

Term	Half-term	Focus Area	Project / Outcome	Linked Artist / Designer / Inspiration	Relevant KS2 NC Objectives
Autumn	Autumn 2	Art - Drawing	Sketch animals in winter using pencil, focusing on texture and shading	Gary Hodges (wildlife artist); <i>Winter's Child</i>	Improve mastery of drawing with different pencil grades; use shading to show light and texture; develop observational skills
Spring	Spring 1	Art - Drawing/Painting	Cave art showing Stone Age animals or hunting scenes.	The Dordogne, France: Lascaux's prehistoric cave paintings	Record observations in sketchbooks; improve mastery of drawing and painting techniques; learn about historical art; replicate patterns and symbols; experiment with shading and washes
	Spring 2	Art - Textiles and printing	A series of small ocean-themed printing blocks	The <b>Wave</b> , a woodblock print by the Japanese ukiyo-e artist Hokusai.	Produce creative work; use sketchbooks; improve mastery of printing and textiles; replicate natural patterns; layer colours; learn about a great artist
Summer	Summer 1	Art - Sculpture	Create an Ancient Egyptian-inspired clay tile or amulet with texture and detail	Trip to Liverpool World Museum (Ancient Egypt Experience) Ancient Egyptian artefacts; Zeraffa Giraffa	Experiment with texture and surface techniques; add materials for detail; evaluate effectiveness of design

### Design and Technology Vocabulary

### **Autumn 2 (Art Focus: Drawing)**

**Theme: Life on a Peninsula!**

**Linked Text:** *Winter's child*

### Knowledge

- I know how to use a range of pencils with different hardness to achieve varied lines, tones and textures.

- I know the amount of pressure and pencil grade will affect the depth and darkness of lines.
- I know how to use different shading techniques to show light, shadow and texture.
- I know how to use a rubber to lift pencil marks and create highlights.

### Skills

- I can practise sketching lightly and confidently without relying on a rubber to erase mistakes.
- I can begin to develop control when shading to show light, shadow and texture.
- I can build confidence in layering marks to create depth and form.
- I can experiment with using a rubber creatively to add highlights and detail.

### Possible Outcomes

- A realistic pencil sketch of a fox in a snowy field, showing shadows on the snow.
- A detailed drawing of an owl perched on a frosty branch, with soft shading to show feathers.
- A sketchbook page of quick winter animal studies — different poses of hares or deer.
- A layered drawing combining an animal with a simple wintry background, inspired by scenes from *Winter's Child*.

### Art Vocabulary

line, tone, sketch, hardness, graphite, rubber, light, shadow, shading

### **Spring 1 (Art Focus: Drawing and Painting)**

**Y4 Residential to Menai where the children complete Batiks and masks.**

**Theme:** Stone Age into Iron Age

**Linked Text:** *Stone Age Boy*

*Inspired by:* The Dordogne, France: Lascaux's prehistoric cave paintings

Knowledge

- I know that cave paintings were one of the earliest forms of storytelling through art.
- I know that Stone Age artists used natural pigments, simple brushes and tools to create images.
- I know that different drawing techniques (hatching, cross-hatching) can be used to add texture, shadows and tone.
- I know that watercolour washes can create backgrounds and textures similar to stone surfaces.
- I know how brush size and amount of water affect the coverage and texture of paint.
- I know how colours and marks can be layered to build up depth and effect, just as prehistoric artists did.

Skills

- I can use a range of pencil marks, including hatching and cross-hatching, to create shading, tone and texture in their drawings.
- I can experiment with hatching and cross-hatching to show shadows and depth.
- I can select appropriate brushes for watercolour washes and control water to achieve desired coverage.
- I can apply washes to create backgrounds that resemble cave walls.
- I can combine drawing and painting techniques in one piece of artwork.
- I can record their explorations in sketchbooks – trying out mark making, shading and wash effects before the final cave painting.
- I can evaluate their work and explain how their techniques replicate elements of Stone Age art.

Outcomes

Children produce a piece of cave art showing Stone Age animals or hunting scenes, using pencil shading techniques (hatching, cross-hatching) and watercolour washes to replicate the look of ancient cave walls.

Art Vocabulary: hatching, cross-hatching, texture, tone, shadow, pigment and outline

**Spring 2 (Art Focus: Textiles and Printing)**

**Theme:** Stone Age into Iron Age

**Linked Text:** *Big Blue Whale*

**Artist:** The **Wave**, a woodblock print by the Japanese ukiyo-e artist Hokusai.

**Knowledge**

- I know that printing is an artistic process used to create multiple copies of an image.
- I know that Hokusai used woodblock printing, layering colours to achieve depth and impact.
- I know the difference between **relief printing** (raised surface holds the ink) and **incised printing** (ink sits in carved lines).
- I know that patterns and textures in nature can inspire print designs (e.g. waves, scales, shells).
- I know layers of colour can be built up to create interest and detail in a print.
- I know repeating patterns can be used for decorative effect.

**Skills**

- I can make simple printing blocks using safe materials (e.g. coiled string, foam, card) to create relief or incised effects.
- I can replicate patterns observed in the natural environment (e.g. wave patterns, fish scales, shells).
- I can apply and layer two or more colours when printing.
- I can position blocks accurately to create precise repeating patterns.
- I can experiment with overlapping colours and shapes for effect.
- I can combine printed elements with digital media (e.g. scanning prints, adding digital colour, or arranging patterns online).

**Outcomes**

Children create a series of small ocean-themed printing blocks inspired by *The Great Wave* and *The Big Blue Whale*. They print repeating patterns in two or more layers of colour to make ocean scenes.

Art Vocabulary: printing block, relief painting, incised painting, repeating pattern, motif, repeat

### **Summer 1 (Art Focus: Sculpture)**

**Theme:** Ancient Egypt

**Linked Text:** Zeraffa Giraffa

*Inspired by: Trip to Liverpool World Museum to visit Ancient Egypt Experience. Also, to explore Amulets following them appearing in the Lit. Co. focus texts.*

#### Knowledge

- I know how different textures can convey feelings, expression, or meaning in a product.
- I know that materials can be layered or combined to add decorative detail and interest.
- I know how Ancient Egyptian art and artefacts used surface texture and embellishments to tell stories and show importance.

#### Skills

- I can experiment with creating different textures using a range of tools and techniques (e.g. scoring, pressing, carving).
- I can use paper to plan and trial textures before applying to clay.
- I can add and combine materials (e.g. beads, string, natural objects) to enhance detail and visual interest.
- I can evaluate which textures and details are most effective for communicating ideas.

#### Outcomes

Children design and make an Ancient Egyptian-inspired amulet, experimenting with texture and detail to express ideas connected to *Zeraffa Giraffa* and the significance of animals in Ancient Egyptian culture.

#### Art Vocabulary

Year 3/4

Art Curriculum - Cycle B

2025-2026

coils, arches, donuts, twists, braids, tearing, spirals, curls, chains, folding, rolling, collage, sculpture