link to Programme of study	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with <b>creativity, experimentation and an increasing awareness of different kinds of art, craft and design</b>. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to <b>record their observations</b> and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about <b>great artists, architects and designers in history</b>.</li> </ul>		
<b>Composite knowledge</b> (questions to be answered)	<ul style="list-style-type: none"> <li>- How did the Ancient Greeks use pottery as a form of art?</li> <li>- What story could you represent using line and shape?</li> <li>- What materials and techniques can be used to sculpt a pot that is useful and artistic?</li> </ul>	<ul style="list-style-type: none"> <li>- How did Cezanne use paint to create shapes and form in his still life?</li> <li>- Can you use perspective and proportion in your paintings to create space?</li> <li>- Can you create a colour palette which can be used to represent a still life?</li> </ul>	<ul style="list-style-type: none"> <li>- How has Kathe Kollowitz used line to create a self-portrait?</li> <li>- How can we use charcoal to create tone (shadow and highlights) in our own self-portraits?</li> <li>- Can you use charcoal and other drawing materials to represent ourselves through art?</li> </ul>
<b>Component Knowledge</b> (Intentional knowledge they need to understand)	<p><b>Making Skills:</b>  <u>PRINTING, SCULPTURE AND COLLAGE</u>                      To create sculptures and prints using a range of materials.                      To use photography to inspire their art (experiment with photography apps and photomontage).                      To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p> <p><b>Formal Techniques:</b>  <u>LINE</u>                      To analyse and describe how artists use line in their work.</p>	<p><b>Making Skills:</b>  <u>DRAWING</u>                      To draw a still life from observation.  <u>PAINTING</u>                      To develop skill and control when painting.                      To apply expression and creativity to own paintings.                      To understand that paints have different properties and need to be applied differently (acrylic compared to watercolour).</p> <p><b>Formal Techniques:</b>  <u>COLOUR AND TONE</u>                      To begin to analyse and describe colour and painting techniques in artists’ work.</p>	<p><b>Making Skills:</b>  <u>DRAWING</u>                      To continue to develop an understanding of geometry and proportion when drawing (building up perspective).</p> <p><b>Formal Techniques:</b>  <u>COLOUR AND TONE</u>                      To understand tone in more depth to create 3D effects – linking to shadows and highlights when drawing and painting.                      To analyse and describe use of tone in artists’ work.</p> <p><u>LINE</u></p>

	<p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>PATTERN</u></b> To create original designs for patterns using repeating shapes. To analyse and describe how other artists use pattern.</p> <p><b><u>SHAPE AND FORM</u></b> To develop ability to create 3D forms using a range of materials (clay, Modroc, wire). To analyse and describe how artists use and apply form in their work and begin to use in their own art.</p> <p><b><u>TEXTURE</u></b> To use a range of natural and synthetic materials to express complex textures – in printing, sculpture and painting.</p> <p><b>Evaluation Skills:</b> To use more complex art-based vocabulary when discussing own and others’ art. To use their own and other’s opinion of work to identify areas of improvement. To reflect on their own work and skills in order to make improvements.</p> <p><b>Exploration and Creation</b> -To use sketchbooks for planning and refining work. To record observations, thoughts and ideas and to develop skill and technique. -To develop ideas through sketches and annotations. -To use literary sources to inspire art. -To create and invent art for different purposes (architectural designs, fashion, branding)</p>	<p>To use tints and shades when mixing colours for different purposes. To understand tone in more depth to create 3D effects – linking to shadows and highlights when drawing and painting. To analyse and describe use of tone in artists’ work. To understand colour theory and use the colour wheel.</p> <p><b><u>LINE</u></b> To analyse and describe how artists use line in their work. To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>SPACE</u></b> To understand the use of positive and negative space in art and begin using this in their own creations. To gain confidence creating an illusion of 3D space using line, colour and tone.</p> <p><b><u>SHAPE AND FORM</u></b> To create geometric compositions using mathematical shapes. To analyse and describe the use of shape in artist’s work.</p> <p><b><u>TEXTURE</u></b> To use a range of natural and synthetic materials to express complex textures – in printing, sculpture and painting.</p> <p><b>Evaluation Skills:</b> To use more complex art-based vocabulary when discussing own and others’ art. To use their own and other’s opinion of work to identify areas of improvement. To reflect on their own work and skills in order to make improvements.</p> <p><b>Exploration and Creation</b> -To use sketchbooks for planning and refining work.</p>	<p>To analyse and describe how artists use line in their work. To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>SPACE</u></b> To understand the use of positive and negative space in art and begin using this in their own creations. To gain confidence creating an illusion of 3D space using line, colour and tone.</p> <p><b><u>SHAPE AND FORM</u></b> To create geometric compositions using mathematical shapes.</p> <p><b>Evaluation Skills:</b> To use more complex art-based vocabulary when discussing own and others’ art. To use their own and other’s opinion of work to identify areas of improvement. To reflect on their own work and skills in order to make improvements.</p> <p><b>Exploration and Creation</b> -To use sketchbooks for planning and refining work. To record observations, thoughts and ideas and to develop skill and technique. -To develop ideas through sketches and annotations. -To use literary sources to inspire art. -To create and invent art for different purposes (architectural designs, fashion, branding)</p>
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<b>Key Vocabulary</b>	<p><b>Sculpture</b> – Malleable, hollowing-out, loop tool, ribbon tool, modelling</p> <p><b>Line</b> – jagged, free, angular, sharp, faint, soft</p> <p><b>Texture</b> – Surface, uneven, coarse, cracked, polished</p> <p><b>Pattern</b> – Cross-hatch, continuous, symmetrical, spiral, overlapped</p> <p><b>Shape and form</b> – Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation-</b> Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p> <p><b>Type of art</b> – pottery, ceramics</p>	<p><b>Painting</b> - Acrylic paints, watercolour, Wet-on-wet, overlay</p> <p><b>Colour and tone</b>– shadow and highlight, complimentary, contrasting, harsh, warm, cool, vibrant, flat</p> <p><b>Line</b> – free, angular, sharp, faint, soft</p> <p><b>Space</b> – Perspective, negative space, positive space, focal point, angle</p> <p><b>Texture</b> –Surface, uneven, coarse, cracked, polished</p> <p><b>Shape and form</b> –Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation-</b> Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p> <p><b>Type of art</b> – still life, impressionism</p>	<p><b>Drawing</b> – Charcoal, pastel, ink, design</p> <p><b>Colour and tone</b>– shadow and highlight, harsh, flat</p> <p><b>Line</b> – jagged, free, angular, sharp, broken, faint, soft</p> <p><b>Space</b> – Perspective, negative space, positive space, focal point, angle</p> <p><b>Shape and form</b> –Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation-</b> Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p> <p><b>Type of art</b> – self-portrait</p>
<b>Resources</b>	Clay, mod-roc, papier-mache, pencils, watercolour, acrylic paints, rulers	Watercolour, acrylic paint, oil pastels, still life objects, pencils	Charcoal, ink, grades of pencils, mirrors, ipads
<b>Links to prior knowledge</b>	Children will link back to year 2 with moulding and using clay to make sculpture. Children will link back to year 3 in telling a story through paint using line and form (Early painting).	Children will link back to observation skills they have been using since reception. Children will use their knowledge of studying organic forms from year 2 sculpture project.	Children will use their skills using line to create a portrait from year 3 printing topic.
<b>Key knowledge/skills for assessment</b>	Children will be able to explain the use of pottery in Ancient Greece as a useful and artistic object. Children will be able to use clay to create their own pot. Children will use line and shape to decorate their Greek inspired pot.	Children will be able to complete an observational drawing of a still-life subject. Children will be able to choose and mix colours to create their own palette for their still life-painting. Children will be able to collect objects and assemble them for their own still-life painting. Children will use shape and will consider space when painting their still life inspired by Cezanne.	Children will be able to use charcoal, ink and pencil to draw their self-portrait. Children will use line to create a human form. Children will think about how they can use different techniques to create shadow and highlight in their self-portraits.
<b>Art Capital /Experiences</b>	Children could have the opportunity to go to the British museum to see the pottery first-hand.	Children to make their own still life paintings using objects they have collected.	Children will have the opportunity to take pictures on ipads for their self-portrait.

**Cross-curricular links**

History – Ancient Greeks

Science – plants  
Maths - perspectives and angles

PSHE  
ICT - photography