



# Art and Design and Technology Curriculum



Year 3	Year 4	Year 5	Year 6
<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.</p> <p>Explores shading, using different media (grades of pencil, charcoal, chalk) to achieve a range of light and dark tones, black to white.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To create an Egyptian Death mask.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p>
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Introduces different types and sizes of brushes for specific purposes.</p> <p>Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To create a variety of sketches of the same object, scene or landscape, assessing and improving on each piece.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To create a detailed sail for a Viking long ship using a range of resources to mimic designs.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>I can use water colours to create deliberate depths of colour and mixing colours to create shades/different colours.</p>
<p>To learn about great artists, architects and designers in history.</p> <p>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>To learn about great artists, architects and designers in history, recall some of their most important pieces and be able to discuss this work in detail..</p> <p>Artist focus- Henry Roseau's Tigers</p>	<p>To learn about great artists, architects and designers in history.</p> <p>Artist Focus- Nabil Anani (Islamic art)</p>	<p>To learn about great artists, architects and designers in history.</p> <p>Artist focus- Van Gogh -linked to a starry night.</p> <p>Paint the Hogwarts castle in the style of Starry Night.</p>
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Can create textured surfaces using rigid and plastic materials and a variety of tools.</p> <p>Create surface patterns and textures in a malleable material.</p>	<p>Can identify and assemble found materials to make a new form.</p> <p>To make a rainforest in a shoebox.</p>	<p>To learn about great artists, architects and designers in history.</p> <p>Artist Focus- Nabil Anani (Islamic art)</p>	<p>Learn how to sketch a picture that shows depth by understanding points of perspective.</p> <p>Can draw using basic shapes, then add further detail, redraw and edit drawings, and follow a process from drawing to painting.</p> <p>To draw and sketch Hagrid's hut before using watercolours to create a painting of the same image.</p>

<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective</p> <p>Uses line, tone, shape and mark with care to represent things seen, imagined or remembered</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>To create an Anglo Saxon longboat and test how many marbles it will hold before sinking. (Cross curricular links with science)</p>	<p>Using cross curricular links with Literacy (Kensuke's Kingdom) draw, sketch and create a detailed piece linked to 'Waves' by Katsushika Hokusai.</p> <p>Exploring the technique of the artist, how the painting reflects mood. E.g. waves that look like claws etc.</p> <p>Use this to create a piece that has a different mood.</p>	<p>Artist focus- Andy Warhol - create a biography about his life and art work and be able to discuss his most famous pieces in detail.</p> <p>Can identify the key aspects and features of a Andy Warhol's art work and use this to create replicas of his work (both copies and new ideas)</p> <p>Create a pop-art picture using a range sources.</p>
<p>Can improve skills of overlapping and overlaying to place objects in front and behind .</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures .</p>	<p>designing and making and Anglo-Saxon brooch.</p>	<p>Prepare and cook a savoury dish that is linked to healthy balanced diet (links with P.E and Science)</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare and cook a savoury dish that is linked to healthy balanced diet (links with P.E and Science)</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>