



St. Mary's Church of England Primary School, High Crompton



**Art Scheme of Work**

# Art Scheme of Work



EYFS - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p><b>Exploring and using media and materials</b>                      Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.                      They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Drawing of Ourselves,</p>
Painting	<p>Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.</p> <p>Explores what happens when they mix colours                      Understands that different media can be combined to create new effects.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Use materials, tools and techniques to experiment-                      Miro, Kandinsky (colour &amp; shape) - watercolours                      Poster paint- ourselves</p> <p>Use materials, tools and techniques to experiment - colour mixing, model space rocket, Guy Fawkes</p>
3D	<p>Understands that different media can be combined to create new effects.                      Constructs with a purpose in mind, using a variety of resources.</p> <p>Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.</p>	<p>playdough, salt dough, junk modelling</p> <p>Diva lamps</p>

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	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	
Collage/ Textiles	<p>Experiments to create different texture.                  Understands that different media can be combined to create new effects.                  Manipulates materials to achieve a planned effect.                  Uses simple tools and techniques competently and appropriately.                  Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.                  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Collage                  Cutting and sticking                  Weaving paper and pie cleaners                  Explore textures</p>
Knowledge/ Artist	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?                  Can they ask sensible questions about a piece of art?</p>	<p>Miro                  Kandinsky</p>

# Art Scheme of Work



EYFS - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p><b>Exploring and using media and materials</b>                      Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.                      They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	Flowers, plants, trees - Pencils/ crayons/chalk Fairytale characters
Painting	<p>Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.</p> <p>Explores what happens when they mix colours                      Understands that different media can be combined to create new effects.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	Colour mixing Using colour for a purpose Still life painting Matisse paintings
3D	<p>Understands that different media can be combined to create new effects.                      Constructs with a purpose in mind, using a variety of resources.</p> <p>Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.</p>	playdough, salt dough, junk modelling  paper mache  We will build houses with different materials and textures on both small and large scales.

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	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	
Collage/ Textiles	<p>Experiments to create different texture.                  Understands that different media can be combined to create new effects.                  Manipulates materials to achieve a planned effect.                  Uses simple tools and techniques competently and appropriately.                  Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.                  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Collage - Matisse                  Cutting and sticking                  Explore textures</p>
Knowledge/ Artist	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?                  Can they ask sensible questions about a piece of art?</p>	<p>Matisse</p>

# Art Scheme of Work



EYFS - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p><b>Exploring and using media and materials</b>                      Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.                      They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Create a happy home for an ugly bug / draw creatures real or imaginary, make food minibeasts and chocolate nests.</p> <p>Pencil/chalks/crayons - flowers</p>
Painting	<p>Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.</p> <p>Explores what happens when they mix colours                      Understands that different media can be combined to create new effects.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p>	<p>Use materials, tools and techniques to experiment-explore mixing and using colours, use different media and texture, design and make an igloo/hut</p> <p>Mix hot/cold colour background with animal silhouette</p>
3D	<p>Understands that different media can be combined to create new effects.                      Constructs with a purpose in mind, using a variety of resources.</p> <p>Manipulates materials to achieve a planned effect.                      Uses simple tools and techniques competently and appropriately.                      Selects appropriate resources and adapts work where necessary.</p>	<p>playdough, salt dough, junk modelling, pastry, clay</p> <p>Use materials, tools and techniques to experiment-explore mixing and using colours, use different media and texture, design and make an igloo/hut,</p>

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	<p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>	
<p>Collage/ Textiles</p>	<p>Experiments to create different texture.                  Understands that different media can be combined to create new effects.                  Manipulates materials to achieve a planned effect.                  Uses simple tools and techniques competently and appropriately.                  Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p>	<p>Collage - natural materials                  Cutting and sticking                  Weaving paper and pie cleaners                  Explore textures</p>

# Art Scheme of Work



Year 1 – Autumn Term		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw with pencil &amp; crayons?</p> <p>Can you communicate something about yourself in your drawing?</p> <p>Can you draw lines of different shapes &amp; thickness eg light, broad, curved, broken, small lines and circular outline?</p>	Sketches of homes and local buildings
Painting	<p>Can you communicate something about yourself in your painting?</p>	Create a painting which says something about you eg hobbies
3D	<p>Can you squeeze and pinch materials to make different shapes?</p> <p>Can you use, plasticine, ?</p> <p>Can you use clay?</p> <p>Can you add colour?</p> <p>Can you use clay tiles and add texture/pattern by using tools?</p> <p>Can you cut, roll &amp; coil materials?</p> <p>Can you join simple objects together eg to raise pattern/detail on a tile, create a photomontage?</p> <p>Can you show sufficient control to join and manipulate materials for the purpose intended?</p>	<p>Experiment with plasticine and making patterns and use of tools to cut, roll and coil and add texture.</p> <p>Produce a clay tiles- using local area as a stimulus</p> <p>Photo montage (calendar/card)</p>

# Art Scheme of Work



Year 1 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw with pencil &amp; crayons?</p> <p>Can you communicate something about yourself in your drawing?</p> <p>Can you draw lines of different shapes &amp; thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Can you create moods in your drawings ?</p>	<p>Create a still life table for each season with variety of objects eg umbrella, wellies, bucket and spade, kite, sledge ...</p> <p>Observational drawings of individual objects and build to a group</p>
Painting	<p>Can you name the colours you use, including shades?</p> <p>Can you use thick &amp; thin brushes?</p> <p>Can you paint a picture of something you can see?</p> <p>Can you name the primary &amp; secondary colours?</p> <p>Can you mix paints from primary colours?</p>	<p>Study of the artist Monet - Four Seasons and cover painting and knowledge skills.</p> <p>Re create own Monet four seasons using colour mixing skills..</p>
Printing	<p>Can you print with sponges, vegetables &amp; fruit?</p> <p>Can you print onto various materials e.g. paper, textile?</p> <p>Can you create a repeating pattern?</p> <p>Can you design your own polystyrene tile/printing block?</p> <p>Can you create a print using pressing, rolling, rubbing &amp; stamping?</p>	<p>Printing using sponges - snow effect, dappled sand, sunset</p> <p>Leaf printing - experiment and create repeating patterns using different types of leaves.</p> <p>Print - using different seeds eg sycamore</p> <p>Design a simple a polystyrene block to create a repeated print, use this block to repeat on paper and textiles.</p>
Knowledge/Artist	<p>Can you describe what you see and like in the work of another artist?</p> <p>Can you ask sensible questions about a piece of art?</p>	<p>Monet - Four Seasons</p>

# Art Scheme of Work



Year 1 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw with pencil &amp; crayons?</p> <p>Can you communicate something about yourself in your drawing?</p> <p>Can you draw lines of different shapes &amp; thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Can you create moods in your drawings ?</p>	Lowry Drawings - link to knowledge skills about an artist and create own Lowry drawings.
Painting	<p>Can you name the colours you use, including shades?</p> <p>Can you use thick &amp; thin brushes?</p> <p>Can you paint a picture of something you can see?</p> <p>Can you name the primary &amp; secondary colours?</p> <p>Can you create moods in your paintings?</p> <p>Can you mix paints from primary colours?</p>	<p>Experiment with thick thin brushes and dark light colours to create mood.</p> <p>Still using Lowry as a stimulus and linking to knowledge skills as well as painting skills create a mill painting incorporating skills practiced to create a mood..</p>
Knowledge/Artist	<p>Can you describe what you see and like in the work of another artist?</p> <p>Can you ask sensible questions about a piece of art?</p>	Lowry

# Art Scheme of Work



Year 2 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you use 2 pencils, hard and soft to create light and dark and light to dark?</p> <p>Can you create different tones using light &amp; dark?</p> <p>Can you show patterns &amp; texture in your drawings?</p> <p>Can you use a view finder to focus on a specific part of an artefact before drawing it?</p> <p><b>Sketch Books</b></p> <p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Can they keep notes in their sketch books as to how they have changed their work?</p>	<p>Experiment with pencils light and dark and 2 different pencils.</p> <p>Use a view finder to draw in detail one part of an artefact.</p> <p>Observational drawing of artefacts through the ages - link to timeline and living memory.</p>
Collage/Textiles	<p>Can you use joining processes such as tying and gluing? (link to DT)</p> <p>Can you sew fabrics together e.g. on a puppet?</p>	<p>Link also to DT project of designing and making a puppet</p>
Knowledge/ Artist	<p>Can you link colours to natural &amp; man-- made objects?</p>	<p>* Link to artefacts -Mexican, Pottery Aztec calendar and A-mya fertility statue (from Liane)</p>

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Year 2 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Painting	<p>Can you create moods in your paintings? Can you mix paints from primary colours?</p> <p>Can you mix paint to create all the secondary colours? Can you show control in the use of colour?</p> <p>Can you mix your own brown? Can you make tints by adding white? Can you make tones by adding black? Can they mix and match colours, predict outcomes? Do you understand that paint is used in different ways for different effects?</p> <p>Can you mix &amp; match colours to match those in a given artwork?</p>	<p>Study of K. Hokusai -link to knowledge skills.</p> <p>Experiment with colour mixing Experiment with different additives to the paint. Stormy seas -adding texture to painting using sand, sawdust, pva Stormy sea -small picture in middle and enlarge picture by painting around.</p>
Collage/Textiles	<p>Can you sort match and name different materials? Can you group fabrics &amp; threads by colour &amp; texture? Can you use joining processes such as tying and gluing? (link to DT)</p> <p>Can you weave with different materials to create texture eg wool, card, cloth, ribbon? Can you sew fabrics together e.g. on a puppet?</p> <p>Can you cut &amp; tear paper and card for your collages? Can you gather and sort the materials you will need? Can you recognise that materials look and feel different, choosing the most suitable material for effect? (focussing on paper)</p>	<p>Weaving kilts - wool, card, cloth, ribbon (focus on textures not technique)</p> <p>Sea collage- using a variety of papers (handle and explore)</p>
Knowledge/Artist	<p>Can you say how other artists have used colour, pattern &amp; shape? Can you create a piece of work in response to another?</p>	K. Hokusai

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Year 2 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you use 2 pencils, hard and soft to create light and dark and light to dark?</p> <p>Can you create different tones using light &amp; dark? Can you show patterns &amp; texture in your drawings?</p> <p>Can you use a view finder to focus on a specific part of an artefact before drawing it?</p> <p>Can they use a pencil, charcoal and pastels?</p>	<p>Experiment with pencils light and dark and 2 different pencils.</p> <p>Use a view finder to draw in detail one part of an artefact.</p> <p>Observational drawing of a flowers</p> <p>Complete the other half of a drawing of a plant or animal.</p>
Painting	<p>Can you create moods in your paintings? Can you mix paints from primary colours?</p> <p>Can you mix paint to create all the secondary colours? Can you show control in the use of colour?</p> <p>Can you mix your own brown? Can you make tints by adding white? Can you make tones by adding black? Can they mix and match colours, predict outcomes? Do you understand that paint is used in different ways for different effects?</p> <p>Can you mix &amp; match colours to match those in a given artwork?</p>	<p>Link to knowledge and study of Van Gogh - Recreate sunflower paintings</p>
Knowledge/ Artist	<p>Can you say how other artists have used colour, pattern &amp; shape? Can you create a piece of work in response to another?</p>	<p>Van Gogh</p>

# Art Scheme of Work



Year 3 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you create different tones using light &amp; dark? Can you show patterns &amp; texture in your drawings?</p> <p>Can you use three different grades of pencil in your drawing? Can you use charcoal pencils? Can you show facial expressions in your drawings?</p> <p>Can you use different grades of pencil shade; show different tones; show tone &amp; texture?</p> <p>Sketch books Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books?</p>	<p>Draw images of stone, bronze and iron age homes/weapons/cooking utensils/artefacts</p> <p>Draw images of faces showing different expressions.</p> <p>Group cave art (pastels)</p>
Collage	<p>Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can you create individual &amp; group collages? Can you use repeated patterns in your collage? Can you use different kind of materials with different textures and appearances on your collage and explain why you have chosen them? Can you use paper mosaic?</p>	<p>Collage of a historical artefact/scene/person/building</p> <p>Volcano Mosaic - Paper and Ceramic Tiles</p> <p>Collage powerpoint</p> <p>Investigate fossil art. Make fossil collage using textured paper and natural colours.</p>

## Art Scheme of Work



<b>Year 3 - Spring</b>		
<b>Programme of Study</b>	<b>Knowledge, Skills and Understanding</b>	<b>Activity/ Link to scheme of work</b>
Drawing	<p>Can you use different grades of pencil shade; show different tones; show tone &amp; texture?</p> <p>Can you represent objects with correct scale?</p> <p>Can you use your sketches to produce a final piece of work?</p>	<p>Experiment with 3 different grades of pencil (4b, hb, 8b) to show different tones and textures.</p> <p>Use 3 different grades of pencil pencil (4b, hb, 8b) - observational drawing of Egyptian artefacts and Egyptian gods.</p> <p>Museum visit.</p> <p>Draw a pyramid scene to scale / Egyptian house to scale</p>
Painting	<p>Can you mix &amp; match colours to match those in a given artwork?</p> <p>Can you predict with accuracy the colours that you mix?</p>	<p>Paint the Egyptian modroc mask accurately.</p> <p>Recreate tomb painting , mixing own paint colours.</p> <p>KS2 Painting pack activities ( Twinkl)</p>
3D	<p>Can you show sufficient control to join and manipulate materials for the purpose intended?</p> <p>Can you add onto your work to create texture and shape?</p>	<p>Investigate Egyptian masks. Design mask in style of ancient Egyptian mask.</p> <p>Create Egyptian masks using modroc and decorate by painting.</p>
Knowledge/Artist	<p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time ?</p>	<p>Explore Egyptian artwork. -hieroglyphs , tomb paintings and models.</p>

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Year 3 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you use different grades of pencil shade; show different tones; show tone &amp; texture?</p> <p>Can you represent objects with correct proportion?</p> <p>Can you use your sketches to produce a final piece of work?</p>	<p>Use 3 different grades of pencil (4b, hb, 8b)</p> <p>Create a mountain range/landscape scene with a focus on proportion</p>
Painting	<p>Can you mix &amp; match colours to match those in a given artwork?</p> <p>Can you predict with accuracy the colours that you mix?</p> <p>Can you create a background using a wash?</p> <p>Can you use a range of brushes to create different effects?</p>	<p>KS2 Painting pack activities (Twinkl)</p> <p>Experiment with different brushes.</p> <p>Accurately mix colours and predict outcomes.</p> <p>Mix colours of paint to recreate 'The River' by Tilly Willis</p> <p>Create a background using a wash. (Nile Birds by Holst)</p> <p>Research paintings of rivers by different artists.</p> <p>Espresso &gt; Geography &gt; Investigating Rivers &gt; Reflections</p> <p>Use different brushes to recreate Cezanne's 'Bridge of Maincy'</p> <p>Create a copy of an artist's work after analysing and experimenting.</p> <p>Create own Mountain Range/River scene in the style of chosen artist</p> <p>'Starry Night over the Rhone' Van Gogh</p> <p>Link to knowledge and skills e.g Constable</p>
Knowledge/Artist	<p>Can you create a piece of work in response to another?</p> <p>Can they explore work from other periods of time ?</p>	<p>Constable</p>

# Art Scheme of Work



Year 4 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you use different grades of pencil shade; show different tones; show tone &amp; texture? L1&amp;2</p> <p>Can you represent objects with correct proportions and scale? Lessons 2-7 (not Christmas card lesson)</p> <p>Can you show facial expressions and body language in your sketches? Lesson 4 and 5.</p> <p>Can you use your sketches to produce a final piece of work? Lessons 3, 5 and 7.</p> <p>Can you identify &amp; draw simple objects, &amp; use marks &amp; lines to produce texture? Lessons 2-3 and 7.</p> <p><b>Sketch Books</b></p> <p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Ongoing and W1</p> <p>Can they produce a montage all about themselves? W1</p> <p>Do they use their sketch books to adapt and improve their original ideas? Ongoing.</p> <p>Do they keep notes about the purpose of their work in their sketch books? Ongoing.</p>	<p><u>Lesson 1: Sketch books</u> Can I use my sketch books to express my feelings about various subjects and outline likes and dislikes? Can I produce a montage all about myself?</p> <p>Recap on the job of the sketchbook and how we organise it.</p> <p>Model a montage. Can I produce a montage all about myself?</p> <p>Children to research objects/ images which reflect themselves, their personalities and their hobbies, likes and dislikes. They can use magazines, clip art and internet images.</p> <p>Links to Pic Collage in I.T. Add wording using Word or magazines.</p> <p><u>Lesson 2</u> : Can I use different grades of pencil shade and to show different tones and textures? Can I produce an observational drawing of an artefact? Can I identify &amp; draw simple objects, &amp; use marks &amp; lines to produce texture?</p> <p>Discuss the different ranges of pencils from 4B-4H. Discuss how H stands for hardness. Model the different shades and tones that can be achieved.</p> <p>Children to experiment in their sketchbooks. Look at how textures can be created using cross hatching and pointillism. Children to experiment in their sketchbooks to see how the closer lines and dots create a darker tone etc... Look at the different objects/ artefacts of either musical instruments, electrical appliances (science) or Roman artefacts/ objects (coins, shields, helmets, swords etc..) and look at the shapes, textures and tones. Model drawing part or all of one. In table groups, children to look an artefact and produce a still life pencil drawing of it. Focus on the light source to</p>

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		<p>create shadows and a 3D effect. Move round. Can I produce an observational drawing of an artefact? Can I use different grades of pencil shade and to show different tones and textures? Lesson3: Can I represent objects with correct proportions and scale? Can I use my sketches to produce a final piece of work? (Can I produce an observational drawing of artefacts? Shape, colour, tone, proportion ) Whole class look at their work from last week. Were all the images the same size? Should they be or are there different proportions? Discuss the term and model drawing two different sizes artefacts/ objects to the correct scale and proportion. Model how to draw one overlapping the other. Reinforce last week's objectives and discuss how the outlines must be drawn first before any detail or shadow is added. Children to quickly sketch a still life of two or more objects, depending on ability. Show to the class several examples and discuss. Using ideas from the previous lessons, children produce a final still life, ensuring they have the correct scale and proportion. Ext: Introduce pastel work for H.A.</p> <p>Lesson4: Can you show facial expressions and body language in your sketches ? Draw images of Romans and their weapons Whole class introduction on how to draw the human form. Model how sausage men can be used to create a basic form to build and create the position of the human body. Look at how the head is approximately one 7<sup>th</sup> of the body. Children to experiment in their sketch books. Look at a range of images, statues and drawings of people from Roman times. Discuss their body language and facial expression and compare. How does the Centurion show that he is in charge? How do they strike fear into others? How do they hold their swords</p>
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		<p>and shields? Why are they drawn from the side? How is the Roman lady presented differently? How can we show this in our drawings? Children make sketches in their books and make notes upon which they like and why and how they can improve their ideas.</p> <p>Lesson 5: Can you show facial expressions and body language in your sketches? Can you use your sketches to produce a final piece of work? Experiment with the drawing of facial expressions and body language and incorporate this skill into a final drawing. Show different facial expressions on the interactive whiteboard. How do we show fear, upset, shyness etc??? Model drawing one of the soldiers, either a Gladiator, Centurion Auxiliary infantry or Cavalryman. Discuss the stance, facial expression and use of armor, sword and shield.</p> <p>Children to either: draw their soldier giving orders, at battle, on a horse Or a Roman Man, woman or child. Children to record the emotions of their choice and how they are going to reflect this in their posture and facial expression.</p> <p>Children to draw on A3 paper and use previous shading, marks and lines for interest.</p> <p>Children to present their drawings to the class and discuss.</p>

<p>Painting</p>	<p>Can you create a background using a wash? Lesson 6          Can you use a range of brushes to create different effects? Lesson 6 and ongoing.          Do you understand and can you identify complimentary and contrasting colours? Ongoing.</p>	<p><u>Lesson 6:</u> Can I create a background using a wash? Can I use a range of brushes to create different effects? Can I design a Christmas card to be sold?          Whole class recap and introduction on water colours and how they can be used. Model how different parts of the brush and different sizes of brush, can be used to create effects and model how paint can be blended and mixed, using a brush, water spray and holding the colours up to allow them to bleed together. Children to</p>
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		<p>experiment on a sheet to stick in their sketch books and annotate their ideas. Children to practise using a paint brush to create a colour wash.</p> <p>Discuss warm and cold colours and how they can be used to create dramatic sunsets.</p> <p>Children to create a colour wash sunset.</p> <p>Look at the Jan Picowski book cover.</p> <p>Children to create an angel on black card to place on a colour wash sunset, to complete their card.</p>
<p>Knowledge/Artist</p>	<p>Can you create a piece of work in response to another? Lesson 7</p> <p>Can they explore work from other periods of time ? Lesson 7</p> <p>Can they explore work from other cultures? (SPAIN NEXT TERM)</p>	<p><u>Lesson 7:</u> Can I create a piece of work in response to another?</p> <p>Can I explore work from other cultures? Can I explore work from other periods of time ?</p> <p>Research Roman Architecture. Combined with History. What did the Romans give us???</p> <p>(Can be also linked to sculpture, mosaic and Roman coins)</p> <p>W.C introduction and recap on observational drawing, using pencils to create different shades and tones.</p> <p>Discuss charcoal and differences. Quick experiment, if needed. Look at the two buildings on p46 of the Roman Britain resource book. What information would you give to someone who went out looking for buildings in a Roman style in their town? What are the features?</p> <p>Children to record their ideas in their sketch book with photocopied images. Look at other images of Roman style buildings. Look at local Roman architecture and photos from the trip to Chester. Focus upon the scale and proportion needed. Model drawing a building to scale. Look at the patterns and details in the buildings and add later after the light outline. Children to choose an image to recreate or draw their own Roman style building.</p> <p>Whole class present work from this half term. What was most successful this half term? What do they need to improve on etc? Whose work do they like and why?</p>

# Art Scheme of Work



Year 4 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	Can you use pastel?	Experiment with different types of pastels and blending.  Study Picasso - link to painting and knowledge  Recreate own Picaaso piece of work combining paint and pastel into their work.
Painting	Do you know where each of the primary & secondary colours sits on the colour wheel? Do you understand warm and cool colours? Do you understand and can you identify complimentary and contrasting colours?  Can you control brushes and materials with confidence?	Recreate own Picaaso piece of work combining paint and pastel into their work.
Printing	Can you make a string printing block? Can they print onto different materials?	Experiment with string printing. String printing and using 4 colours to print a pattern.
Knowledge/Artist	Can you experiment with different styles which artists have used?	Picasso

# Art Scheme of Work



Year 4 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you show reflections ?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Observational drawing of a cross section of a flower.</p> <p>Draw a reflection of a vase of flowers in a mirror.</p>
Painting	<p>Do you understand and can you identify complimentary and contrasting colours?</p> <p>Can you control brushes and materials with confidence?</p>	<p>Study of Franz Marc and create a painting in this style using previous skills taught.</p>
Knowledge/Artist		<p>Research of animal artists - Franz Marc</p>

# Art Scheme of Work



Year 5 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p><b>Sketch Books</b> Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?</p>	<p>Use sketchbook to draw observations and make notes: earthquake zones / volcano eruption - pencil drawings to create effect of perspective and distance. Use sketchbook to sketch an iceberg floating in the ocean.</p>
Painting	<p>Can you use watercolour paints effectively? Can you control brushes and materials with confidence?</p> <p>Can you adopt a systematic approach when mixing and applying colours?</p> <p>Can you create mood in your paintings?</p>	<p>Experiment with water colours Create calendar using watercolours as a skill</p> <p>Experiment with the best order to mix an apply colours ie light to dark</p> <p>Explore how artists create moods in their paintings. Research volcano paintings. Use this knowledge and skill to create own moods ie volcano scene Experiment with colour mixing: watercolours. Create a serene mood / change effect by choosing colours carefully. Iceburg / horizon calendars.</p>
Knowledge/ Artist	<p>Can you compare the work of different artists? Can you experiment with different styles which artists have used?</p>	<p>Compare and contrast the images of Turners painting of Vesuvius with the image of the famous painting Scream which depicts the effect of Krakatoa erupting Choose a painting style to copy and try out. (PASTELS or WATERCOLOURS)</p>

# Art Scheme of Work



Year 5- - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw simple objects, &amp; use marks &amp; lines to produce texture?</p> <p>Do you successfully use shading to create mood &amp; feeling?</p> <p>Can you combine different pressures and shading techniques ?</p> <p>Can you blend pastels to create new colours?</p>	<p>Study Andy Warhol - link to knowledge skills</p> <p>Experiment with his style. Experiment with shading to create mood and feeling. Experiment with pressure and pastels.</p> <p>Create own piece of work using skills practiced and in the style of Andy Warhol</p>
Knowledge/ Artist	<p>Can you experiment with different styles which artists have used?</p> <p>Can you learn about the work of others by looking at their work in books the Internet, visits to galleries and other sources of information?</p>	<p>Study of Andy Warhol</p>

# Art Scheme of Work



Year 5 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you organise line, tone, shape &amp; colour to represent figures &amp; forms in movement and objects in 3D?</p> <p>Can you depict shadows and reflections using light and shade?</p>	<p>Use drawing to represent forms and figures in movement. * link to 3D modroc</p> <p>Draw a 3d object (s) with its shadow. Set up still life tables.</p> <p>Draw the reflection of 3d objects in a mirror using light and shade.</p>
3D	<p>Can you use montage to create an abstract collage e.g using magazine pictures?</p> <p>Do you experiment with &amp; combine materials &amp; processes to design &amp; make 3D form?</p> <p>Can you use more advanced materials like wire and plaster?</p>	<p>Experiment with montage</p> <p>Create a montage collage linked to Healthy schools or coasts.</p> <p>Create modroc people showing different movement * link to drawing</p>

# Art Scheme of Work



Year 6 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Painting	<p>Can you use a wide range of techniques in your work including texture through paint mix or brush techniques?</p> <p>Can you explain what your own style is?</p> <p>Can you mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere?</p>	Link to rainforest and Rousseau
Collage/Textiles	<p>Can you combine visual &amp; tactile qualities?</p> <p>Can you experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)?</p> <p>Can you justify the materials you have chosen?</p> <p>Can you combine pattern, tone and shape?</p>	<p>Studying Rousseau - link to knowledge skills.</p> <p>Experiment with fabrics and textures and give reasons for choice.</p> <p>Create a Rainforest scene in the style of Rousseau- combine paper, fabric and texture and overlap to create a rainforest collage.</p> <p>Justify the materials chosen.</p>
Knowledge/Artist	<p>Can you experiment with different styles which artists have used?</p> <p>Can you make a record about the styles and qualities in your work?</p> <p>Can you say what your work is influenced by?</p> <p>Can you include technical aspects in your work, e.g. architectural design?</p>	Rousseau

# Art Scheme of Work



Year 6 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p><b>Sketch Books</b></p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>	
Printing	<p>Can you choose the appropriate materials on which to print to suit the purpose?</p> <p>Can you print using a number of colours using Arabesque rotation?</p> <p>Can you create an accurate print design?</p> <p>Can you overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>	<p>Printing-multicolours, Arabesque rotation &amp; overprinting - Calendars?</p>

# Art Scheme of Work



Year 6 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p>	<p>Experiment sketching emotions and self-portrait.</p> <p>Take photographs of themselves and duplicate the image, using different tools to create self-image with a range of emotions.</p> <p>Give reasons for their selection of tools.</p>
3D	<p>Can you sculpt clay &amp; other mouldable materials</p> <p>Can you create models on a range of scales?</p>	<p>Greek pots</p> <p>Greek buildings * link to Greek architecture see knowledge skills.</p>
Knowledge/ Artist	<p>Can you include technical aspects in your work, e.g. architectural design?</p>	<p>Greek Architecture</p>