

| 2022-2023 Cycle A | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|------|--|------------------------------------|--|----------|--|--|
| AR | FROG | <p>Local Landscapes</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Mix colours effectively to create different moods.</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use pencil hatching and cross hatching to show tone and texture and shading to show light and shadow.</p> | (D&T Sewing Christmas decorations) | <p>Cave Painting</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Experiment with a range of mark making materials to create tools for painting and extract pigments from natural materials to create paint. (linked to History/Stone Age)</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use clay and other mouldable materials.</p> <p>Year 4 Develop ideas from starting points throughout the curriculum</p> | Tba | (D&T Stable structures make a mini greenhouse) | <p>Printing</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p> <p>Year 4</p> |
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| | <p>Include texture that conveys feelings, expression or movement.</p> <p>Year 4</p> <p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Use colour effectively to create mood within a painting.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> | | <p>and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use clay and other mouldable materials.</p> | | | <p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p> |
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Annotate sketches to explain and elaborate ideas.

Sketch lightly (no need to use a rubber to correct mistakes).

Experiment with pen, ink and water to show light and shadow.

Use pen and ink hatching and cross hatching to show tone and texture.

Include texture that conveys feelings, expression or movement.

FROG
Lilac

Books
CC
reading

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|--|------------------------------|--|--|--|--|--|--|
| | CC writing | | | | | | |
| | STEM | | | | | | |
| | School Award | | | | | | |
| | Further Implementation tools | | | | | | |