



## **Art scheme of work (from Sep 2022) -**

**Christian values underpinning learning:** Together we love and respect. We are creative, we are determined, we are confident, we are kind.

### **Intent**

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

Our art curriculum has been developed because we believe that:

- Art allows children to express their feelings and ideas, both as a means of self-expression and to communicate to others.
- Art can build confidence as well as a sense of individual identity.
- Art allows children to explore, build on and record their own creative and imaginative ideas.
- Art helps to develop critical thinking and the ability to interpret the world around us.
- Art provides the opportunity for those with particular talent to excel.
- Art teaching helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking and inventiveness.
- Art allows children to explore different media and experiment with techniques or strategies to see how they work.
- Art teaching provides opportunities for all children to experience and appreciate the works of a wide range of both historical and contemporary artists across a range of media.
- Art is a means through which children can explore different cultures.

### **Implementation**

Where possible art should link to the class topics. Children should have the opportunity to respond to a work by a wide variety of artists, both historical and contemporary. Children should experience working with the range of media set out in the curriculum. It is essential that staff plan to ensure that skills and techniques are taught and that a progression of skills is evident across year groups. Planning should also provide opportunities for children to evaluate, exhibit, and share their art work.





Art Opportunities						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>*Create collaboratively sharing ideas, resources and skills.</p> <p><b>ELG - Creating with Materials:</b></p> <p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p>	<p>* Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <p>*Develop and share ideas in a sketchbook and in finished products.</p> <p>*Explore a variety of techniques.</p> <p>*Learn about the work of a range of artists, artisans and designers.</p> <p><b>I can show how people feel in my paintings and drawings</b></p> <p><b>I can create moods in my art work</b></p>		<p>*Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <p>*Develop and share ideas in a sketchbook and in finished products.</p> <p>* Explore a variety of techniques.</p> <p>*Learn about the work of a range of artists, artisans and designers.</p>		<p>*Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <p>*Develop and share ideas in a sketchbook and in finished products.</p> <p>* Improve mastery of techniques.</p> <p>*Learn about the great artists, architects and designers in history.</p>	



To develop ideas						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>*Use work of a variety of artists to inspire own artwork.</li> <li>* Use simple tools and techniques competently and appropriately.</li> <li>*Explore what happens when colours are mixed.</li> <li>*Choose particular colours for a purpose</li> <li>* Create simple representations of events, people and objects.</li> </ul>	<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> </ul>		<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>*Explore different methods and materials as ideas develop.</li> <li>*Comment on artworks using visual language.</li> </ul> <p><b>I can show facial expression in my art</b>  <b>I can use sketches to produce a final piece of art</b></p>	<p><b>I can use marks and lines to show texture in my art</b></p>	<ul style="list-style-type: none"> <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>* Use the qualities of materials to enhance ideas.</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> <p><b>I can identify and draw objects and use marks and lines to produce texture</b>  <b>I can express emotion in my art</b></p>	<p><b>I can explain why I have used different tools to create art</b>  <b>I can explain why I have chosen specific techniques to create my art</b>  <b>I can use feedback to make amendments and improvements to my art</b></p>



To master techniques: Painting						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>* Use paintbrushes competently to create different brushstrokes.</li> <li>* Choose particular colours for a purpose</li> <li>* Explore what happens when colours are mixed.</li> <li>* Create simple representations of events, people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>* Use thick and thin brushes.</li> <li>* Mix primary colours to make secondary.</li> <li>* Add white to colours to make tints and black to colours to make tones.</li> </ul> <p><b>I can name primary and secondary colours</b></p>	<p><b>I can mix paint to create the secondary colours</b></p> <p><b>I can create brown with paint</b></p> <p><b>I can create tints by adding white</b></p> <p><b>I can create tones by adding black</b></p>	<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.</li> <li>* Mix colours effectively.</li> <li>* Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>* Create colour wheels</li> <li>* Experiment with creating mood with colour.</li> </ul> <p><b>I can create a background wash</b></p> <p><b>I can use a range of brushes to create different effects when painting</b></p>		<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 tints to enhance the mood of a piece.</li> <li>* Use brush techniques and the qualities of paint to create texture.</li> <li>* Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	



To master techniques: Collage						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>*Tear paper to create different shapes and effects.</li> <li>*Use scissors effectively to cut shapes from paper.</li> <li>*Join materials effectively using glue and other adhesives.</li> <li>*Experiment to create different textures.</li> <li>*Manipulate materials to achieve a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>*Use simple tools and techniques competently and appropriately.</li> <li>*Experiment to create different textures.</li> <li>*Manipulate materials to achieve a planned effect.</li> </ul> <p><b>I can cut, roll and coil materials</b></p>		<ul style="list-style-type: none"> <li>* Select and arrange materials for a striking effect.</li> <li>* Ensure work is precise.</li> <li>* Use a combination of materials that are cut, torn and glued.</li> <li>* Sort and arrange materials.</li> <li>* Mix materials to create texture.</li> </ul>		<ul style="list-style-type: none"> <li>*Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>*Mix textures (rough and smooth, plain and patterned).</li> <li>* Combine visual and tactile qualities.</li> <li>* Use ceramic mosaic materials and techniques</li> </ul>	

To master techniques: Sculpture						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>*Manipulate playdough, clay and polymer clay to create different shapes and sculptures.</li> <li>*Use simple tools and techniques competently and appropriately.</li> <li>*Use loose parts and natural objects to add detail to sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>* Use a combination of shapes.</li> <li>* Include lines and texture.</li> <li>*Use rolled up paper, straws, paper, card and clay as materials.</li> </ul>	<p><b>I can join two clay finger pots together</b></p> <p><b>I can make a clay pot</b></p>	<ul style="list-style-type: none"> <li>*Use techniques such as rolling, cutting, moulding and carving.</li> <li>*Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>*Include texture that conveys feelings, expression or movement.</li> </ul>	<p><b>I can sculpt clay and other mouldable materials</b></p>	<ul style="list-style-type: none"> <li>*Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>* Use tools to carve and add shapes, texture and pattern.</li> <li>* Combine visual and tactile qualities.</li> <li>* Use frameworks (such as wire or</li> </ul>	



*Create simple representations animals, people and objects.			* Use clay and other mouldable materials. *add materials to provide interesting detail.		moulds) to provide stability and form.	
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To master techniques: Drawing						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Regular drawing opportunities linked with stories, through drawing club. Children will learn to draw different characters and settings.</p> <p>*Carefully observe pictures and real objects when drawing. Consider the different parts, their shapes and position. (links to UW)</p> <p>*Create simple representations of events, people and objects.</p>	<p>*Draw lines of different sizes and thickness.</p> <p>*Colour (own work) neatly following the lines.</p> <p>*Sketch lightly (no need to use a rubber to correct mistakes).</p> <p><b>I can use pencils to create lines of different thickness in drawings</b></p>	<p><b>I can choose and use three different grades of pencil when drawing</b></p> <p><b>I can use charcoal, pencil and pastel when creating art</b></p> <p><b>I can use a view finder to focus on a part before I draw it</b></p>	<p>*Show pattern and texture by adding dots and lines.</p> <p>*Show different tones by using coloured pencils.</p> <p>*Annotate sketches to explain and elaborate ideas.</p> <p>*Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>*Use shading to show light and shadow.</p> <p><b>I can use different grades of pencil to shade and to show different tones and textures</b></p>	<p><b>I can use line, tone, shape and colour to represent figures and forms in movement</b></p>	<p>*Use different hardnesses of pencils to show line, tone and texture.</p> <p>*Use shading to show light and shadow.</p> <p>* Use hatching and cross hatching to show tone and texture.</p> <p>* Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>*Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>*Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	



					<p>*Use lines to represent movement.  <b>I can use line, tone, shape and colour to represent figures and forms in movement</b></p>	
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To master techniques: Print						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Use simple tools and techniques to print pictures.            *Choose particular colours for a purpose.            *Use objects to create prints (e.g. fruit, vegetables, sponges, cutters, cardboard and other objects).            *Explore patterns through printing (Link to Maths)</p>	<p>*Use repeating or overlapping shapes.            *Mimic print from the environment (e.g. wallpapers).            *Use objects to create prints (e.g. fruit, vegetables or sponges).            *Press, roll, rub and stamp to make prints  <b>I can create a repeating pattern in print</b></p>	<p><b>I can create a printed piece of art by pressing, rolling, rubbing and stamping</b></p>	<p>* Use repeating or overlapping shapes.            *Mimic print from the environment (e.g. wallpapers).            *Use objects to create prints (e.g. fruit, vegetables or sponges).            * Press, roll, rub and stamp to make prints            * Use layers of two or more colours.            *Replicate patterns observed in natural or built environments.</p>	<p><b>I can print onto different materials using at least four colours</b></p>	<p>*Make printing blocks (e.g. from coiled string glued to a block).            *Make precise repeating patterns.            *Build up layers of colours.            *Create an accurate pattern, showing fine detail.            *Use a range of visual elements to reflect the purpose of the work  <b>I can create an accurate print design following criteria</b></p>	<p><b>I can over print to create different patterns</b></p>





To master techniques: Textiles						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>*Use needles and thread to join pieces of felt.</li> <li>*Uses needles and thread to decorate felt with stitches.</li> <li>*Create decorative pieces from felt.</li> <li>*Create items to wear (masks) from textiles.</li> <li>*Choose particular colours for a purpose.</li> <li>*Understand that different media can be combined to create new effects.</li> <li>*Manipulate materials to achieve a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>*Use simple tools and techniques competently and appropriately.</li> <li>*Choose particular colours for a purpose.</li> <li>* Use weaving to create a pattern.</li> <li>*Join materials using glue and/or a stitch</li> </ul>		<ul style="list-style-type: none"> <li>* Use plaiting.</li> <li>* Use dip dye techniques.</li> <li>* Shape and stitch materials.</li> <li>* Use basic cross stitch and back stitch.</li> <li>* Colour fabric.</li> <li>* Create weavings.</li> </ul>		<ul style="list-style-type: none"> <li>* Quilt, pad and gather fabric.</li> <li>* Show precision in techniques.</li> <li>* Choose from a range of stitching techniques.</li> <li>* Combine previously learned techniques to create pieces.</li> </ul>	

To master techniques: Digital media						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>* Use simple tools and techniques competently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li><b>I can use IT to create pictures</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can use different effects within a IT package</b></li> </ul>	<ul style="list-style-type: none"> <li>*Create images, video and sound recordings and explain why they were created.</li> <li><b>I can use digital images and combine</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can integrate my digital images into my art</b></li> </ul>	<ul style="list-style-type: none"> <li>* Enhance digital media by editing (including sound, video, animation, still images and installations</li> <li><b>I can use images which I have created,</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can use a range of e-resources to create art</b></li> </ul>



			<p>with other media in my art</p> <p>I can use IT to create art which includes my own work and that of others</p>		<p>scanned and found, altering them where necessary to create art</p>	
<b>To take inspiration from the greats</b>						
<b>EYFS</b>	<b>KS1</b>		<b>KS2</b>			
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>*Describe the work of notable artists, artisans and designers.</p> <p>*Use some of the ideas of artists studied to create pieces.</p>	<p>*Describe the work of notable artists, artisans and designers.</p> <p>*Use some of the ideas of artists studied to create pieces.</p> <p>I can describe what I can see and give an opinion about the work of an artist</p> <p>I can ask questions about a piece of art</p>	<p>I can create a piece of art in response to the work of another artist</p> <p>I can suggest how artists have used colour, pattern and shape</p>	<p>*Describe the work of notable artists, artisans and designers.</p> <p>*Use some of the ideas of artists studied to create pieces.</p> <p>*Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>I can compare the work of different artists</p> <p>I recognise when art is from different cultures</p> <p>I can recognise when art is from different historical periods</p>	<p>I can explain some of the features of art from historical periods</p> <p>I can experiment with the styles used by other artists</p>	<p>*Create original pieces that are influenced by studies of others.</p> <p>*Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>* Show how the work of those studied was influential in both society and to other artists.</p> <p>*Create original pieces that show a range of influences and styles.</p>	



**Year A (2021 – 2022)**

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak (EAD)	Drawing Collage Painting Clay Keith Haring Giuseppi Arcimbaldo	Sewing - joining Nature Art Clay modelling Stick modelling Printing Weaving Andy Goldsworthy James Brunt	Printing Collage Junk modelling Painting Colouring with pens Paul Klee James Rizzi Mondrian	Painting – colour mixing Junk modelling Fruit printing Printing Sewing – decoration Eric Carle Jackson Pollock	Drawing Seed collages Clay fairy doors Collage Printing Transient natural art Weaving Matisse Andy Warhol	Collage Junk modelling Loose parts pictures Drawing Finger printing Yvonne Coomber Georgia O’Keefe
Poplar	Cooking Junk modelling – drawing (plan)	Sewing Junk modelling /sculpting /building/gears & pulleys - drawing (plan) Shadow puppets Lanterns - science	Pastels – background Collage Cooking	Watercolours Cooking	Cooking Painting & drawing	Farm Diorama – junk modelling Collage - animals
Beech	Cave paintings inspired by Cave Baby.  Making roundhouses from natural materials.	Clay penguins  Creating pictures of the Northern Lights	Make shadow puppets and record a show.	Ancient Greek Vases- clay	Sketching different plants on the school trip.  Watercolour	Creating posters for the event.  Design a costume for the event.  Design and make their own t-shirt.
Willow	Katy and the Starry Night artwork (focusing on paints and mixing colours).	Art: Oil Pastel art to create leaves.	Egyptian art/ DT- Making the following: cartouche (hieroglyphics), repeated pattern designs, scarab beetles using clay. Home learning to support Art/ D&T curriculum.	Painting- portraits. Cooking- to link cross-curricular to Science (human and animals/ healthy eating).	Painting; Focus on mixing colours- painting a landscape (journey on a train to inspire/ cross curricular links to English-writing).	Painting with magnets/ marble painting.  Monsters- DT- designing, creating and evaluating using junk modelling materials.
Maple	<b>ART/DT</b>	<b>Art</b> – Using pastels and chalks to create art which represents black holes,	<b>Art</b> – Using pastels and chalks to create art which represents black holes,	Gaudi  Claywork	Graffiti Art – Banksy..etc	<b>ART</b> – computer art – propaganda posters



	<p>Creating God's Eyes and understanding the significance of these</p> <p>Looking at Mayan masks and artwork focused around totem poles and creating individual images for a class pole</p> <p>Mayan Masks – create using overlaid cardboard – building up layers for effect and texture – thinking about area which should be overlaid</p> <p>Quetzal Birds – These are prominent within the myths shared – create sculpture of these – plan and design deciding upon materials to create these and then paint, collage to give effect of the bird – evaluation throughout and upon completion</p>	<p>milky way and the enormity of space.</p> <p>Explore the work of other artist who draw images of space – Peter Thorne.</p> <p><b>DT</b> – design and create own textile piece in the style of Karen Rose</p>	<p>milky way and the enormity of space.</p> <p>Explore the work of other artist who draw images of space – Peter Thorne</p> <p><b>DT</b> – design their own Mars Rover to build</p>		<p>Grayson Perry – Collage/Montage</p>	<p>Textiles – Rag rugs and Make do and Mend</p> <p><b>DT</b> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose – Build Anderson Shelters and Gas Masks</p>
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**Year B (2022 – 2023)**

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak (EAD)	<p>Drawing</p> <p>Collage</p> <p>Painting</p> <p>Clay</p> <p>Keith Haring</p> <p>Giuseppi Arcimbaldo</p>	<p>Sewing - joining</p> <p>Nature Art</p> <p>Clay modelling</p> <p>Stick modelling</p> <p>Printing</p> <p>Weaving</p> <p>Andy Goldsworthy</p> <p>James Brunt</p>	<p>Printing</p> <p>Collage</p> <p>Junk modelling</p> <p>Painting</p> <p>Colouring with pens</p> <p>Van Gogh</p> <p>Mondrian</p>	<p>Painting – colour mixing</p> <p>Junk modelling</p> <p>Fruit printing</p> <p>Printing</p> <p>Sewing – decoration</p> <p>Eric Carle</p> <p>Jackson Pollock</p>	<p>Drawing</p> <p>Seed collages</p> <p>Clay fairy doors</p> <p>Collage</p> <p>Printing</p> <p>Transient natural art</p> <p>Weaving</p> <p>Matisse</p> <p>Andy Warhol</p>	<p>Collage</p> <p>Junk modelling</p> <p>Loose parts pictures</p> <p>Drawing</p> <p>Finger printing</p> <p>Yvonne Coomber</p> <p>Georgia O'Keefe</p>



Poplar	Creating our own toys – drawing & sketching Junk modelling	Firework art and printing – Jackson Pollock Sewing – Christmas Collage – natural materials (science/autumn)	paper weaving based on Kente Patterns – printing C cooking Pastels	Edward TingaTinga – Tinga Tinga Art – paint/ watercolours, prints Sculpting our own animals – cardboard & clay	Painting – maps Drawing - symbols Digital media – link to graphics unit in 123ICT Cooking	Drawing & sketching Collage Pastels
Beech	Cave paintings inspired by Cave Baby.  Making roundhouses from natural materials.	Clay penguins  Creating pictures of the Northern Lights	Make shadow puppets and record a show.	Ancient Greek Vases- clay	Sketching different plants on the school trip.  Watercolour	Creating posters for the event.  Design a costume for the event.  Design and make their own t-shirt.
Willow	Katy and the Starry Night artwork (focusing on paints and mixing colours).	Art: Oil Pastel art to create leaves.	Egyptian art/ DT- Making the following: cartouche (hieroglyphics), repeated pattern designs, scarab beetles using clay. Home learning to support Art/ D&T curriculum.	Painting- portraits. Cooking- to link cross-curricular to Science (human and animals/ healthy eating).	Painting; Focus on mixing colours- painting a landscape (journey on a train to inspire/ cross curricular links to English-writing).	Painting with magnets/ marble painting.  Monsters- DT- designing, creating and evaluating using junk modelling materials.
Maple	<b>Art/DT</b> – Roman Mosaics – Design and create own mosaic  Illuminated Lettering  Photography – objects to represent letters to give words	<b>Art/DT</b> – Oil Pastels – Artists Turner and Martin  Collage - textures and layers	<b>DT/Art</b> – Creating Hack silver jewellery, Viking food  <b>Art</b> appreciation – Edvard Munch	<b>DT/Art</b> – Creating Hack silver jewellery, Viking food  <b>Art</b> appreciation – Edvard Munch	<b>Art/DT</b> – Water colours and detailed observational sketching.  James Brunt – Natural Artist  Making own boats which float	<b>Art/DT</b> – Water colours and detailed observational sketching.  James Brunt – Natural Artist  Making own boats which float



## **Impact**

Long term:

- That children will be able express their feelings and ideas.
- That children will develop confidence and a sense of individual identity.
- That children develop critical thinking and the ability to interpret the world around us.
- That some children will be able to excel and develop their talent to a high standard.
- That children will develop a greater knowledge and understanding of other cultures through art.

Assessment in DT:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Art
- Display and books – opportunity to practise skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events and exhibitions

Role of the co-ordinator:

- Highlight / Celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues