

Art Scheme of Work: Knowledge and Skills Curriculum

<p>Class One: Reception – follow the ‘statutory framework for the Early Years’: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) Year 1</p>	
<p>Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:</p> <ul style="list-style-type: none">• Communication and Language: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Through conversation, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.• Personal, Social and Emotional Development: Children should be supported to set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.• Physical Development: Fine motor control and precision helps with hand-eye co-ordination. Repeated and varied opportunities to explore and play with arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.• Expressive Arts and Design: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to	<p>Exploring and developing ideas: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Can I respond to ideas and starting points. Can I respond to stories, rhyme, objects, the natural world and Artists’ work. Drawing: Begin to show accuracy and care when drawing. Explore the natural world around them, making observations and drawing pictures of animals and plants Can I draw lines of different shapes and thicknesses? Can I draw with crayons and pencils? Can I describe the shapes and patterns I see (maths link) Can I colour in neatly following the line very carefully? Sculpture: Use a range of small tools, including scissors, paint brushes and cutlery Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Can I use clay, dough, Plasticine? Can I add texture to my models using tools? Can I cut materials? Can I roll materials? Printing: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Can I use printing tools such as fruit, vegetables and sponges? Can I print onto fabric or paper? Can I make my own printing blocks eg: string patterns or Plasticine shapes? Can I explore techniques such as repeating, overlapping, rotating and arranging shapes? Painting: Use a range of small tools, including scissors, paint brushes and cutlery Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Can I use thick and thin brushes? Can I use ready mixed or powder paints to show my idea?</p>

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explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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
- Learn 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.

Can I paint pictures of what I see?

Can I name the primary and secondary colours?

Collage:

Use a range of small tools, including scissors, paint brushes and cutlery

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Can I explore and experiment with lots of collage materials?

Can I cut and tear paper, textiles and card for my collages?

Can I use paste Glue and other adhesives?

Textiles :

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Can I sort threads and fabrics by colour and texture?

Can I make weavings with fabrics or threads?

Can I look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)?

Evaluating:

Share their creations, explaining the process they have used

Can I describe what I think about my own and other's work?

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<p>Class Two: Year 2 Year 3</p>	
<p>Pupils should be taught:</p> <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>• Learn 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">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.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	<p>Exploring and developing ideas:</p> <p>Can I explore ideas from my imagination or from real starting points? Can I look at how artists and designers have used colour, shapes and lines to create patterns? Can I explore ideas and collect visual and other information for my work in my sketchbook? Can I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line?</p> <p>Drawing:</p> <p>Can I use pencils, pastels and charcoal in my drawings? Can I show patterns and textures in my drawings by adding dots and lines? Can I show different tones using coloured pencils? Can I make a variety of lines of different sizes, thickness and shapes? Can I sketch lightly (so I do not need to use a rubber)? Can I use different grades of pencil at different angles to show different tones?</p> <p>Sculpture:</p> <p>Can I make a clay thumb pot? Can I add lines and shapes to my clay work? Can I make nets of shapes to create recognisable forms?</p> <p>Printing:</p> <p>Can I print by pressing, rolling, rubbing and stamping? Can I make a one coloured print? Can I understand how printing is used in the everyday life of designers or artists?</p> <p>Painting:</p> <p>Can I mix primary colours to make secondary colours? Can I position primary and secondary colours in relation to each other on the colour wheel? Can I add white to colours make tints? Can I add black to colours to make tones? Can I mix colours using tints and tones? Can I use watercolour paint to produce washes for backgrounds? Can I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines?</p> <p>Collage:</p> <p>Can I create collages sometimes in a group and sometimes on my own? Can I mix paper and other materials with different textures and appearances? Can I use shapes, textures, colours and patterns in my collages? Can I make my cutting skills precise? Can I use my cutting skills to produce repeated patterns? Can I use mosaic? (Gaudi) Can I use montage?</p>

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- about great artists, architects and designers in history.

Textiles :

Can I use tacking stitch to join fabrics?

Can I look at examples of patchwork and then design my own on squared paper?

Can I use the basics of cross-stitch and backstitch?

Can I colour fabric and use this to add pattern?

Can I make weavings such as 'God's eyes'?

Evaluating:

Can I say how other artists have used texture, colour, pattern and shape in their work?

Can I comment on differences in others' work?

Can I comment on similarities and differences between my own and others' work?

Can I adapt and improve my own work?

Can I appreciate work in drawings, paint, sculpture (clay techniques), collage (montage and mosaic) and textile from other cultures, times and for purpose?

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<p>Class Three: Year 4 Year 5 Year 6</p>	
<p>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.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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)</p> <p>about great artists, architects and designers in history.</p> <p>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.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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)</p> <p>about great artists, architects and designers in history.</p>	<p>Exploring and developing ideas:</p> <p>Can I explore ideas and collect visual and other information to help me to develop my work and keep these in my art sketchbook? Can I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook? Can I explore ideas and collect visual and other information. I keep these in my art sketchbook? Can I use this in developing my work, taking account of the purpose?</p> <p>Drawing:</p> <p>Can I use a number of sketches to base my work on? Can I use hatching and cross hatching to show tone and texture in my drawings. Can I use shading to add interesting effects to my drawings, using different grades of pencil? Can I select the most suitable drawing materials for the type of drawing I want to produce? Can I use a number of sketches to base my work on? Can I draw still life and include shadows and reflections? Can I select appropriate drawing materials? Can I develop my own style of drawing? Can I make my drawings communicate movement, shadows and reflection? Can I create portraiture work that has a life like quality gained by choosing and applying the most appropriate techniques?</p> <p>Sculpture:</p> <p>Can I join shapes together to create abstract forms? Can I use a variety of tools and techniques for sculpting in clay? Can I create 3D work for a well thought out purpose? Can I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials? Can I use carvings to a surface to create shapes, texture and pattern? Can I make my 3D work contain both visual and tactile qualities? Can I make models on a range of scales which communicate my observations from the real or natural world? Can I make my 3D work contain both visual and tactile qualities? Can I choose from all of the techniques from levels 1-4 to embellish my work?</p> <p>Printing:</p> <p>Can I make a one or two coloured print? Can I make precise repeating patterns by measurement and squared paper? Can I produce printing that uses a number of colours built up in a sequence? Can I produce prints that combine a range of visual elements to reflect a purpose? Can I produce prints that are based on a theme from other cultures? Can I produce print work that includes printing onto fabrics, papers and other materials? Can I make my printing use a number of colours built up in a sequence? Can I make precise repeating patterns by measurement using various means such as potatoes? Can I create prints that are based on a theme from my own research and interests?</p>

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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.

Painting:

Can I use watercolour paint to produce washes for backgrounds and then add detail?

Can I experiment in creating mood with colour?

Can I make my paintings use colour and shapes to reflect feelings and moods?

Can I understand how my painting techniques have developed?

Can I understand how I am developing a style of my own?

Can I develop my work to include texture gained through paint mix or brush technique?

Collage:

Can use the skills of coiling, and overlapping?

Can I make paper coils and lay them out to create patterns or shapes?

Can I use tessellation and other patterns in my collage? (Escher)

Can I select and use a range of tools for collage?

Can I experiment with techniques of collage that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)?

Can I create a collage that combines both visual and tactile qualities?

Can I choose the most appropriate materials for my collages to fit the purpose?

Can I recognise that my collage work has a definite theme that is apparent to any viewer?

Can I modify and change materials to be used in my collage?

Textiles :

Can I develop a sound understanding of how to use the techniques of sewing (cross stitch & backstitch)?

Can I use the basics of quilting, padding and gathering fabric?

Can I develop a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) applique?

Can I combine some of the techniques I know to create decorative pieces?

Can I recognise that my textile techniques are precise and help me to convey the purpose of my work?

Can I recognise that my textile work sometimes combines visual and tactile elements, fit for purpose?

Evaluating:

Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?

Can I adapt and refine my work to reflect my own view of its purpose and meaning?

Can I produce artwork based on other cultures, periods of history and artists?

Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?

Can I adapt and refine my work to reflect my own view of its purpose and meaning?

Can I produce artwork based on other cultures , artists and periods of history?

Can I recognise when different materials can be combined and use this to good effect?

Can I understand how my work has a striking effect because of: its colour choices, [or any of the other possibilities below]:

Pattern, lines, tones, shapes, [or any combination of these]?

Can I recognise that my art work is sometimes based on historical or cultural observations?

Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?

Can I adapt and refine my work to reflect my own view of its purpose and meaning?