



# Topic Overview ART

Line (including sketching), Colour and Dimension as threads through the curriculum and skills to develop and make progress in from year 3 to 6.

Year	Autumn			Spring			Summer		
Year 3 (Cycle B) Lower 22-23	<b>Stone Age to Iron Age – History Driver (Iron Rocks!) ART: Cave Colour/Stone Age Jewellery</b>			<b>Mountains, rivers and coasts. – Geography Driver (Mountain High... River Deep) ART: Jackie Gale Textiles/Applique</b>			<b>The Egyptians – History Driver (Tomb Raiders) ART: Canopic Jars</b>		
<b>Progression of Knowledge and Skills Year 3</b>	<b>Colour</b>  Understanding of primary colours  Able to mix secondary colours	<b>Line</b>  Drawing Lines that are of accurate size, composition and scale.  Use of other mediums for mark making and drawing-becoming familiar and developing knowledge and skill.	<b>Dimension</b>  Can handle clay and know how to keep it malleable (use of water)  Awareness of shape and form, adapting and controlling the clay for purpose	<b>Colour</b>  An understanding of complimentary colours and how they might be used in composition	<b>Line</b>  Drawing Lines that are of accurate size, composition and scale.	<b>Dimension</b>  N/A	<b>Colour</b>  Understanding of primary colours  Able to mix secondary colours  An understanding of complimentary colours and how they might be used in composition	<b>Line</b>  Drawing Lines that are of accurate size, composition and scale.	<b>Dimension</b>  Use of malleable and rigid materials in sculpture, acknowledging and experiencing differences
	<b>Other: Printing</b>  Exploring of textures and mark making in historical context.	<b>Other: Collage/Sewing/Applique</b>  Considered use of collage to emulate the style of featured artist (and other examples of artists, from cultures and perspectives outside of their own). Compliments Geog. lead unit and showcases British, female artist and culture.							



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Year 4 (Cycle A) Lower 23-24	What did the Romans do for us? – History Driver (Rotten Romans) ART: Mosaic (collage)			Natural Disasters and Rainforests – Geography Driver (What a disaster!) ART: Rousseau Colour (watercolour)			Saxons and Vikings – History Driver (Kingdom Invasion) ART: Dragon eye/MYDOGSIGHS		
Progression of Knowledge and Skills Year 4	Colour	Line	Dimension	Colour	Line	Dimension	Colour	Line	Dimension
	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p><b>Other: collage and mosaic</b></p> <p>Per the history driver, children will create their own mosaics, learning about them in history and art sessions, as well as experience of seeing them first hand at Fishbourne Roman Palace.</p> <p>Children will sketch and consider pattern, completing and extending patterns to understand composition and colour compliments that are historically accurate.</p>	<p>Beginning to understand tertiary colours and how they are made</p> <p>To consider tones, tints and shades</p> <p>Begin to match colours with accuracy</p>	<p>Consider perspective and dimension in drawing.</p> <p>Use memory and imagination to draw inspiration</p>	<p>N/A</p>	<p>To consider tones, tints and shades</p>	<p>Become familiar with pencil grades and techniques- cross hatching, blending. Consider perspective and dimension in drawing.</p> <p>Use memory and imagination to draw inspiration</p>	<p>Use of malleable and rigid materials in sculpture, acknowledging and experiencing differences</p> <p>Begin to work more independently, making choices based on experience and learning</p>		



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<b>Year 5 (Cycle B) Upper 22-23</b>	<b>Mexico Study - Geography driver ART: Victoria Villasana (Talking Textiles)</b>			<b>Space (Out of this world) –Science driver ART: Tudor Portrait Colour</b>  <i>Could change to a science themed Dimension unit?</i>			<b>Changes – Geography Driver Denmead past, present and future? Science – life cycles ART: Line transformations (clock to owl)</b>		
<b>Progression of Knowledge and Skills Year 5</b>	<b>Colour</b>  N/A	<b>Line</b>  N/A	<b>Dimension</b>  N/A	<b>Colour</b>  Confident understanding of colour theory i.e. primary, secondary and tertiary colours. Can be mixed and made with skill.  Solid understanding of complimentary colours and the impact this has on composition	<b>Line</b>  Drawings are consistently appropriate to the medium being used and the style being imitated/used.  Be able to mix different mediums with skill- explain choices and reasons. Understand that different mediums make different marks.	<b>Dimension</b>  N/A	<b>Colour</b>  N/A	<b>Line</b>  Drawings are consistently appropriate to the medium being used and the style being imitated/used.  Be able to mix different mediums with skill- explain choices and reasons. Understand that different mediums make different marks.  Show light and dark on an object.	<b>Dimension</b>  N/A
	<b>Other: Collage/Sewing/Applique</b>  Cultural exposure to current Mexican female artists, that exposes them to cultures unlike their own and new, innovative art work that has a message and meaning.  Builds nicely on Year 3 applique/sewing unit, and a chance to show progress in skill and knowledge, as well as to compare and contrast the featured artists and cultures.								



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Year 6 (Cycle A) Upper 23-24	Fuelling the Future – renewable energy Geography Driver ART: Printing (Elouise Renouf)			Power! -Ancient Greek democracy and Power in UK history – History Driver ART: Greek Masks (Dimension)			Discovering Darwin - Evolution and inheritance – Science/Geography Drivers ART: Collage (Megan Coyle)		
Progression of Knowledge and Skills Year 6	Colour	Line	Dimension	Colour	Line	Dimension	Colour	Line	Dimension
	<p>To have confident understand of tones, tints and shades and how to use this in composition</p> <p>To use colour for effect- to consider atmosphere, emotions and impact of colour choice on the composition</p>	<p>Work independently and with sustained focus</p>	<p>N/A</p> <p><b>Other: Printing</b></p> <p>To compliment Geography driver and explore more sophisticated mark and pattern making. Builds on print/mark making in Year 3 Stone Age unit.</p>		<p>Consistent effort to incorporate dimension and perspective-consider the different parts of the picture including background, middle and foreground.</p> <p>Work independently and with sustained focus</p>	<p>To join materials (rigid and malleable) in sculpture for a purpose</p> <p>To design and make more intricate patterns and designs, demonstrating mastery and skill of sculpture</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p> <p><b>Other: Collage</b></p> <p>Compliment to science topic on Darwinism, study of animals and their unique adaptations and features.</p> <p>More skilled collage (building on collage skills from Year 4) and realism with collage, in emulating the style of a contemporary female artist.</p> <p><b>UPDATED: Colour unit: self (transition and year 6 to year 7)</b> <b>Final outcome of Colour skills, building on Tudor portraits and looking at a picture, use of mirrors and more critical, finesse of Colour their own features.</b></p>