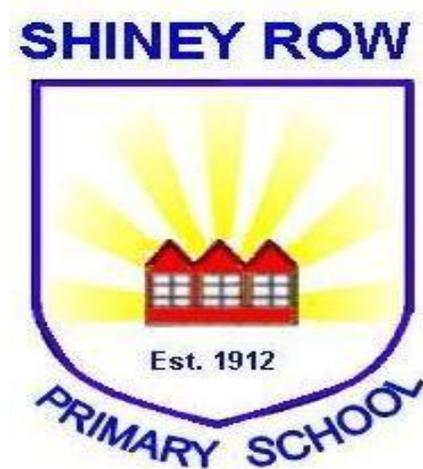


# Shiney Row Primary School



## Art and Design Scheme of work

## Shiney Row Primary School Art and Design Scheme of Work Year One

Term	Topic	Objectives
<b>Autumn</b>	<b>Observational drawing/Self portrait</b> <b>Colour- Primary and secondary</b> Suggested artist – Hans Holbein	<ul style="list-style-type: none"> <li>• Controlled use of line to create simple forms from observations.</li> <li>• Drawing to show some detail inside of line.</li> <li>• Use of thick felt tip pens. Colour with line.</li> <li>• Smaller/larger scales.</li> <li>• Recognise and name primary colours and of most secondary colours.</li> <li>• Hold a larger paint brush correctly and make marks with paint using a variety of tools.</li> <li>• Share colour charts from decorating shops to consider variations on colour families.</li> <li>• Creating shades of colour, naming shades e.g. lime green.</li> <li>• Lighter, darker, thicker, thinner, consider consistency with applying paint.</li> <li>• Create movement with colour that link to water.</li> </ul>
<b>Spring</b>	<b>Sculptures- re-cycled theme</b> <b>e.g. Angel of the North</b>	<ul style="list-style-type: none"> <li>• Consider meaning of 2D/3D terminology. Experiment with properties of different materials to see if they can fold, bend and be squashed. Begin to consider how two or more materials can be connected to form simple structures.</li> <li>• Create simple designs based from given images of sculptures such as Chinese dragons. using a given structure or template add detail to group cardboard structure by cutting and sticking pieces onto base and contributing to detail.</li> <li>• Begin to form own simple 3D pieces by sticking together tubes/cardboard using masking tape and padding out with scrunched up newspaper where necessary then covering with papier mache.</li> </ul>
<b>Summer</b>	<b>Collage- linked to history topic – great fire of London.</b>	<ul style="list-style-type: none"> <li>• Develop a collage piece from a simple drawing of a scene by selecting and sticking on paper.</li> <li>• Collect collage materials from nature to form a landscape. Could be stuck onto a background or could be a temporary outdoor collage on the ground.</li> <li>• Experiment weaving using only recycled materials.</li> <li>• Experiment with simple dyeing of fabrics.</li> <li>• Mix materials to create texture.</li> </ul>

## Shiney Row Primary School Art and Design Scheme of Work Year Two

Term	Topic	Objectives
<b>Autumn</b>	<b>Drawing and painting- explore colour</b> Suggested artist - <b>Picasso</b>	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary colours.</li> <li>• Add white to colours to make tints and add black to colours to make tones.</li> <li>• Draw from observation of objects using outline and some inside detail.</li> <li>• Choose from range of given images to draw in the style of.</li> <li>• Make colour wheels.</li> <li>• Use drawings as a basis to form a scene by building up.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Use of scale to show larger/smaller.</li> <li>• Develop observational sketches in order to create large drawings.</li> <li>• Use of charcoal to make marks/wax crayon/oil pastels to form surface to scrape images into.</li> <li>• Making marks using simple tools, experimental works (cotton buds, straws, natural materials etc)</li> </ul>
<b>Spring</b>	<b>Digital Media based on a scene – rainforests</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information</li> <li>• Explore different methods and materials as ideas develop</li> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>• Describe the work of notable artists and designers,</li> <li>• Use some of ideas of the artists to create ideas.</li> </ul>
<b>Summer</b>	<b>Printing- using different techniques.</b>	<ul style="list-style-type: none"> <li>• Create block prints/marks based upon given images using plant materials, exploring colour chose and amount of paint applied, press, roll, rub and stamp to make prints.</li> <li>• Develop controlled printing against outlines using fingers or over lapping shapes.</li> <li>• Form prints from low relief building upon cardboard using images/shapes that children have drawn and cut out. Mimic print from the environment (wallpaper).</li> <li>• Introduce matchbox printing to explore possibilities and lines that can be created.</li> <li>• Experiment with marbling considering how ink floats, dip and changes movement.</li> </ul>

## Shiney Row Primary School Art and Design Scheme of Work Year Three

Term	Topic	Objectives
<b>Autumn</b>	<b>Animals in art-drawing and sketching</b>	<ul style="list-style-type: none"> <li>• Draw from observation of objects using outline and some inside detail.</li> <li>• Use drawings as a basis to form a scene by building up.</li> <li>• Stick figures built up to show movement, Use of scale to show larger/smaller.</li> <li>• Develop observational sketches in order to create large drawings.</li> <li>• Use of charcoal to make marks/wax crayon/oil pastels to form images</li> <li>• Use different hardness of pencil to show line, tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes), use shading to show light and shadow, use hatching and cross hatching to show tone and texture.</li> </ul>
<b>Spring</b>	<b>Sculpture- Greek sculpture</b>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms.</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Clay work developed though forming clay base relief and building up layers. Technique of joining pieces using scratch and slip should be covered so that parts do not separate when dry. Texture and pattern should be evident in work through use of different tools and manipulation using fingers.</li> <li>• Introduction of modelling materials such as modroc to solidify forms created through designs into sketchbooks which children have created. Once dry colour can be painted on. Group sculptures work well on larger scale.</li> <li>• Simple sculptures of human forms using pipe cleaners or wire can be developed based upon observational skills.</li> </ul>
<b>Summer</b>	<b>Painting – Van Gogh</b>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.</li> <li>• Experiment with shades of mixed colours.</li> <li>• Apply simple colour washes to form backgrounds to be painted upon when dry.</li> <li>• Applying colour using different scales. Starting to explore the relationship between colour and moods/feelings.</li> <li>• Replicate some of the techniques used by notable artists to create original pieces that are influenced by studies of others.</li> </ul>

## Shiney Row Primary School Art and Design Scheme of Work Year Four

Term	Topic	Objectives
<b>Autumn</b>	<b>Sketching – landscapes</b>	<ul style="list-style-type: none"> <li>• Draw from observation of objects using outline and some inside detail.</li> <li>• Use drawings as a basis to form a scene by building up.</li> <li>• Stick figures built up to show movement, Use of scale to show larger/smaller.</li> <li>• Develop observational sketches in order to create large drawings.</li> <li>• Use of charcoal to make marks/wax crayon/oil pastels to form images</li> <li>• Use different hardness of pencil to show line, tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes), use shading to show light and shadow, use hatching and cross hatching to show tone and texture.</li> </ul>
<b>Spring</b>	<b>Collage – seaside/environmental</b>	<ul style="list-style-type: none"> <li>• To select and arrange materials for a striking effect.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>• Develop ideas from starting points.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
<b>Summer</b>	<b>Painting – Monet – water colours</b>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.</li> <li>• Experiment with shades of mixed colours.</li> <li>• Apply simple colour washes to form backgrounds to be painted upon when dry.</li> <li>• Applying colour using different scales. Starting to explore the relationship between colour and moods/feelings.</li> <li>• Replicate some of the techniques used by notable artists to create original pieces that are influenced by studies of others.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul>

## Shiney Row Primary School Art and Design Scheme of Work Year Five

Term	Topic	Objectives
<b>Autumn</b>	<b>Sketch – Humans - movement</b>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight.</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable to the work, e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
<b>Spring</b>	<b>Printing – Andy Warhol</b>	<ul style="list-style-type: none"> <li>• To build up layers of colours.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> <li>• Replicate some of the techniques used by notable artists to create original pieces that are influenced by studies of others.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> </ul>
<b>Summer</b>	<b>Painting  Developing personal style.</b>	<ul style="list-style-type: none"> <li>• Sketch lightly before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and prints to enhance the mood of the piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting drawing upon other ideas from artists.</li> </ul>

## Shiney Row Primary School Art and Design Scheme of Work Year Six

Term	Topic	Objectives
<b>Autumn</b>	<b>Sketching - Natural/manmade materials</b>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight.</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable to the work, e.g. realistic or impressionistic).</li> <li>• Use different hardness of pencil to show line, tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes), use shading to show light and shadow, use hatching and cross hatching to show tone and texture.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas in a sketch book.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language</li> </ul>
<b>Spring</b>	<b>Digital media – stop frame animation</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress</li> <li>• Explore ideas in a Variety of ways.</li> <li>• Comment on artwork using visual language.</li> <li>• Create images, video and sound recordings and explain why they were created.</li> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
<b>Summer</b>	<b>Painting – continual development of personal style.</b>	<ul style="list-style-type: none"> <li>• Sketch lightly before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and prints to enhance the mood of the piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting drawing upon other ideas from artists.</li> </ul>

