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| **Unit 1: Power Prints (Drawing)** | | **Key Skills:** |
| 1 | I can draw using tone to create a 3D effect | **Unit 1**   * Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome. * Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. * 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. * Evaluating their work more regularly and independently during the planning and making process.   **Unit 2**   * 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. * Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. * Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. * Using subject vocabulary confidently to describe and compare creative works. * 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 3**   * Working selectively, choosing and adapting collage materials to create contrast and considering overall composition. * Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. * Showing an understanding of appropriate finish and presenting work to a good standard. * Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D. * 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. * Evaluating their work more regularly and independently during the planning and making process.   **Unit 4**   * 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 * 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 * 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. * Investigating the history of a craft technique and sharing that knowledge in a personal way. * Designing and making creative work for different purposes, evaluating the success of the techniques used. * Using their own experiences to explain how art works may have been made. |
| 2 | I can explore proportion and tone when drawing |
| 3 | I can plan a composition for a mixed-media drawing |
| 4 | I can use shading techniques to create pattern and contrast |
| 5 | I can work collaboratively to develop drawings into prints |
| Assessment | |
| **Unit 2: Light and Dark (Painting and Mixed Media)** | |
| 1 | I can investigate different ways of applying paint. To mix tints and shades of a colour. |
| 2 | I can use tints and shades to give a three-dimensional effect when painting |
| 3 | I can explore how paint can create very different effects |
| 4 | I can consider proportion and composition when planning a still-life painting |
| 5 | I can apply knowledge of colour mixing and painting techniques to create a finished piece |
| Assessment | |
| **Unit 3: Mega Materials (Sculpture and 3D)** | |
| 1 | I can develop ideas for 3D work through drawing and visualisation in 2D. |
| 2 | I can use more complex techniques to shape materials. |
| 3 | I can explore how shapes can be formed and joined in wire. |
| 4 | I can consider the effect of how sculpture is displayed. |
| 5 | I can choose and join a variety of materials to make sculpture. |
| Assessment | |
| **Unit 4: Ancient Egyptian Scrolls (Craft and Design y3 unit)** | |
| 1 | I can investigate the style, pattern and characteristics of Ancient Egyptian art |
| 2 | I can apply design skills inspired by the style of an ancient civilisation |
| 3 | I can apply understanding of ancient techniques to construct a new material. |
| 4 | I can apply drawing and painting skills in the style of an ancient civilisation |
| 5 | I can apply an understanding of Egyptian art to develop a contemporary response |
| Assessment | |

