GROWING TOGETHER.
BRANCHING OUT.

# Our Orchard Curriculum

## Art

## Overview and Progression

**Last Updated: September 2021**

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Topic | Growing Together Branching Out | Stone to Iron age Yabba Dabba doo | Strictly Bake off | Romans | Brazil | Brazil |
| Leading Question | What will you see outside your window? | Stone to Iron age, which age are you? | What is your secret ingredient? | Heroes or Villains? | Backpack Through Brazil | |
| Art | Drawing and sketching skills | Cave art | Food Art | Roman Mosaics | Jeanie Baker - colour mixing/ water colour skills | - |

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Saxon settlements | The Force of Nature | The Invaders are coming! | Peak Destination | Kings and Queens | Violent Volcanoes |
| Leading Question | What evidence can we dig up about how the Anglo Saxons lived? | How strong is Mother nature? | Vikings…blood-thirsty brutes or honourable warriors? | How is Europe similar and different to where I live? | Are Monarchs always a power for the good? | What's the matter with the earth? |
| Art | Anglo Saxon brooches Class activity | Drawing skills – movement, shading, Repeat patterns Recreate Hokusai's 'The Great Wave' | Colours – mood, tones, abstract Viking boat idea  Class: Paste/paper Shields | Drawing /Painting skills – mountain ranges Zentangle Landscapes and Mountains | IT portraits | *Pop Art Volcano* https://www.ilfracombe-jun.devon.sch.uk/post/pop-art-in-year-4 *Oil pastel volcano* https://www.youtube.com/watch?v=cQ2ApCyLkFsA https://www.youtube.com/watch?v=ID9S5lTaxMQ *soft pastel volcano* |

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Topic | Water | Victorians: Lighting The Way | The Ancient Greeks: Eureka | | North America | Health Matters |
| Leading Question | Water for All? Risk, Danger, Hazard, or saviour? | Would you rather be a rich or a poor Victorian child? | What would life be like now without the Greeks? | | North America – is it really that different? | How could you be healthier? |
| Art | Water Images Photography **Waves** | William Morris wallpaper | Still Life Mixed Media | Greek patterns and images on vases | Pop Art painting and pointillism | Archimboldo Colour Mixing |

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Topic | The Environment: Eco Warriors | The Second World War: The Home Front | The First Historic Dynasty of China | Who Do You Think You Are? | Ancient Benin | Survival |
| Leading Question | How can we defeat the enemy? | Have You Forgotten Us? | Can we rediscover the wonders of the Shang Dynasty? | Who Do You Think You Are? | What if the people of Benin were not such talented craftsmen? | Where would you rather live? |
| Art | Landscapes | | Sketch book, drawing and Painting – Ai WeiWei and Damien Hurst | | | Drawing – Comic Strip |

# Art Progression

| Year Group | Year 3 | Year 4 | Year 5 | Year 6 | Beyond |
|---|---|---|---|---|---|
| **Exploring and Developing** | • Investigate pattern and shape in the environment<br>• Explore ideas and collect information in a sketch book<br>• Reproduce from memory, observation or imagination | • Begin to work more abstractly<br>• Use a sketchbook to make notes about artists, skills and techniques<br>• Experiment with mood using colour | • Use other cultures and times as a stimulus<br>• Experiment with the styles of different artists, architects and designers | • Use inspiration from other cultures<br>• Experiment with combinations of materials and techniques<br>• Keep and use detailed notes in sketch book | • Use a full range of design, experimentation, exploration alongside the work of others to develop their own work |
| **Using Materials** | • Use a range of materials / processes to show ideas / meanings<br>• Create collage with range of materials and textures | • Mix and use tertiary paints, as well as use watercolour to produce a wash<br>• Use a digital camera to produce art work and edit with a programme<br>• Use a range of materials and techniques in 3D work, e.g. mosaic, montage and other effects | • Use a combination of visual and tactile ideas<br>• Select appropriate and combine different materials in different ways<br>• Make specific choices between different processes and materials | • Understand the importance of preparing materials before working<br>• Produce work that sometimes can be both visual and tactile | • Make specific decisions about using different visual and tactile effects towards an end point |
| **Evaluating** | • Explore ideas and change what they have done to give a better result | • Adapt and refine work to reflect purpose | • Appraise the ideas, methods and approaches used in others' work, using a critical approach<br>• Use the appraisal of others for improvement | • Consider the end point when adapting and improving their work | • Analyse and comment on their own and others' ideas, methods and approaches<br>• Make on-going revisions<br>• Refine their work, often with several adaptations, to move towards an end point |
| **Control and Expertise** | • Use a range of pens, pencils, pastels and charcoal<br>• Make a variety of lines, using different sizes and thicknesses<br>• Mix secondary colours to make a wide range of new colours<br>• Use shading to create different effects | • Create texture by adding dots and lines, using graded pencils and brushes<br>• Make different tones of colour using black and white<br>• Use repeat pattern in design<br>• Indicate movement using lines and repeated patterns in design | • Show tone and texture using hatching and cross hatching<br>• Use a program to create mood within digital photography<br>• Show shadow or reflection by shading | • Develop and improve their own style<br>• Use drawings to show movement<br>• Combine a range of colours, tints, tones and shades<br>• Get across feeling and emotion through their work | • Choose to use a limited range of colour to produce a chosen effect<br>• Begin to use perspective in both abstract and real life art<br>• Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others |