







Art Learning Sequence Document - Year -3/4 2 year rolling programme



Term	Autumn Year A	Spring Year A	Summer Year A	Autumn Year B	Spring B	Summer B
Topic	I am warrior	Blue Abyss	Traders and raiders	Tribal Tales	Rocks, relics and rumbles. Ammonite	Misty Mountain, winding vista river
Focus Artist:	Bernard Leach 	John Dyer (UK) 	Housai Printer 	Sheila Hicks (weaver) 	Edward Lear 	Van Gogh 
National Curriculum:	<ul style="list-style-type: none"> Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history. 					
Final Product	A clay pot in the style of Bernard Leach.	Landscape painting in the style of JDyer	Longship block Print	Weaving inspired by Sheila Hicks	Drawing ammonites inspired by Edward Lear.	Landscape painting in the style of Van Gogh
Art focus	3D FORM	PAINTING	PRINTING	TEXTILES	DRAWING	PAINTING
Range of materials	Variety of pencils Clay, paint	Various grades of pencil Pen and ink, Paint Variety of brushes and painting tools.	Various grades of pencil Paint, Fine brushes	Fabrics, Wool, Textiles, Natural materials	Various grades of pencil.	Various grades of pencil, Pen and ink, Paint Variety of brushes and painting tools.
Sequence of learning: <u>Significant people, art, movements.</u> Analyse: Compare and contrast. Link to own work. <u>Creativity</u> Creating Generating ideas. Evaluating ideas <u>Techniques</u> Line, colour, painting, printing, 3D form, textiles <u>Showcase piece</u> Analyse Deconstruct Create	1. LAUNCH : to learn about the life and work of Bernard Leach and analyse clay pots. 2. IMITATE : to observe and draw pot shapes and proportions of pots. 3. SPECIFIC SKILLS : to observe the different style of pots and learn how to stick two pieces of clay together. 4. PLAN : to use observations of pots to design own pot with decorations. 5. CREATE : to create clay pots from designs and skills learnt this term. After the pot is dry, to paint pot in the style of Leach. 6. EVALUATE : to evaluate clay pot and share ideas and inspiration. Explain techniques used the reasons for their design.	1.. LAUNCH to learn about the life and work of John Dyer analysing landscapes. 2.. IMITATE to develop competence in hatching cross hatching, tipping scumbling focussing on different pencils to create textures. Use this to imitate part of John Dyer's work. 3.. SPECIFIC SKILLS : to explore mixing primary to make secondary colours using different proportions to create colour palette in the style of John Dyer. Explore different consistencies of paint adding water to layer and build up colour. 4.. PLAN to design a landscape painting in the style of John Dyer. 5.. CREATE to develop painting techniques to include stippling, spatter painting and fine paint brush work to add detail in the style of John Dyer. 6.. EVALUATE to evaluate landscape and share ideas and inspiration.	1.. LAUNCH to learn about the life and work of Housai analysing the style of printing. 2.. IMITATE . To explore the different colours and shade that Housai uses. Imitate part of the sea. 3.. SPECIFIC SKILLS to learn how to monoprint practice using longship as example. Learn how to make different drawing techniques into the print. 4.. PLAN . To design your longship at sea in the style of Housai. 5.. CREATE to use printing techniques to create your print with two layers of colour on your design. 6.. EVALUATE to evaluate printing and share ideas and inspiration.	1.. LAUNCH to learn about the life and work of Sheila Hicks analysing her large weaving installations. 2.. IMITATE to explore colour mixing using dyes to create a 'natural' colour palette similar to Shelia Hicks. 3.. SPECIFIC SKILLS to focus on line techniques and pattern to create a plan for the weave. 4.. PLAN to design weave with key colours. Create a cardboard loom marking warp threads then fixing in place. 5.. CREATE to select thread/wool/natural and man made and weave weft threads. Explore different materials, eg shells, beads to add to weave. 6. EVALUATE to evaluate weaving and share ideas and inspiration.	1.. LAUNCH to learn about the life and work of Edward Lear and analyse the line drawings he has undertaken. 2.. IMITATE to analyse one of Edward Lear's drawings and look at certain skills around shading. 3.. SPECIFIC SKILLS to explore different drawing techniques in the style of Edward Lear. 4.. PLAN to design art work of ammonites using real fossils and Edward Lear's drawings. 5.. CREATE to design art work working around shade and perspective. 6. EVALUATE to evaluate overall drawing and share ideas and inspiration.	1.. LAUNCH to learn about the life and work of Vincent Van Gogh and analyse Wheat field with cypresses.. 2.. IMITATE to explore colour mixing shade, tone tint to create a colour palette for the sky and wheat field. 3.. SPECIFIC SKILLS . To explore line techniques and swirling patterns to imitate Van Gogh use in sketching work outside. 4.. PLAN . to design art work and explore 1 point perspective in drawing cypress trees in proportion to distance from viewer. 5.. CREATE to use thick paint, thin brushes and scraping tools to create texture in sky and wheat field.. 6.. EVALUATE to evaluate overall painting techniques and share ideas and inspiration.
End Point:	Knowledge/skills in developing skills in creating 3D form. Applying knowledge to create a 3D clay pot.	Knowledge/skills in developing line techniques. Applying colour and line techniques to landscape painting.	Knowledge and skills in developing line techniques. Applying line and printing techniques to create an impression of a longship.	Knowledge/skills in developing weaving techniques. Applying creativity to create texture and interest.	Knowledge and skills in developing different line technique. Skills of shading and perspective to create images of proportionate size and texture.	Knowledge/skills in developing painting techniques using a variety of tools to create different patterns and textures.. Applying understanding of perspective to create images of proportionate size in the distance.
Vocabulary:	Ten key words: Coil pot, slip, score, kiln, glaze, texture, pattern, leach pottery, hand-building, sculpture.	Ten Key Words: Landscape, foreground, background, vivid, brushstrokes, composition, perspective, mood, Cornish coast, expressionism.	Ten Key Words: Block print, carving, ink, relief printing, composition, impression, overlay, negative space, positive space.	Ten Key Words: Weaving, loom, warp, weft, texture, fibre, tapestry, abstract, colour palette, instillation.	Ten Key Words: Texture, line, shading, observation, illustration, tone, still life, scale, hatching, scumbling.	Ten Key Words: Landscape, brushstrokes, texture, impressionism, expressionism, colour palette, mood, foreground, background, post-impressionism