Sheep Dip Lane Primary School

Scheme of Learning for Art

# Sheep Dip essentials for this subject:

* Have a love of Art.
* Enjoy producing a range of art work using a wide range of high quality resources.
* To have confidence to be creative using a wide range of materials.
* Have an opportunity to experience “real life art” at a local art gallery.
* To explore the work of famous artists both in the past and present.
* To be inspired by other artists and each other.
* To encourage, support and allow children to express themselves through art

Pupils should be taught:

* begin to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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| Year Group | Art Coverage of Famous Artists |
| Yr 1 | Monet  Jackson Pollock  Mondrain |
| Yr 2 | L.S Lowry  Paul Klee  Andy Goldsworthy – sculpture  Picasso |
| Yr 3 | Van Gogh  Lazzerini  Alexander Calder - sculpture |
| Yr 4 | Landscapes – Turner / Lowry for buildings.  Georgia O’Keefe – Flowers  Matisse  Henry Moore & Barbara Hepworth – Sculpture (Yorkshire Sculpture park) |
| Yr 5 | William Morris  Kandinsky  Tudor house - ?  David Hockney - photography |
| Yr 6 | Cezanne – Still Life  Andy Wharhol - Portraits  Clarice Cliff - Pottery  African Art |

**Whole School Coverage Overview. This list is not exclusive as artists are explored with links to topic themes which may change the focus.**

Year 1

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| **Line, Shape and Form** | | Statutory requirements (National Curriculum) | Essentials (Skills) | | Suggested Activities | | Resources | |
| Pupils should be taught:   * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Introduce a range of tools which can produce marks on a variety of backgrounds | | Experiment with a range of mark makers and backgrounds. Discussion of results | | Pencils (HB, 2B, 4B, 6B),  biros, chalks, pastels, pencil crayons, wax crayons, felt pens | |
| Use parts of a pencil to create different mark making effects. | | Children to make different marks ( straight, wavy, jagged, smudgy, dots, circles etc) | | As above  Different papers including coloured | |
| To begin to produce simple observational drawings of objects.  Link to toy topic | | Encourage the children to look carefully at the object before drawing. | | Simple objects As above  Self Portrait  Scholastic Art:  Weather  Gardens  Fireworks  Under the Sea | |
| Key Assessment | | * I can use pencils to create lines of different thickness in drawings. * I can describe what I can see and give an opinion about the work of an artist. * I can ask questions about a piece of art. | | | | | | |
| **Colour** | | Statutory requirements (National Curriculum) | | | Hill Top Essentials (Skills) | | Suggested Activities | | Resources | |
| Pupils should be taught:   to use a range of materials | | | To be able to mix primary colour in order to make secondary colours. To | | Experiment with mixing paint and water to produce paint. Produce thick and thin (water wash) paints. | | Powder paint (reds, blues, yellows, black, white) | |

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| **colour** | creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | use a colour wheel to identify the colours to mix. | Recognise the colours that they are using and name them. Experiment with mixing two colours to make a different colour. | Various brushes Water pots pallets |
| To be able to apply the paint using different applicators.  To hold the applicators correctly. | Experiment with different applicators of paint including different brush sizes, sponges, stamps.  Control the amount of paint applied to the paper. |  |
| To learn whole school painting skills. | Children to learn to maintain equipment, by cleaning brushes, pots, pallets properly after every use.  Children to change pots of water regularly throughout activities to prolong the life of the brushes. | Scholastic Art:  Gardens  Fireworks  Under the sea |
| Key Assessment | * I can name the primary and secondary colours. * To mix primary colours in order to make secondary colours * To use a colour wheel to identify colour mix * To be able to apply paint using different applicators. * To begin to develop skills in line, shape, form and space using paint. | | | |

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|  | | Statutory requirements (National Curriculum) | Essentials (Skills) | | Suggested Activities | | Resources | |
| **Pattern & Printing** | | Pupils should be taught:   to use a range of materials creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | To examine different textiles with a simple repeat pattern | | Look at different fabrics and examples with a simple repeat pattern. Discuss how this was achieved. | | Examples of simple repeat prints | |
| To create simple patterns using stencils made from natural objects or shapes. | | Using cardboard, with string stuck on it to make simple print block | | Cardboard, string | |
| To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper. | | To use a variety of paper based materials to experiment with shaping and creating patterns. | | Scissors, different types of paper | |
| To produce a paper weave pattern. | | To use card or paper strip to develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper. | | Scholastic Art:  Weather  From the toybox  Fireworks  Under the Sea | |
| Key Assessment | | * I can create a repeating pattern in print. * I can cut, roll and coil materials. | | | | | | |
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|  | | Statutory requirements (National Curriculum) | | | Essentials (Skills) | | Suggested Activities | | Resources | |
| **Form** | | Pupils should be taught:   to use a range of materials creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | To develop an awareness that a sculpture is viewed from all angles (3 dimensionally). | | Hands on experience of sculptures. | | Examples of sculptures | |
| To begin to develop simple 3D representations using a range of sources. | | Individual model making opportunities using plasticene, dough, reclaimed materials, plastic coated wire, clay, wood, papier mache etc. | | Model making materials | |
| To create simple sculptures using a variety of resources. | | Experiment with different colour and textured papers. Include folding, bending etc. | | Range of paper, glue | |
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| Key Assessment | | * I can create simple sculptures using a variety of resources * I can ask questions about a piece of art. | | | | | | | | |

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|  | Statutory requirements (National Curriculum) | Essentials (Skills) | | Suggested Activities | Resources | |
| **Collage & Textiles** | Pupils should be taught:   to use a range of materials creatively to design and make products.   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | To develop accuracy in cutting and tearing. | | Experiment using different materials, papers, card, fabrics. Make simple collage using ideas from class topics.  Considering colour, shape and texture. | Range of materials, suitable scissors and glue | |
| To further refine gluing skills, spreading, using appropriate amounts etc. | | Make simple collage as above. | Scholastic Art:  Fireworks  Under the Sea | |
| **Key Assessment** | * I can create a repeating pattern in print. * I can cut, roll and coil materials. * I can use IT to create a picture. | | | | | |
| Throughout Year 1 | | | | | | | | |
| To start to evaluate their own work and others. | | | | Provide opportunities to discuss art works brought into the classroom.  Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. | | |
| **Key Assessment** | | | | * I can show how people feel in paintings and drawings. * I can create moods in art work. * I can describe what I can see and give an opinion about the work of an artist. * I can ask questions about a piece of art. | | |

# Year 2

Pupils should be taught:

* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and tone
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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| Line, Shape and Form | | Statutory requirements (National Curriculum) | Essentials (Skills) | | Suggested Activities | | Resources | |
| Pupils should be taught:   * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | To introduce techniques to create a range of tones using graded drawing pencils. | | Experimentation using a range of pencils. Pressing on hard, soft, different lines, marks etc. | | Range of pencils (HB, 2B, 4B, 6B) | |
| To develop an awareness of textures and tones in made and natural objects. | | Investigate and describe a range of natural and made objects representing a wide range of textures ( smooth, spiky, fluffy, bumpy etc) e.g. feathers, tree bark, pine cones, teddy, spoons etc. | | Range of objects representing different textures | |
| To use a range of mark makers to reproduce textures observed. | | Children experiment with mark makers to reproduce textures seen above (suggest children are given sheet with small boxes on it to put a different texture in each). | | Drawing pencils, pencil crayons, chalks, pastels etc | |
| To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.  To make simple evaluations of their own work and that of others using appropriate vocabulary. | | Encourage children to handle the objects (where possible) to look carefully and describe what they are seeing.  Provide opportunities for children to respond to art works brought into the classroom which show the use of texture and tone.  Give opportunities to comment on and discuss their own work and those of others. | | Suitable objects  **Scholastic Art:**  Victoriana  Elmer the Elephant  Paul Klee  At the Seaside | |
| Key Assess | | * I can choose and use three different grades of pencil when drawing. * I can use charcoal, pencil and pastel to create art. * I can use a viewfinder to focus on a specific part of an artefact before drawing it. | | | | | | |
| Colour | | Statutory requirements (National Curriculum) | | | Essentials (Skills) | | Suggested Activities | | Resources | |
|  to use a range of materials creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary ( dark, light, pale). | | Know that primary colours are red, blue and yellow and these cannot be mixed using other colours.  Mix a range of colours using more than 2 colours to produce a third colour, use commercially produced paint charts to help with describing colours made or produce own colour charts. | | Equipment for painting Paint charts | |
| To be able to make various tints of a primary colour. | | Add small quantities of white paint to a primary colour to make lighter tints of that colour  Add small quantities of black to produce darker tints of that colour | |  | |
| To improve ability to apply paint in a controlled manner. | | Teach basic brush skills e.g. correct amount of paint on the brush, long and short strokes, different directions etc.  How to use more water to lighten colours. Produce a wash using large brushes and sponges.  Use correct brush size for different parts of painting. | |  | |
| To learn whole school painting skills. | | To teach children how to refill/ change water, clean brushes properly and taught how to hold a brush. | | **Scholastic Art:**  Victoriana  Elmer the Elephant  Paul Klee  At the Seaside | |
| Key Assessment | | * **I can mix paint to create all the secondary colours.** * **I can create brown with paint.** * **I can create tints with paint by adding white.** * **I can create tones with paint by adding black.** | | | | | | | | |

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| Form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
|  to use a range of materials creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | To reinforce understanding that sculpture is viewed from all angles. | Experiences of looking at and where possible handling sculptures. | Different sculptures |
| To produce recognisable 3D representations using a range of resources. | Class, group and individual model making opportunities using plasticene, dough, reclaimed materials, plastic coated wire, paper, clay, wood, paper mache etc. | Model making materials, Clay tools |
| To create simple sculpture using a variety of materials. | Adult demonstration of technique. | **Scholastic Art**  Straight line and curvy sculpture  At the Seaside |
| Key Assessment | * I can make a clay pot. * I can join two clay finger pots together. | | | |

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| Pattern & Printing & Textiles | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
|  to use a range of materials creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Revise previous experiences of textiles. Revise and develop vocabulary associated with textiles.  Recognise the different way various fabrics are constructed. | Look at pieces of felt, printed cotton, tartan, lace, knitted/crochet using magnifying glasses. Record results using drawing. | Range of fabric remnants, magnifying glasses |
| Construct simple weaving frames | Use a range of boxes, hoops etc to produce weaving frames. Weave using ribbons, wool, feathers etc to create individual or group works. | Boxes, hoops, weaving materials |
| Acquire simple knitting techniques | Finger knitting | Wool |
| To further develop joining methods; gluing, tying, pinning.  To print using a variety of objects and tools .  To make own simple print block using a variety of materials. | Create craft items e.g. puppets, bookmarks, ‘feely’ pictures etc. Make a record of all the different ways we join threads and fabrics.  Optional teaching of sewing running stitch.  Use variety of tools and objects to print regular patterns in straight lines and rows and irregular patterns.  Explore ways of rotating shapes.  Experiment with cardboard block, sticking string, other cardboard shapes etc to create print block. | **Scholastic Art**  Vegetable and fruit printing  Elmer the Elephant  At the seaside |
| Key Assessment | * **I can create a printed piece of art by pressing, rolling, rubbing and stamping.** * **I can suggest how artists have used colour, pattern and shape.** * **I can create a piece of art in response to the work of another artist.** | | | |

# Throughout Year 2:

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| To continue to evaluate their own work and others | Provide opportunities to discuss art works brought into the classroom.  Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. |
| Key Assessment | * I can use different effects within an IT paint package. * I can suggest how artists have used colour, pattern and shape. * I can create a piece of art in response to the work of another artist. |

# Year 3

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

 to create sketch books to record their observations and use them to review and revisit ideas

 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

 about great artists, architects and designers in history.

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| Line, Shape and Form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught: | To look closely during observational | To draw using a range of media. | Examples of different types |
|  to create sketch books to record | drawing. |  | of drawings |
| their observations and use them to | To appreciate that ‘tones’ can provide | Demonstrate light and dark in drawings | Sketchbooks |
| To review and revisit ideas | depth in drawings. |  | Pencils HB, 2B, 4B, 6B |
|  to improve their mastery of art | To draw using a range of media. To look closely during observational drawing. | Experiment with chalk, charcoal and pastel for mark making. | Charcoal, chalk, range of |
| and design techniques, including | papers |
| drawing | Use viewing frames to focus on detail. Know that things further away in a composition are smaller. | To look at how perspective is used in art work. To look closely during observational drawing. To draw in detail what might be seen through the viewing frame. | Everyday objects |
|  about great artists, architects and designers in history. | Drawing pencils Sketchbooks  Drawing pencils, Charcoal, chalks, pastels, biros |
|  | Assorted papers |
| Key Assessment | * **I can show facial expressions in my art.** * **I can use sketches to produce a final piece of art.** * **I can use different grades of pencil to shade and to show different tones and textures.** * **I can use digital images and combine with other media in my art.** * **I can use IT to create art which includes my own work and that of others.** | | | **Scholastic Art:**  Down our street  Savannah  Wild Things  Picasso |

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| Colour | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing and painting (e.g. pencil, paint)   about great artists, architects and designers in history. | Learn about the colour wheels and be able to mix simple colours (pink, orange, purple , green, brown). | Learn that green orange and purple are secondary colours, produced by mixing the 3 primary colours. Explore families of colour. How many different hues of purple can be made?  Reinforce knowledge of lighter and darker. | Painting equipment |
| Learn to apply paints with control and using correct equipment .  Think about the composition of their work. | To encourage children to select own colour for background wash. Use correct brush or sponge. Learn to build up paintings using lighter tones first, and using the correct brushes and sponges for the job  Encourage to plan composition on page using thin yellow paint. | Painting equipment |
| Key Assessment | * **I can create a background using a wash.** * **I can use a range of brushes to create different effects in painting.** * **I can identify the techniques used by different artists.** * **I can use digital images and combine with other media in my art.** * **I can use IT to create art which includes my own work and that of others.** | | | **Scholastic Art:**  Van Gogh  Savannah  Lazzerini – wash bakground |

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| Line & Form | | Statutory requirements (National Curriculum) | Hill Top Essentials (Skills) | | | Suggested Activities | | Resources | |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)   about great artists, architects and designers in history. | To be able to curl, scrunch, shape, tear and cut.  To understand that a sculpture can be created by the removal of material as well as adding material.  To use gouging and scraping techniques on a flat clay tile. | | | Carving into soap, plaster of paris, lump of plasticene to produce abstract shapes.  Sanding interesting shaped wood and adding a varnish.  To provide opportunities to produce individual and group sculpture representing ongoing class topic, using reclaimed materials, paper and textiles.  Use curling, scrunching, shaping, tearing and cutting techniques. | | Soap, plaster of paris, plasticene,, clay, wood  Range of suitable materials, adhesives ,scissors | |
| Key Assessment | | * **I can use line, tone, shape and colour to represent figure and forms in movement. (yr 4)** * **I can sculpt clay and other mouldable materials. (yr 4)** * **I can use digital images and combine with other media in my art.** * **I can use IT to create art which includes my own work and that of others.** | | | | | | **Scholastic Art**  Celtic crafts  Wild things  Alexander Calder - Sculpture | |
| Patterns, Printing & Textiles | | Statutory requirements (National Curriculum) | | | Essentials (Skills) | | | Suggested Activities | | Resources | | |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)   about great artists, architects and designers in history. | | | To produce a simple print block using card, string and other materials.  To be able to use simple cross stitch on binca to create a pattern.  To weave a simple loom with wool . To know what warp and weft are. | | | Make card print block, stick pieces of card, polystyrene, neoprene to create different effects.  To make a Loom that can be made from a paper plate. | | Card  Examples of printing and stencilling  Paints  Suitable fabrics and sewing equipment  Weaving equipment | | |
| Key Assessment | | * **I can print onto different materials using at least four colours. (yr 4)** * **I can sculpt clay and other mouldable materials. (Yr 4)** * **I can use digital images and combine with other media in my art.** * **I can use IT to create art which includes my own work and that of others.** | | | | | | | |  | | |
| To positively evaluate their own work and others whist identifying areas for improvement using correct artistic terms | | | | | | Provide opportunities to discuss art works brought into the classroom.  Express likes and dislikes and give reasons why.  Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.  **Key Assessment**   * **I can compare the work of different artists.** * **I recognise when art is from different cultures.** * **I recognise when art is from different historical periods.** | | | | | |

# Year 4

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| Line, Shape and Form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To create a wide range of tones using graded drawing pencils  To know that things are further away are lighter and greyer. | Reinforce knowledge of what constitutes a drawing. Remind children that skills to produce a drawing can be practised and improved. | Drawing equipment Examples of drawings using tones |
| To Explore light and dark through use of charcoal, chalk and pastel. | Look at and discuss examples of drawings, look at tones in them and discuss why they have dark and light areas. Use knowledge gained to improve own observational drawings.  Use coloured biros to suggest tones. Use dots, squiggles, cross hatching.  Use sketchbooks to plan out drawing ( linked to ongoing class work). |
| Key Assessment | * **I can show facial expressions and body language in sketches and paintings.** * **I can use marks and lines to show texture in my art.** * **I can use line, tone, shape and colour to represent figure and forms in movement.** * **I can show reflections in my art.** | | | **Scholastic Art:**  Doodles  Heraldry  Lowry / Turner / O’Keefe |

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| Colour | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow. | Look at colour wheel. Discuss what complementary colours are. Look at examples of art work showing contrasting colours. Discuss the effects of these colours on the feel of the art work. Make own colour wheel.  Introduction to landscape and perspective would support this.  Understanding through a sequence of lessons how to create a landscape piece of art work. Use watercolours to reflect the light and dark within these.  Use Lowry as an example about using a limited pallet. Turner has some very good sea landscapes. | Colour wheel Examples of art work  Useful to look at a skills art book and to produce to demonstrate how to do this step by step initially – then pupils can apply this to their own piece when they understand how to size and position on their sheet. |
| To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects. |
| Key Assessment | * I can show facial expressions and body language in sketches and paintings. * I can use marks and lines to show texture in my art. * I can use line, tone, shape and colour to represent figure and forms in movement. * I can show reflections in my art. | | | **Scholastic Art:**  Doodles  Lamdscapes  Heraldry  Rainforests |

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| Form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy. | Introduce further sculptures and the artists who have produced them. If possible use sculptures from other cultures.  Use pre formed masks. Use papier-mâché. Embellish and produce features using scrunched up paper, wool, feathers etc.  Teacher to demonstrate techniques. | Works of art  Pre-formed masks Papier-mâché |
| To create papier mache sculptures .To embellish with paint and paper. |  | Famous sculptures such as Henry Moore – Yorkshire sculpture park  Barbara Hepworth |
| Key Assessment | * **I can sculpt clay and other mouldable materials.** * **I can integrate my digital images into my art.** * **I can experiment with the styles used by other artists.** * **I can explain some of the features of art from historical periods.** | | | **Scholastic Art:**  Masquerade  Matisse – Painting with scissors. |

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| Pattern, printing & Textiles | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To sew a simple product using blanket stitch.  Practise weaving techniques. Use a simple colour palette to create different effects.  To sew a simple product using blanket stitch e,g a puppet or a cushion .  Practise weaving techniques and use a simple colour palette to create different effects.  To produce complementary print blocks to create repeating or layers designs.  Use colour to enhance final designs. | A simple puppet, cushion | Range of different fibres and fabrics. |
| Keep records of the work covered in sketchbooks Weaving background( create landscape or seascape).  Look at examples of repeat patterns (fabrics, gift wrap etc.) Discuss how the pattern is repeated. Think about rotation, colour and line.  Children produce up to 2 print blocks using cardboard, neoprene, polystyrene etc. use to produce a repeat pattern ( gift wrap) Explore effects of overprinting and combining colours. | Weaving and sewing materials  Gift wrap, fabrics, art work with repeated patterns Materials to make and print with a block print |
| Key Assessment | * **I can print onto different materials using at least four colours.** * **I can produce a simple product using a blanket stich.** * **I can create a collage using a weaving technique.** | | | **Scholastic art**  Matisse – Painting with scissors.  Heraldry  Rainforests. |

# Throughout Year 4

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| To make sensitive evaluations of their own work and that of others using appropriate artistic language. | Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why.  Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.  Encourage written evaluations of their work and others. (Self Review Sheets) |
| * **I can integrate my digital images into my art.** * **I can experiment with the styles used by other artists.** * **I can explain some of the features of art from historical periods.** | |

# Year 5

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| Line shape form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To be able to demonstrate the illusion of depth using different tones, white and black with charcoal , pastel. | Reinforce knowledge of the range of use of drawings in general, and that observational drawings require a range of skills which can be improved with practise. | Examples of drawings used for a range of purposes. |
| The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching. | Look at examples of drawings which show the use of tone and line to produce depth. Children apply the skills to their own art work. | As above |
| To use viewing frames to focus on detail and to have a basic understanding of perspective e. g the relative size of objects in pictures. |  | Art work Squared paper Small objects |
|  |  | Pencils, biros, felt pens, wax crayons, pencil crayons, chalks, charcoal, pastels and inks |
| Key Assessment | * **I can identify and draw objects and use marks and lines to produce texture.** * **I can successfully use shading to create mood and feeling.** * **I can organise line, tone, shape and colour to represent figures and forms in movement.** * **I can use shading to create mood and feeling.** * **I can express emotion in my art.** | | | **Scholastic Art**  Blossoming out  Art from other cultures  Mapping it out  William Morris |

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| colour | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects. | Use knowledge of secondary, complementary, to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes.  Look at works of art and identify the fore, mid and background colours. | Painting equipment |
| To use black and white to make different tones of one colour .to be able to mix 3 different colours to make a colour e.g. flesh tones | Reproduce tones and shades to reproduce the objects in 2D. Look at use of colour in perspective. | Objects with different tones and shades |
| Key Assessment | * **I can identify and draw objects and use marks and lines to produce texture.** * **I can successfully use shading to create mood and feeling.** * **I can organise line, tone, shape and colour to represent figures and forms in movement.** * **I can use shading to create mood and feeling.** * **I can express emotion in my art.** | | | **Scholastic Art**  Blossoming out  Kandinsky 3D  Art from other cultures  Kandinsky  William Morris |

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| Form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To create wire sculptures and embellish to create different effects.  To use different materials to create different effects , including the use of fabric. To have increasing control of cutting techniques. | Look at a range of sculptures from different countries and cultures  Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration. | Internet  Range of sculptures |
| Key Assessment | * **I can sculpt clay and other mouldable materials.** * **To create a wire sculpture using my own ideas and designs** | | | **Scholastic Art**  William Morris  Kandinsky 3D |

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| Pattern, printing & Textiles | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To use binca to create a piece of sewing with more complicated stitches and create a design | Explore colour fastness of various fabrics  Explore past and present dying techniques (tie dye), including designs form other countries and cultures. | Various fabrics Tie dye materials |
| To practise weaving techniques and use a simple colour palette to create different effects. To use a variety of looms.  To use gouging to create a print block in lino. | Knit squares for a class blanket  Research and make own dream catchers.  Use knowledge of embroidery to produce sewn items linked to topic work.  Learn how to use the lino printing tools and design and make a lino print block. Use to create print patterns. | Knitting and sewing materials  Lino and lino printing materials |
| Key Assessment | * **I can create an accurate print design following criteria.** * **I can use images which I have created, scanned and found; altering them where necessary to create art.** * **I can research the work of an artist and use their work to replicate a style.** | | | **Scholastic Art**  William Morris  Weaving |

# Throughout Year 5

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| To make sensitive evaluations of their own work and that of others using appropriate artistic language. | Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings  Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.  Encourage written evaluations of their work and others. |
| * **I can research the work of an artist and use their work to replicate a style.** | |

# Year 6

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| Line shape and form | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To be able to demonstrate the illusion of depth using line, tone and hatching , | Look at examples of drawings which show the use of tone and line to produce depth. Children apply the skills to their own art work | Examples of drawings used for a range of purposes. |
| To draw using a range of media To look closely during observational drawing. | Observational drawing based on topic. | As above |
| To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill. | Observational drawing based on topic. | Pencils, biros, felt pens, wax crayons, pencil crayons, chalks, charcoal, pastels and inks |
| To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. | Observational drawing based on topic. | Use ICT & Digital images |
| Key Assessment | * **I can explain why I have used different tools to create art.** * **I can explain why I have chosen specific techniques to create my art.** * **I can explain the style of my work and how it has been influenced by a famous artist.** | | | **Scholastic Art**  Still Life  Buildings  Portraits  Action Figures  **Cezanne & Andy Warhol** |

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| colour | Statutory requirements (National Curriculum) | Essentials (Skills) | Suggested Activities | Resources |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects. | Use knowledge of secondary, complementary, to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes.  Look at works of art and identify the fore, mid and background colours. | Painting equipment  Powder, poster ,water colour paints |
| Key Assessment | * **I can explain why I have used different tools to create art.** * **I can explain why I have chosen specific techniques to create my art.** * **I can explain the style of my work and how it has been influenced by a famous artist.** | | | **Scholastic Art**  Still Life  Buildings  Portraits  Action Figures  **Cezanne & Andy Warhol** |

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| form | | Statutory requirements (National Curriculum) | Hill Top Essentials (Skills) | | Suggested Activities | | Resources | |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | Combine wire sculpture and papier  To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials .  To select and apply collage techniques appropriately to satisfy artistic expression. | | Look at a range of sculptures from different countries and mache to create a more robust piece . Embellish with a variety of material in an appropriate way.  Create collages using paper, fabrics. Consider ideas of composition, colour, texture and shape. | | Internet  Range of sculptures  A range of materials | |
| Key Assessment | | * **To independently produce a sculpture by planning initial ideas and apply techniques.** * **To create a collage in order to present an artistic expression. (linked to topic i.e WW2 art)** | | | | | **Scholastic Art**  Clarice Cliff  Buildings  Art from Africa  Action Figures  **Clarice Cliff** | |
| Pattern, Printing & Textiles | | Statutory requirements (National Curriculum) | | | Essentials (Skills) | | Suggested Activities | | Resources | |
| Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas   to improve their mastery of art and design techniques, including drawing   about great artists, architects and designers in history. | | | Combine stitches and sewing techniques to create a product. Embellish using different stitches or with design on hessian .Weave a background and embellish with collage and or stitching .  To use a combination of all printing techniques to create a design . To use increasing skill to create more intricate blocks  Look at printing in art work. Use as inspiration to make print block (relief) | | Knit squares for a class blanket  Research and make own dream catchers.  Use knowledge of embroidery to produce sewn items linked to topic work.  lino print block. Use to create print patterns.  Use art work from other times, countries and cultures to inspire the production of relief print block using techniques already learned. Make repeat and other patterns. Consider colour, composition and pattern. | | Various fabrics Tie dye materials | |
| Key Assessment | | * **I can over print to create different patterns.** * **I can produce a simple design by designing a pattern and producing by selecting a range of techniques appropriate to the design** * **Use multi-media to design and apply to art.** | | | | | | | **Scholastic Art**  Art from Africa | |

# Throughout Year 6

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| To make sensitive evaluations of their own work and that of others using appropriate artistic language. | Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings  Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.  Encourage written evaluations of their work and others. |
| * **I can use feedback to make amendments and improvement to my art.** * **I can use a range of e-resources to create art.** | |