

Art & Design Scheme of Work 2024-25

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
AUTUMN 1	Who am I?	What's the weather like today?	Who are the famous people who have made an impact on the world?	Who first lived in Britain?	How is a river formed?	Who were the Vikings?	What is Rushden best known for?
	Drawing, 3D, Printing Draw portraits of self and family model of self			Painting: Watercolour paintings. Reproduce a small part of an artist's water painting using a viewfinder. <i>JMW Turner,</i>	3D/Textiles: Weaving: water themed <i>JMW Turner, David Hockney and other artists who painted water themed pictures.</i>	Painting <i>Frida Kahlo</i> Explore emotional colours using paint, pastel, tissue etc	Drawing: Artist: <i>M.C Escher</i> (Graphic Artist)
Knowledge, skills and understanding breakdown.	Draws people with increasing detail (bodies with limbs and additional features) Able to mix primary colours to make secondary colours. Beginning to use thin brushes to add detail to paintings			Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they use a range of brushes to create different effects? Can they create mood in their paintings?	Do they experiment with and combine materials and processes to design and make 3D form? Can they use early textile and sewing skills as part of a project? Can they add texture to a piece of work?	Can they create all the colours they need? Can they create mood in their paintings? Can they express their emotions accurately through their painting and sketches? Can they explain why they have chosen specific painting techniques?	Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have chosen specific drawing techniques?
STICKY WORDS	Colour Explore Lines Mix Shape Textures			Tertiary Colour wheel Wash Blend complimentary tones	Texture Tones interlaced Warp weft	Emotions Mood Harmonious Representations tones	Emotions Visual Styles Perspective Human forms
AUTUMN 2	What is a celebration?	What do I know about where I live?	Who are the famous people who have made an impact on the world?	How did the desire to conquer space create many heroes and heroines?	What do we know about European countries?	How were mountains formed?	What was the effect of wars on Rushden?

	3D Mould clay and using this to make ornaments.	Collage: Natural and manmade materials. pictures/patterns Kandinsky Andy Goldsworthy	3D/Textiles: Sew felt fruit. Weaving: Use sequin roll and ribbon to make a calendar.	DT			
Knowledge, skills and understanding breakdown.	Draw a design, then make a 3D model using clay. Printing with cotton buds, corks and leaves.	Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them?	Can they weave with various materials? Can they add line and shape to their work? Can they join fabrics together using sewing?				
STICKY WORDS	Construct Experiment	cut collage materials tearing textures layering	fabric thread textile running stitch sew needle				
SPRING 1	Who are the real heroes?	How were our grandparents' toys different to ours?	Where in the world do I live?	How advanced were the civilisations around 3000 years ago?	Who were the Romans and why were they so powerful?	I'm a Year 5 pupil. How can I get out of here?	Why does Rushden exist in the first place?
	Drawing: Sketching, drawing using crayons, pencil, charcoal, oil pastels.			Drawing: Observational drawing of birds John James Audibon	Collage – Roman style mosaic		3D Textiles /Clay – produce a piece representing Rushden
Knowledge, skills and understanding breakdown.	can make our pencil strokes lighter and darker. can discover the effects of using different tools on our drawings.			Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?	Can they cut very accurately? Can they use mosaic? Can they write an explanation of their sketch in notes? Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities?		Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?
STICKY WORDS	Paint Colour Detail			Texture Tones Pencil shade observational	mosaic montage Visual Tactile		Interpretation, sketch, perspective, three dimensional,

SPRING 2	How does your garden grow?	Why is London our capital city?	What do we know about the Great Fire of London?	How advanced were the civilisations around 3000 years ago?	What were the battles like between the Anglo-Saxons and the Vikings for the kingdom of England?	How did the Tudors change the way we worshipped?	How has crime and punishment changed throughout the ages?
	Drawing Complete observational paintings of flowers and plants. Painting Learn about Claude Monet and use his paintings to create some of our own.	Printing: Printing patterns using the London landscape as inspiration. Alma Thomas Ablaze with colour	Drawing: To create a line drawing of the London skyline. Christopher Wren: Stephen Wiltshire				
Knowledge, skills and understanding breakdown.	Hold a paintbrush using a tripod grip Add white or black paint to alter tint or shade Paintings show greater attention to detail Can independently select additional tools (stampers, rollers etc.) to improve their painting	Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern?	Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?				
STICKY WORDS	Detail Observe Outline	repeat printing block sponge print Print press	charcoal hatching shade light dark 4B, B HB pencils				
SUMMER 1	What wonderful things live on our planet?	Why can't a meerkat live in the North Pole or a penguin live near the equator?	Which is the best route for Scaredy Squirrel to take to the dam?	What makes the earth angry?	What causes an earthquake?	Why should rainforests matter to all of us?	What was the golden age of Islamic history?

	<p>Printing: We will focus on the skill of printing using different objects and patterns</p> <p>Painting: Mixing paints. Using poster paints and water colours.</p>	<p>Clay: Make a surrealist sculpture. Joan Miro</p>	<p>Painting: Van Gogh Katie and the Sunflowers</p>	<p>3D: To create a pop-up picture of space. Charley Bonestell</p>	<p>Printing Prints based on work of Andy Warhol. Andy Warhol – Little pictures, big dreams.</p>	<p>3D 3D art based on rainforests. : Henri Rousseau</p>	<p>Printing Inspired by Islamic art and architecture. Link: History / RE</p>
Knowledge, skills and understanding breakdown.	Print using a range of materials Create patterns or meaningful pictures when printing	Can they make a clay pot? Can they add line and shape to their work? Can they cut, roll and coil materials such as clay, dough or plasticine? Can they add texture by using tools? Can they make different kinds of shapes?	Can they paint a picture of something they can see? Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?	Can they create pop-ups? Can they use more than one way of making pop ups? Can they add texture to a piece of work?	Can they make a printing block? Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials?	Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?	Can they create an accurate print design that meets a given criteria? Can they print onto different materials? Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?
STICKY WORDS	Print Pattern	3D 2D roll coil textures	Primary colours Secondary colours Colour mixing Colour chart Artists secondary primary tints colour chart	Pop-up Texture Movement	Tessellation Symmetry Overlays Pop art Screen print	Mouldable visual tactile represent interpretation	Paper printing Textile printing Screen printing Architecture Mono printing
SUMMER 2	How big is the ocean?	Who were the Victorians?	Where would you want to live: Kenya or England?	Where in the United Kingdom is Rushden?	Why does Rushden exist in the first place?	What did the Ancient Greeks give to the world?	Where is South America and what are its main geographical features?
	<p>Sculpture and form: Using various materials to create landscapes.</p> <p>Drawing: Influenced by Giuseppe Arcimboldo Drawing fruit portraits.</p>	Arts Week	Arts Week	<p>Arts Week</p> <p>3D – Henry Moore Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials?</p>	Arts Week	Arts Week	Arts Week

Knowledge, skills and understanding breakdown.		Dependent on the activities chosen.					
STICKY WORDS	Portrait Sculpture mould			Sculpt mouldable			

Knowledge, Skills and Understanding breakdown for Art

Year 1

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? 	<ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? 	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art?

Knowledge, Skills and Understanding breakdown for Art

Year 2

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a view finder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? 	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT marking tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?

Knowledge, Skills and Understanding breakdown for Art

Year 3

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? 	<ul style="list-style-type: none"> • 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?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add on to their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? 	<ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? 	<ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the internet to research an artist's style of art? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

Knowledge, Skills and Understanding breakdown for Art

Year 4

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? • Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history?

Knowledge, Skills and Understanding breakdown for Art

Year 5

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Can they express their emotions accurately through their painting and sketches? 	<ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? 	<ul style="list-style-type: none"> • 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?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. 	<ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos and use software to alter them, adapt them and create work with meaning. • Can they create digital images with animation, video and sound to communicate their ideas. 	<ul style="list-style-type: none"> • Can they experiment with different styles that artists have used? • Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information?

Knowledge, Skills and Understanding breakdown for Art

Year 6

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? 	<ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? 	<ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? 	<ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art? • Can they create a piece of art which can be used as part of a wider presentation? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?