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| **Unit 1: Growing Artists (Drawing)** | | **Key Skills:** |
| 1 | I can recognise how artists use shape in drawing | **Unit 1**   * Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. * Confidently using a range of materials, selecting and using these appropriately with more independence. * Drawing with expression and beginning to experiment with gestural and quick sketching. * Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. * Confidently explaining their ideas and opinions about their own and other’s art work, giving reasons. * Using sketchbooks as part of the problem-solving process and making changes to improve their work.   **Unit 2**   * Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. * Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. * Confidently using a range of materials, selecting and using these appropriately with more independence. * Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. * Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task. * Mixing colours with greater accuracy and beginning to consider how colours can be used expressively. * Using mixed media techniques to make different surfaces for painting and drawing. * Learning a new making technique (paper making) and applying it as part of their own project. * Using subject vocabulary to describe and compare creative works. * Using their own experiences to explain how art works may have been made.   **Unit 3**   * Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. * Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. * Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. * Using growing knowledge of different drawing materials, combining media for effect. * Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. * Showing an understanding of appropriate finish and presenting work to a good standard. * Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. * Designing and making art for different purposes and beginning to consider how this works in creative industries. * Using subject vocabulary confidently to describe and compare creative works. * Using their own experiences of techniques and making processes to explain how art works may have been made. * Building a more complex vocabulary when discussing their own and others’ art. * Evaluating their work more regularly and independently during the planning and making process.   **Unit 4**   * Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. * Planning and thinking through the making process to create 3D forms. * Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). * Exploring how shapes can be used to create abstract artworks in 3D. * Using subject vocabulary to describe and compare creative works. * Explaining their ideas and opinions about their own and other’s art work, giving reasons. * Using sketchbooks as part of the problem-solving process and make changes to improve their work |
| 2 | I understand how to create tone in drawing by shading |
| 3 | I understand how texture can be created and used to make art |
| 4 | I can apply observational drawing skills to create detailed studies |
| 5 | I can apply an understanding of composition to create abstract drawings |
| Assessment | |
| **Unit 2: Prehistoric painting (Painting and Mixed Media)** | |
| 1 | I can apply an understanding of prehistoric man-made art |
| 2 | I can understand and use scale to enlarge drawings in a different medium |
| 3 | I can explore how natural products produce pigments to make different colours |
| 4 | I can select and apply a range of painting techniques |
| 5 | I can apply painting skills when creating a collaborative artwork |
| Assessment | |
| **Unit 3: Fabric of nature (Craft and Design y4 unit)** | |
| 1 | I understand starting points in a design process |
| 2 | I can explore techniques to develop imagery |
| 3 | I can explore using a textile technique to develop patterns |
| 4 | I can learn how to create a repeating pattern |
| 5 | I can understand how art is made for different purposes. |
| Assessment | |
| **Unit 4: Abstract shape and space (Sculpture and 3D)** | |
| 1 | I can join 2D shapes to make 3D structures |
| 2 | I can join materials in different ways when working in 3D |
| 3 | I can develop ideas for 3D artwork |
| 4 | I can apply knowledge of sculpture when working in 3D |
| 5 | I can evaluate and improve an artwork |
| Assessment | |

