

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<p><u>Digital media</u> (Computing link – Purple Mash all year scheme) <b><u>DIGITAL MEDIA:</u></b> Create images, video and sound recordings and explain why they were created.</p> <p><u>Printing – Wassily Kandinsky</u> <b><u>INSPIRATION FROM THE GREATS:</u></b> - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.</p> <p><b><u>PRINT:</u></b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<p><u>Sculpture - Henry Moore</u> <b><u>DEVELOP IDEAS:</u></b> - Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.</p> <p><b><u>INSPIRATION FROM THE GREATS:</u></b> - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.</p> <p><b><u>SCULPTURE:</u></b> - Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). - Include texture that conveys feelings, expression or movement. - Use clay and other mouldable materials. - Add materials to provide interesting detail.</p>	<p><u>Drawing – Erupting Volcano</u> <b><u>DEVELOP IDEAS:</u></b> - Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.</p> <p><b><u>DRAWING:</u></b> - Use different hardnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross-hatching to show tone and texture.</p>

<b>Year 4</b>	<p style="text-align: center;"><b>Digital media</b> (Computing link – Purple Mash all year scheme)</p> <p><b><u>DIGITAL MEDIA:</u></b> Create images, video and sound recordings and explain why they were created. (Continued from year 3)</p>	<p style="text-align: center;"><b><u>Collage – Megan Coyle</u></b></p> <p><b><u>DEVELOP IDEAS:</u></b> - Develop ideas from starting points throughout the curriculum - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language. (Continued from year 3)</p> <p><b><u>COLLAGE:</u></b> - Select and arrange materials for a striking effect. - Ensure work is precise. - Use coiling, overlapping, tessellation, mosaic and montage.</p> <p style="text-align: center;"><b><u>Egyptian Cushions</u></b> (See DT Knowledge Organiser)</p> <p><b><u>TEXTILES:</u></b> - Shape and stitch materials - Use basic cross stitch and back stitch - Colour fabric - Create weavings - Quilt, pad and gather fabric</p>	<p style="text-align: center;"><b><u>Seascapes – Claude Monet</u></b></p> <p><b><u>DEVELOP IDEAS:</u></b> - Develop ideas from starting points throughout the curriculum - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language. (Continued from year 3)</p> <p><b><u>PAINTING:</u></b> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use watercolour paint to produce washes for backgrounds then add detail. - Experiment with creating mood with colour.</p> <p><b><u>INSPIRATION FROM THE GREATS:</u></b> - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. (Continued from year 3)</p>
<b>Year 5</b>	<p style="text-align: center;"><b>Digital media</b> (Computing link – Purple Mash all year scheme)</p>	<p style="text-align: center;"><b><u>Sculpture - David Nash</u></b></p> <p><b><u>DEVELOP IDEAS:</u></b></p>	<p style="text-align: center;"><b><u>Beowulf – Sketching Grendel</u></b></p> <p><b><u>DEVELOP IDEAS:</u></b></p>

	<p><b><u>DIGITAL MEDIA:</u></b> Enhance digital media by editing (including sound, video, animation, still images and installations). <i>(Continued from year 3 and 4)</i></p> <p><b><u>Pop Art – Andy Warhol</u></b></p> <p><b><u>INSPIRATION FROM THE GREATS:</u></b> - Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. <i>(Continued from year 3 and 4)</i></p> <p><b><u>DEVELOP IDEAS:</u></b> - Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. Comment on the artworks with a fluent grasp of visual language. <i>(Continued from year 3 and 4)</i></p> <p><b><u>PAINTING:</u></b> - Sketch (lightly) before painting to combine line and colour. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <i>(Continued from year 4)</i></p>	<p>- Develop and imaginatively extend ideas from starting points throughout the curriculum -Spot the potential in unexpected results as work progresses. - Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. - Comment on the artworks with a fluent grasp of visual language. <i>(Continued from year 3 and 4)</i></p> <p><b><u>SCULPTURE:</u></b> - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form. <i>(Continued from year 3)</i></p>	<p>- Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. <i>(Continued from year 3 and 4)</i></p> <p><b><u>DRAWING:</u></b> - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement.</p> <p><b><u>Viking Cushion - Linked to DT</u></b> <b><u>(see DT Knowledge Organiser)</u></b></p> <p><b><u>TEXTILES:</u></b> - Show precision in techniques. - Choose from a range of stitching techniques. - Combine previously learned techniques to create pieces. <i>(Continued from year 4)</i></p>
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<p style="text-align: center;"><b>Year 6</b></p>	<p style="text-align: center;"><b>Digital media</b> (Computing link – Purple Mash all year scheme) <b><u>DIGITAL MEDIA:</u></b> Enhance digital media by editing (including sound, video, animation, still images and installations). (Continued from previous years)</p> <p style="text-align: center;"><b><u>Mosaic – Antoni Gaudi</u></b> <b><u>DEVELOP IDEAS:</u></b> - Collect information, sketches and resources and present ideas imaginatively in a sketch book - Comment on artworks with a fluent grasp of visual language - Develop and imaginatively extend ideas from starting points throughout the curriculum (Continued from year 3)</p> <p><b><u>COLLAGE:</u></b> - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Use ceramic mosaic materials and techniques. (Continued from year 4)</p> <p><b><u>TAKE INSPIRATION FROM THE GREATS:</u></b> - Give details (including own sketches) about the style of some notable artists, artisans and designers. - Create original pieces that show a range of influences and styles. (Continued from year 3, 4 and 5)</p> <p style="text-align: center;"><b><u>Sculpture – Greek pots</u></b> <b><u>DEVELOP IDEAS:</u></b> - Develop and imaginatively extend ideas from starting points throughout the curriculum.</p>	<p style="text-align: center;"><b><u>Painting - Henri Rousseau</u></b> <b><u>DEVELOP IDEAS:</u></b> - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. (Continued from year 3, 4 and 5)</p> <p><b><u>PAINTING:</u></b> - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop a personal style of painting, drawing upon ideas from other artists. (Continued from year 4 and 5)</p> <p><b><u>INSPIRATION FROM THE GREATS:</u></b> - Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was</p>	<p style="text-align: center;"><b><u>Printing – Katsushika Hokusai</u></b> <b><u>DEVELOP IDEAS:</u></b> - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. (Continued from year 3, 4 and 5)</p> <p><b><u>PRINT:</u></b> - Build up layers of colours. - Create an accurate pattern, showing fine detail. - Use a range of visual elements to reflect the purpose of the work. (Continued from year 3)</p>
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	<ul style="list-style-type: none"><li>- Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</li><li>- Use qualities of materials to enhance ideas.</li><li>- Spot the potential in unexpected results as work progresses.</li><li>- Comment on artworks with a fluent grasp of visual language.</li></ul> <p><b><u>SCULPTURE:</u></b></p> <ul style="list-style-type: none"><li>- Use tools to carve and add shapes, texture and pattern.</li><li>- Combine visual and tactile qualities</li><li>- Use frameworks (such as wire moulds) to provide stability and form.</li></ul> <p><i>(Continued from year 5)</i></p>	<p>influential in both society and to other artists.</p> <ul style="list-style-type: none"><li>- Create original pieces that show a range of influences and styles.</li></ul> <p><i>(Continued from year 3, 4 and 5)</i></p>	
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