



Buckstones Community Primary School

Art Medium Term Plans

EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Exploring and using media and materials Can they manipulate materials to achieve a planned effect?</p> <p>Can they hold a pencil correctly and use it with increasing control?</p> <p>Can they draw lines and shapes to communicate meaning?</p> <p>Can they represent their thoughts and feelings in their drawing?</p>	<p>Making calendars, Christmas cards. Drawings of family members. Self-portraits. Use of continuous provision - workshop area/ painting easel. All about me booklets, talking about favourite food, toys, colours etc. and representing through drawings. Drawing pictures of holiday news - link to literacy.</p>
Painting	<p>Can they manipulate materials to achieve a planned effect?</p> <p>Can they select simple tools and use them appropriately?</p> <p>Can they mix colours?</p>	<p>Colour mixing - hand prints Use of different shades and colour mixing pallets in painting area.</p>
Printing	<p>Can you print with sponges, vegetables & fruit?</p> <p>Can you create a repeating pattern?</p>	<p>Children make patterns using a variety of printing materials. Focused activities - link to maths create a repeating pattern</p>
3D	<p>Can they construct with a purpose in mind, using a</p>	<p>Construction area Forest school activities - creating collages, leaf</p>

	<p>variety of resources?</p> <p>Can they select appropriate tools and techniques to shape materials?</p> <p>Can they talk about their model?</p>	<p>crowns.</p> <p>Workshop area - junk modelling - collages demonstrate how to use equipment and resources in the areas of continuous provision to the children.</p> <p>Making stick puppets - goldilocks and the 3 bears/gingerbread man/ elves and shoe maker.</p> <p>Making glasses.</p>
<p>Collage/ Textiles</p>	<p>Can they join materials together?</p> <p>Can they cut materials using scissors?</p> <p>Can they talk about how materials feel?</p>	<p>Workshop area - junk modelling - collages demonstrate how to use equipment and resources in the areas of continuous provision to the children.</p> <p>Making stick puppets - goldilocks and the 3 bears/gingerbread man/ elves and shoe maker.</p> <p>Making glasses.</p> <p>Senses - feely bag experiments.</p>

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Drawing	<p>Exploring and using media and materials Can they manipulate materials to achieve a planned effect?</p> <p>Can they hold a pencil correctly and use it with increasing control?</p> <p>Can they draw lines and shapes to communicate meaning?</p> <p>Can they represent their thoughts and feelings in their drawing?</p>	<p>Making mother's day cards Making Easter baskets Making Easter cards Making puppets of people who help us / superheroes Designing and making superhero gadgets.</p>
Painting	<p>Can they select simple tools and use them appropriately?</p> <p>Can they select appropriate resources?</p> <p>Can they mix colours?</p> <p>Can they talk about what happens when they mix colours?</p>	<p>Areas of continuous provision - painting easel/ workshop Making Easter baskets Making Easter cards Making puppets of people who help us / superheroes Designing and making superhero gadgets or vehicles. Butterfly printing - symmetrical wings Hand prints - mix colours.</p>
Printing	<p>Can you print with sponges, vegetables & fruit?</p> <p>Can you create a repeating pattern?</p>	<p>Printing caterpillars. Printing repeating patterns. Printing butterflies.</p>
3D	<p>Can they understand that different media can be combined to create new effects?</p>	<p>Making models of hedgehogs using clay and tools.</p>

	<p>Can they construct with a purpose in mind, using a variety of resources?</p> <p>Can they manipulate materials to achieve a planned effect?</p> <p>Can they select appropriate tools and techniques to shape materials?</p> <p>Can they talk about their model?</p>	<p>Using media and materials in the workshop area - ongoing.</p> <p>Using tools to mold/shape/assemble/model play dough.</p>
Collage/ Textiles	<p>Can they join materials together?</p> <p>Can they cut materials using scissors?</p> <p>Can they manipulate materials to achieve a planned effect?</p> <p>Can they use tools appropriately and safely?</p> <p>Can they use different media combined to create new effects?</p> <p>Can they adapt work where necessary?</p>	<p>Workshop area - junk modelling - collages demonstrate how to use equipment and resources in the areas of continuous provision to the children. Class collage super hero badge / superhero model. Collage nocturnal animal pictures. Super hero gadgets / vehicles</p>

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Drawing	<p>Exploring and using media and materials</p> <p>Can they represent their thoughts and feelings in their drawing?</p>	<p>Under the sea pictures.</p> <p>Areas of continuous provision -workshop</p> <p>Creating pictures of animals using IT</p> <p>Observational drawings of animals / artefacts</p>
Painting	<p>Can they manipulate materials to achieve a planned effect?</p> <p>Can they select simple tools and use them appropriately?</p> <p>Can they select appropriate resources?</p>	<p>Areas of continuous provision - painting easel/ workshop</p> <p>Under the sea pictures</p> <p>Models of sea creatures</p>
3D	<p>Can they select appropriate tools and techniques to shape materials?</p> <p>Can they select appropriate tools and techniques to assemble materials?</p> <p>Can they select appropriate tools and techniques to join materials?</p>	<p>Using media and materials in the workshop area - ongoing.</p> <p>Using tools to mold/shape/assemble/model play dough.</p> <p>Models of sea creatures</p> <p>Pictures of animals using different materials and media</p> <p>Construction area.</p> <p>Collages of rainbow fish</p> <p>Stick puppets and masks of animals</p>

	Can they talk about their model?	
Collage/ Textiles	<p>Can they use tools appropriately and safely?</p> <p>Can they use different media combined to create new effects?</p> <p>Can they adapt work where necessary?</p> <p>Can they select tools and techniques needed to shape, assemble and join the materials they are using?</p>	<p>Using media and materials in the workshop area - ongoing.</p> <p>Creating models of sea creatures</p> <p>Collages of under the sea creatures</p> <p>Models of animals</p>
Knowledge/Artist	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Looking at pictures painted/ created by an artist or from another culture - I.e., Africa linked to topic work on Handa's Surprise.</p>

Year 1 - Autumn Term - ART

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, patterns, 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

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw with pencil & crayons?</p> <p>Can you communicate something about yourself in your drawing?</p> <p>Can you draw lines of different shapes & thickness eg light, broad, curved, broken, small lines and circular outline?</p>	<p>Encourage children to experiment with different art pencils (see left)</p> <p>LINK TO WORK ON SEASONS: * Winter sketches. Use pencils / pencil crayons (limit colours, to add to effect). Ch. to sketch something they like doing in winter - superimpose their heads (photos) on the pictures once done!</p>
Painting	<p>Can you name the primary & secondary colours?</p> <p>Can you mix paints from primary colours?</p>	<p>SKILLS WORK (COLOUR MIXING) * Make 2 colour wheels (one primary, then one secondary) Ch to mix their own colours for secondary wheel. Wax pictures: colour one pic in primary colours only, the other in primary & secondary colours.</p>
Printing	<p>Can you print?</p>	<p>LINK TO work on Weather and Seasons. * <i>Seasons Picture: Autumn (Windy Day Picture)</i></p>

	Can you describe the effects of printing as opposed to painting?	Stipple print trees, use cork to print multi-coloured autumn leaves (on trees / falling / on ground). Add leaf sequins add desired
3D (Sculpture)	N/A	n/a this term
Collage/ Textiles	Can you use different materials (textiles / collage) to make your product?	Design & make a simple Christmas decoration, made out of felt (decorated with collage sparkles). Add ribbon / thread so it can be hung from a tree.
Knowledge/ Artist	Can you describe what you see and like in the work of another artist? Can you ask sensible questions about a piece of art?	LINK TO colour mixing *Look at work of Piet Mondrian . What do we think / notice? How do these paintings make us feel? * Make own Mondrian pieces: - one coloring wax blocks in blank piece - another using strips (black) and blocks (primary colours) of paper
<u>Miscellaneous Activities:</u> Purple Mash drawing / painting activities Calendars / Christmas cards		

Year 1 - Spring - ART

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, patterns, 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

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw with pencil & crayons?</p> <p>Can you communicate something about yourself in your drawing? Can you draw lines of different shapes & thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Can you create moods in your drawings?</p>	<p>ICT: Flowers for Mother's Day cards Purple Mash drawing package. Create repeating pattern flowers in a vase. Varying styles, colours and brush sizes.</p> <p>ICT: Great Fire of London pictures Purple Mash painting package. Recreate an image of the Great Fire. Think about colours, paint tools, shapes.</p> <p>Sketching: Neil Armstrong portraits</p>
Painting	<p>Can you name the colours you use, including shades?</p> <p>Can you use thick & thin brushes?</p> <p>Can you paint a picture of something you can see? Can you mix paints from primary colours?</p>	<p>Winter pictures - snowy scenes:</p> <ul style="list-style-type: none"> • brusho dye background • stipple trees • splatter snow background • add animal footprints • splatter snow • add glitter

	RECAP FROM AUTUMN TERM: Can you name the primary & secondary colours?	Chalk pastel planets - recap primary/ secondary colours. Make chalk pastel planet. Encourage mixing and shading.
Printing	<p>Can you print with sponges, vegetables & 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 & stamping?</p>	<p>Printing using sponges - see above</p> <p>Tudor houses (links with maths - symmetry). Children paint half a Tudor house. Fold in half and print other half by rubbing.</p>
3D (Sculpture)	N/A	n/a this term
Collage/ Textiles	N/A	n/a this term
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>Study landscape paintings of David Hockney. Children recreate own Hockney pictures using oil pastels / brusho dye. Emphasis on brightness of colours.</p>
<p><u>Miscellaneous Activities:</u></p> <p>Homework - Christopher Columbus portrait - children to choose own media</p>		

Year 1 - Summer Term - ART

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, patterns, 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

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw with pencil & crayons?</p> <p>Can you communicate something about yourself in your drawing?</p> <p>Can you draw lines of different shapes & thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Can you communicate something about yourself in your drawing?</p> <p>Can you draw lines of different shapes & thickness eg light, broad, curved, broken, small lines and circular outline?</p> <p>Can you create moods in your drawings?</p>	<p>Tasks: Drawings of castles, including Skipton Castle sketches. Experiment with lines and shading.</p> <p>Task: Self-Portrait sketches - children to sketch themselves in the style of Lord and Lady Clifford (Skipton Castle ancestors). Experiment with lines and shapes. What about the mood of people in the old Clifford paintings? Do they look happy / sad? How can we tell?</p>
Painting	<p>Can you name the colours you use, including shades?</p> <p>Can you use thick & thin brushes?</p> <p>Can you paint a picture of something you can see?</p> <p>Can you name the primary & secondary colours?</p> <p>Can you create moods in your paintings?</p> <p>Can you mix paints from primary colours?</p>	<p>Task: Link to skills work (colour mixing) Warm / Cold colours, Make fish. Use wax to section off. Children choose to make 2 fish - one warm, one cold. Go over lines in bold wax crayon. Children then paint sections in appropriate warm / cold colours. Compare and contrast.</p>

Printing		n/a this term
3D	<p>Can you squeeze and pinch materials to make different shapes?</p> <p>Can you use plasticine / 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 & 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>Task: Children initially experiment with play-doh. What shapes can they make? How can they use tools to make their models more interesting?</p> <p>Task: Children to make clay tiles based upon medieval shields. Use tools to add pattern and texture. Apply colour (paint) and varnish.</p>
Collage/ Textiles	N/A	n/a this term
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 pieces of art?</p>	<p>Task: Cross-curricular links to History topic 'Toys' - study Dieter Brugel's <i>'Children's Games'</i>.</p>

Year 2 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Drawing</p>	<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 & dark? Can you show patterns & texture in your drawings? Can you use a view finder to focus on a specific part of an artefact/picture before drawing it?</p> <p>Sketch Books Can they begin to demonstrate their ideas through pictures and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Can they keep notes in their sketch books as to how they have changed their work?</p>	<p>History Unit: The Gunpowder Plot</p> <p>1) Play a guessing game by showing the children a small part of a picture and asking them to identify what is happening in the picture. Gradually reveal more of the picture by widening the frame around it. Encourage the children to use visual clues, eg shapes, colours, lines, actions, and to explain their reasons for their answers and for changing their answers.</p> <p>2) Give the children part of an image from a picture of the Gunpowder Plot and ask them to fix this to a larger sheet of paper. Ask them to draw what might be outside the given image.</p> <p>3) Talk about how and why the picture they have been given might have been 'cropped', eg to focus attention on a particular idea or person.</p> <p>4) Ask the children to give their image a title before and after they make the bigger picture. Compare the two. Ask them to write captions for their images, linking the words they use with the images they have created.</p> <p>5) Use another image, placed in the middle of a blank piece of paper and ask the children to draw on one side of the image what they think happened</p>

		<p>just before the image was taken and on the other side what happened just after the image was taken. Ask them to pay attention to size, scale, colour and action in the photograph and to use visual 'clues'.</p> <p><u>Link to History Unit on Remembrance Day</u></p> <p>1) Arrange, if possible, a visit to a local war memorial. Encourage the children to describe accurately what they can see, eg lists of names, dates, symbols.</p> <p>2) Also prompt them to ask questions, eg Why are there lists of names? When might the memorial have been built? How could we find out? What do the symbols mean? Why did people want to build a war memorial? Are there war memorials in other towns/villages?</p> <p>3) Discuss with the children the sort of information war memorials can give us and the information they leave out.</p> <p>4) Help the children to record information in several ways, eg sketches/observational drawings of the war memorial, tallies of names.</p>
Painting		
Printing		
3D		
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>	See Design Technology plans: Puppets

Knowledge/Artist		
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**Year 2 Art
Spring Term**

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 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 & match colours to match those in a given artwork?</p>	<p><u>Link to R.E theme of Celebrations</u> How is artwork used in the Hindu celebration of Holi? Children to create Holi paintings using an array of powder paints. How is colour used to represent happiness and hope?</p> <p><u>Link to Queen Elizabeth I topic</u> Children to make detailed drawings based on Her most famous portraits and paint them</p>
Collage/Textiles	<p>Can you sort match and name different materials? Can you group fabrics & threads by colour & texture? Can you use joining processes such as tying and gluing? Can you weave with different materials to create texture eg wool, card, cloth, ribbon?</p> <p>Can you cut & tear paper and card for your collages? Can you gather and sort the materials you will need?</p>	<p><u>Link to Science Topic on Materials and their uses</u> Children to handle a variety of fabrics, name them and suggest suitability for purpose. Compare and contrast fabrics.</p> <p><u>Link to Isle of Coll topic</u> Examine different styles of tartan using materials and photographs. Children to make weaving circles- wool, card, cloth, ribbon (focus on textures, as well as technique)</p> <p><u>Link to Queen Elizabeth I topic</u></p>

	<p>Can you recognise that materials look and feel different, choosing the most suitable material for effect? (focusing on paper)</p>	<p>Children to embellish their paintings with beads, sequins and lace.</p>
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**Art Year 2
Summer Term**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Drawing</p>	<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 & dark? Can you show patterns & texture in your drawings? Can you use a view finder to focus on a specific part of an artefact/picture before drawing it?</p> <p>Sketch Books Can they begin to demonstrate their ideas through pictures and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Can they keep notes in their sketch books as to how they have changed their work?</p>	<p><u>Link to Science topic-Plants;</u> 1) Display a selection of natural objects, <i>eg plants, seed pods, roots, leaves, flowers, fruits, vegetables</i>, and examples from books and posters.</p> <p>2) Arrange a walk around the school or a visit to a local park. Identify plants and animals in different areas. Ask the children to collect dead or dying materials, <i>eg fallen leaves, bark, interesting roots</i>.</p> <p>3) In the classroom, ask the children to make small individual displays of their collected materials. Ask them to observe carefully the shapes and textures of the objects, using magnifying glasses to find interesting qualities.</p> <p>4) Ask the children to look at the lines, shapes and colours in the natural objects. Look at them from different positions and note the changes. Discuss why one viewpoint might be considered more interesting than another. Discuss what they will show in drawings.</p> <p><u>St. Lucia</u> Study of Jean Baptiste a St. Lucian artist. Oil pastels of sea creatures or rainforest creatures in the style of Jean Baptiste.</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 & match colours to match those in a given artwork?</p>	<p><u>Link to Science topic: Plants-</u></p> <p>1) Children to understand the difference between primary and secondary colours. 2) Create colour wheels where the main colour of yellow is gradually lightened using white paint.(tints) 3) Children to mix paints to make the colour brown. 4) Children to mix paints to create colours to recreate paintings of flowers by famous artists e.g Van Gogh, Monet.</p>
Knowledge/Artist	<p>Can you say how other artists have used colour, pattern & shape? Can you create a piece of work in response to another?</p>	<p>Watch DVD about the life and works of Van Gogh Also read and discuss the story of Camille and the Sunflowers.</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</p>	<p><u>Link to St. Lucia topic</u></p> <p>Experiment with colour mixing Experiment with different additives to the paint. Caribbean sea -small picture from a travel brochure in middle and enlarge picture by painting around.</p>

	<p>different effects?</p> <p>Can you mix & match colours to match those in a given artwork?</p>	
Printing	<p>Can you create a design for your printing block? (based on a logo for a shop in Shaw)</p> <p>Can you use a roller/paintbrush to apply printing paint to the printing block?</p> <p>Can you apply the printing block to a piece of material?</p>	
3D	<p>Can you examine the shape, form and symmetry of a variety of minibeasts?</p> <p>Can you make drawings of patterns and textures of minibeasts including butterflies?</p>	<p><u>Link to science topic of Living Things and their habitats.</u></p> <p>Children to represent the form of a variety of minibeasts using wire/nylon/carboard/tin foil on a background of collage leaves. (Leaves to be made from a montage of leaves from photographs that the children have taken.)</p>
Knowledge/Artist	<p>Investigate the work of a Caribbean artist. Give opinions of his work.</p>	<p><u>Link to St. Lucia topic</u></p> <p>Daniel Jean-Baptiste-focus</p> <p>Look at the website of Jean Baptiste and discuss the themes, styles and colours that are apparent in his work.</p>

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 & dark? Can you show patterns & texture in your drawings? Can you use three different grades of pencil in your drawing? Can you use charcoal pencils? Can you show facial expressions in your drawings? Can you use different grades of pencil shade; show different tones; show tone & texture? 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>Cave/Rock Art linked to History topic: Stone Age to Iron Age.</p> <ul style="list-style-type: none"> • Ch to study images of Stone Age cave paintings from around the world • Discuss what the images show • Why might Stone Age people have drawn these images? • Discuss how the images were made. What did they use to paint them? • What colours are used? Why these colours? • Ch to use chalks and charcoal pencils to create their own cave drawing (templates for LA) • Choose appropriate colours and mix chalks to create the desired effect
Painting	<p>Can you mix & match colours to match those in a given artwork? Can you predict with accuracy the colours that you mix?</p>	<p>Cave Paintings linked to History unit Stone Age to Iron Age.</p> <ul style="list-style-type: none"> • School trip to Tatton Park for a session on 'Life in the Stone Age'. • Ch to choose and use appropriate paint colours, (including mixing paints) to create their own cave art scene, based on images shown
Printing		

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>	
Collage		
Knowledge/Artist	<p>Can you create a piece of work in response to another?</p> <p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time ?</p>	<p>Stone Age Cave paintings from around the world.</p> <p>Neolithic Pottery.</p> <p>Celtic patterns and designs. Celtic calendars.</p>

Year 3 - Spring

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 & 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>Link to Science topic: Plants Sketch flowers/leaves etc...from observation. Make a collection of plant motifs. This will feed into the collage work below.</p>
Painting	<p>Can you mix & 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 use a range of brushes to create different effects?</p>	<p>Link to History topic: Ancient Egypt. Pharaohs, mummies.</p>
Printing		
3D		
Collage	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they create individual & group collages?</p> <p>Can they use repeated patterns in your collage?</p> <p>Can they use different kind of materials with different textures and appearances on their collage and explain why they have chosen them?</p>	<p>Link to Science topic: Plants Create large group collages of four plants, using a range of materials to represent different textures and appearances.</p> <ul style="list-style-type: none"> • Snowdrop: cut and overlap green felt pieces for the stem and leaves; felt and white gauze pieces for the petals. • Daffodil: quilling with yellow and white paper for the petals; orange and yellow pipe cleaners for the outline; yellow bun cases for the trumpet centre plus small pieces of pipe cleaner; green garden canes and some green quilling for the stem; green

		<p>canes, pipe cleaners and sequins for the leaves.</p> <ul style="list-style-type: none"> • Tulip: scrunched up pieces of orange and yellow tissue paper for the petals, two shades of green for the stem and leaves. • Sunflower: felt petals (alternate orange and yellow); gold sparkly card and gold split pins for the centre; green felt roll for the stem; green felt, card and pipe cleaners for the leaves.
Knowledge/Artist	<p>Can they explore work from other cultures? Can they explore work from other periods of time ?</p>	<p>Link to History topic: Ancient Egypt. Children will investigate Egyptian art and hieroglyphs, looking at the tools, equipment and colours used. They will illustrate some of their topic work with hieroglyphs.</p>

Year 3 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Drawing</p>	<p>Can you use different grades of pencil shade; show different tones; show tone & texture? Can you represent objects with correct proportion? Can you use your sketches to produce a final piece of work?</p>	<p><u>Proportion - Landscapes linked to Geography topic: Rivers and Mountains.</u></p> <p><u>To collect visual and other information to help them develop their ideas about the environment and explore ideas for different purposes.</u></p> <ul style="list-style-type: none"> ▪ Arrange a visit to a part of the local area of particular interest to the children (Crompton Moor). ▪ Before the visit, ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify features of the natural and made environment, to say how they think the environment has been changed and shaped for different purposes, and to share their experiences of living in the area. <p><u>To select and record from first-hand observation of the environment. To compare ideas, methods and approaches in others' work and to learn about materials and processes and how these can be matched to ideas and intentions.</u></p> <ul style="list-style-type: none"> ▪ On the visit, ask the children to use viewfinders to select views they think include interesting features, eg fields, walls, hedges, waste spaces, waterways, quarries, trees. ▪ Ask the children to draw thumbnail sketches of these

		<p>views in their sketchbooks, focusing on relative proportions, lines and shapes within the area selected. Encourage children to make notes on their sketches about interesting patterns, textures and colours, <i>eg patterns of fields, textures made by weathering and decay, brickwork, the play of light on different surfaces.</i></p> <ul style="list-style-type: none"> ▪ In the classroom, show the children examples of the ways in which artists have responded to the rural. Ask the children to describe one work. <i>What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work?</i> <p><u>To reflect on their work in progress and adapt it according to their own ideas. To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting.</u></p> <ul style="list-style-type: none"> ▪ Discuss with the children how they might select one of their thumbnail sketches to make a composition for a painting or how they could combine ideas from their first-hand observation to create their own view. ▪ Ask them to draw their composition onto a large piece of paper or card. If they are enlarging one of their sketches they could use a grid system to do this; if they are combining views, they could do it 'by eye'. ▪ Encourage the children to refer to their sketchbook drawings and details as a resource as they develop the composition. Talk about the use of perspective. Explain, by referring to artists' work or through demonstrations,
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		<p>how to:</p> <ul style="list-style-type: none"> ▪ make objects that are further away from the viewer smaller, to give the idea that they have receded into the distance ▪ make parallel lines appear to converge as they get further away from the viewer ▪ make objects paler and bluer as they recede (aerial perspective) ▪ arrange everything in the composition on the same plane (vertical perspective) <p><u>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</u> <u>To describe how they might develop their work further.</u></p> <p><i>Ask the children to talk about their work using the vocabulary they have learnt. What ideas have been incorporated into their work? Why have they selected a particular method or approach? How does it match their ideas? How have they used information collected from their visit together with their study of the work of other artists to inform their work? How well have they communicated their ideas about the environment in their work?</i></p> <p>Ask the children to say how they would adapt their work in ways that would improve it.</p>
Painting		
Printing		

3D		
Collage	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can you create individual & group collages?</p> <p>Can you use repeated patterns in your collage?</p> <p>Can you use different kind of materials with different textures and appearances on your collage and explain why you have chosen them?</p> <p>Can you use paper mosaic?</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>	

Y 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 & texture?</p> <p>Can you represent objects with correct proportions and scale?</p> <p>Can you show facial expressions and body language in your sketches?</p> <p>Can you use your sketches to produce a final piece of work?</p> <p>Can you identify & draw simple objects, & use marks & lines to produce texture?</p>	<p>Sketch a selection of Lowry's figures in sketch books.</p> <p>Sketch and colour a copy of one of Lowry's Landscapes without the people. Pay attention to the size of the buildings.</p> <p>Produce a final drawing of one of the paintings and colour it with pastels.</p>
Knowledge/ Artist	<p>Can they talk about how Lowry uses colour to create mood?</p>	<p>Discuss a selection of Lowry's paintings.</p> <p>What sort of colours does he use frequently use?</p> <p>What does he paint often?</p> <p>What are his paintings like?</p> <p>Research Lowry's life and produce a factfile about him.</p>

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Year 4 - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	Can you use pastel?	<p>Experiment with different types of pastels and blending.</p> <p>Study Monet - link to painting and knowledge</p> <p>Use pastels to recreate a Monet painting.</p>
Painting	<p>Do you know where each of the primary & secondary colours sits on the colour wheel?</p> <p>Do you understand warm and cool colours?</p> <p>Do you understand and can you identify complimentary and contrasting colours?</p> <p>Can you control brushes and materials with confidence?</p>	Recreate own piece of work combining paint and pastel into their work. (Monet)
Knowledge/ Artist	Can you discover information about the life of the artist?	make a leaflet on the life of Claude Monet

Year 4 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing		
Painting		
Printing		
3D	Look at images of Roman mosaics and compare them. Look at the styles of pictures used, the shapes of the tiles incorporated. Use coloured tiles to create an image in the style of a Roman mosaic.	Design and make a mosaic
Collage		
Knowledge/Artist		

Year 5 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Sketch Books 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>Sketch books are used ongoing through art topics and there are comments in them from marking. Children can make notes and discuss their work and ideas with others before, during and after.</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><u>WALT experiment with water colour paints effectively.</u></p> <p>Compare a violent scene by Turner to the milder version by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794. Discuss the colours and the techniques in using the brushes. Discuss the feelings and mood created by the colours and use of the brush. Demonstrate how to do this.</p> <p>Sketch a drawing of Turner's Vesuvius and paint it to show the angry eruption.</p> <p><u>WALT mix colours and apply to show mood.</u></p> <p>Experiment with the best order to mix and apply colours ie light to dark (Xavier Della Gatta's 'Eruption of Vesuvius'.) Mix their own to create peach and turquoise colours as well as different shades using pallets. Controlled use of brush for</p>

		<p>smoother finish.</p> <p><u>WALT create a calendar using watercolour to show moods.</u></p> <p>Create calendar using watercolours as a skill. Show the seasons on a tree image and decorate using various craft objects</p>
Printing		
3D		
Collage		
Knowledge/Artist	<p>Can you compare the work of different artists? Can you experiment with different styles which artists have used?</p>	<p><u>WALT compare the work of different artists.</u></p> <p>Compare and contrast the images of Turners painting of Vesuvius with the image of the eruption at Vesuvius.</p> <p>Compare Turner's work with the more rationalized classical vision represented by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794.</p> <p>Compare the moods and feelings created in each looking carefully at colour, technique and action.</p>

Year 5- Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you draw simple objects, & use marks & lines to produce texture?</p> <p>Do you successfully use shading to create mood & feeling? 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><u>WALT use marks and lines to draw simple objects.</u></p> <p><i>Andy Warhol's Campbell's Soup Can painting has come to symbolize the pop art movement.</i></p> <p>Step by step drawing of Andy Warhol's famous Tomato Soup can. Use guides and measuring for accuracy.</p> <p><u>WALT use blending, different pressure and shading techniques.</u></p> <p>Take photo of each child to trace over. Trace into 4 quadrants and color them in with pastels in appropriate style and colour. Use blending, different pressure and shading to create new colours.</p> <p><u>WALT create mood and feeling using Warhol's Marilyn Monroe.</u></p> <p>Experiment with his style.</p>

		<p>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, chn will draw a self-portrait in the style of Warhol by using the drawing skills guide.</p> <p>ICT- Using ICT create a simple image in a box. Copy and paste the image so it is repeated in 4. Add colours for mood and feeling. It should be in the style and colour of Warhol.</p>
Painting		
Printing		
3D		
Collage		
Knowledge/ Artist	Can you experiment with different styles which artists have used?	<p>Andy Warhol.</p> <p>Roy Lichtenstein.</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>	
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Year 5 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Can you organise line, tone, shape & colour to represent figures & forms in movement and objects in 3D?</p> <p>Can you depict shadows and reflections using light and shade?</p>	<p><u>WALT organize line, tone and shape to represent figures and forms in movement and objects in 3D.</u></p> <p>Use of pencils for shaded drawing of Durdle Door.</p> <p>Line drawing of Durdle Door to be used for 3D picture. Depict the reflections in the water using pastels to show light and shade.</p>
Painting		
Printing		
3D	<p>Can you use montage to create an abstract collage e.g using magazine pictures?</p> <p>Do you experiment with & combine materials & processes to design & make 3D form?</p> <p>Can you use more advanced materials like wire and plaster?</p>	<p><u>WALT create a collage/montage of images for a beach.</u></p> <p>As part of the coasts topic, chn can create a montage of coastal resorts/coastal features/beach pollution and the detrimental effects -they could use magazine cuttings, travel brochures, images from the web.</p>

		<p><u>WALT experiment with and combine materials and processes to design and make 3D form.</u></p> <p>Chn create coastal features using mod roc- e.g. stacks, arches, stumps, headlands.</p> <p>Create the base using screwed up paper and/or wire to form the basic structure and cover in mod roc. The natural arch formed at Durdle Door is an excellent example of this.</p> <p>Combine ICT, paint, pastels, mod roc and pastels to make a 3D form picture.</p> <p>Christmas Tree decorations using cardboard, mod roc, paints and gems/sequins.</p>
Collage		See above for coasts collage.
Knowledge/Artist		

Year 6 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing		Use of sketching in sketch books to draw a building or landmark from their chosen continent.
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 Christmas card theme O' Little Town of Bethlehem
Printing		
3D		
Collage/Textiles	<p>Can you combine visual & 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 Bridget Riley - link to knowledge skills.</p> <p>Experiment with felts, beads and threads and give reasons for choice.</p> <p>Create an optical illusions.</p>
Knowledge/ Artist	Can you experiment with different styles which artists have used?	Bridget Riley

	<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>	
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Year 6 - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Drawing	<p>Sketch Books</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>	<p>Prior to finished piece children will experiment with background, middle and foreground. They will use pastels and painting to see which gives the best effect before embarking on a final piece.</p>
Painting		<p>Prior to finished piece children will experiment with background, middle and foreground. They will use pastels and painting to see which gives the best effect before embarking on a final piece.</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</p>	<p>Printing-multicolours, Arabesque rotation & overprinting - link to RE: The Qur'an.</p>

	make decisions about the effectiveness of their printing methods?	
3D		
Collage/Textiles	<p>Can you combine visual & tactile qualities? 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? 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? Can you make a record about the styles and qualities in your work? Can you say what your work is influenced by? Can you include technical aspects in your work, e.g. architectural design?</p>	Rousseau

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>
Painting		
Printing		
3D	<p>Can you sculpt clay & other mouldable materials</p> <p>Can you create models on a range of scales?</p>	<p>Greek pots</p> <p>Chdn research the diff. types of images and patterns found on Greek pottery. Chdn will work with clay to construct coil pots in a simple Greek pottery shape. They will use terracotta coloured</p>

		<p>clay and paint designs on using black paint.</p> <p>Greek buildings * link to Greek architecture see knowledge skills.</p>
Collage/Textiles		
Knowledge/Artist	Can you include technical aspects in your work, e.g. architectural design?	<p>Greek Architecture - chdn will look at images of ancient temples and buildings. They will look at how this architecture has influenced buildings in Britain such as Bank of England. They will specifically look at different styles of columns and their development.</p>