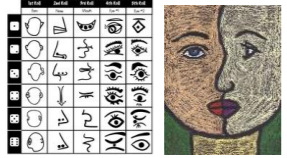























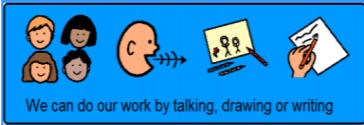


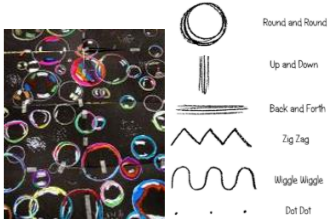










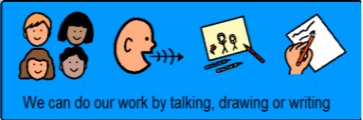


Art – Whole School Overview

	Drawing	Painting	Printing	Collage	Textile	3D/Sculpture
EYFS/KS1	Exploring mark making, drawing lines, differentiating between drawing and writing, painting, printing using hands, feet and other items such as bubble wrap, potato, carrots and Styrofoam. Exploring stamping, exposure to a wide range of colouring and collage using a variety of materials. Exposure to different textures such as stone and tree bark and textiles.					
Y3	<b style="color: red;">Pablo Picasso – Blue Period 	<b style="color: blue;">Mark Rothko - Orange 	<b style="color: purple;">Cave Painting 	Warm and Cool colours 	<b style="color: red;">Jackson Pollock 	<b style="color: green;">Stone Age Pot 
Y4	<b style="color: red;">Self Portrait 	<b style="color: blue;">Tint, Tone and Shade 	<b style="color: purple;">Kaffe Fassett – Paint Pots. 	Henri Rousseau – Surprise! 	<b style="color: red;">Michael Brennand Wood – Indian Embroideries. 	<b style="color: green;">Rainforest Animals Viking Sword 
Y5	<b style="color: red;">Vincent Van Gogh – Starry Night. 	<b style="color: blue;">Olga Zavgorodnya – African Sunset 	<b style="color: purple;">Adinkra Print 	Peter Thorpe. 	<b style="color: red;">Adinkra Print 	<b style="color: green;">Design an African drum and tribal mask. 
Y6	<b style="color: red;">Joan Miro “Take a line for a walk” 	<b style="color: blue;">Patrick Heron – Horizontal stripe painting. 	<b style="color: purple;">Patrick Heron – Yellow painting 	Gustav Klimt - “The tree of Life” 	<b style="color: red;">Gustav Klimt - “Baby Cradle” 	<b style="color: green;">Mayans Art – City Emblem Glyph and Stella. 

NB: Some pupils may not be ready to access this content yet – for those pupils it is important they are taught basic skills first (i.e. activities similar to those in EYFS/Year 2)

Art Scheme of work: Year 3 Autumn Term











Topic Name: Stone Age				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
I can draw lines – straight, curved, wavy and dots. (Drawing)		<p>Play the music and tell children to follow the instruction given in the music. Each child should be given a white board and pen to draw lines according to the given instruction. Children are to practise drawing different lines. Children are to use the techniques of line drawing to make a picture. They can use a combination or just one motion of line drawing using colouring pencils on black paper.</p> 	 lines.pdf	<p>Music, white board, whiteboard pens, black paper, colouring pencils.</p> 
I can make cave paintings. (Printing)		<p>Ask the children how their rooms are decorated. What is on their walls. Use PowerPoint presentation to explain to children that the decoration of their homes was done by painting and drawing using sticks and leaves and berries.</p> <p>Cave painting mostly show images of animals, humans and human handprints as the focus of the art work. Discuss the colours and images they can identify on the paintings. Some historians believe that Stone Age paintings had a religious meaning. They think the painted animals were meant to represent powerful spirits.</p> <p>Children are to work independently to make their cave painting using either hand prints or animal stamps or willow charcoal or a combination on the smooth part of their corrugated card.</p>	 cave painting.pdf	<p>PowerPoint of cave painting, willow charcoal, corrugated card and paint.</p> 
I can make stone age pot. (3D)		<p>Show children pictures of modern pots and pans on the IWB, ask them if they know what they are and what they are used for using PowerPoint presentation.</p> <p>Explain to the children that during the Stone Age, they used different types of pots. Show images of the different types of pots used then and tell them that these pots were made by moulding clay and firing them so they can be strong and dry.</p> <p>Children are to design and make their Stone Age pots using clay. They are to draw their designs using clay instruments.</p>	 Pot.pdf	<p>PowerPoint of pots, clay and tools.</p> 
I know of Mark Rothko and his art work.		<p>Artist: Mark Rothko</p> <p>Introduce the children to Mark Rothko by showing a PowerPoint about his life. Explain that he was an abstract expressionist artist. Discuss Rothko's early life etc. and what characterises his work.</p> <p>Display different images by Rothko and ask the children to describe what they notice about the colours used.</p> <p>Explain that Rothko used rectangular blocks of colour to create pictures – these were contrasting colours.</p>	 Mark.pdf	<p>PowerPoint of Mark Rothko's life and his work</p>

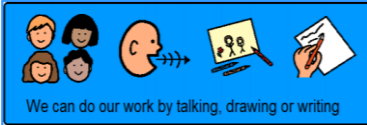

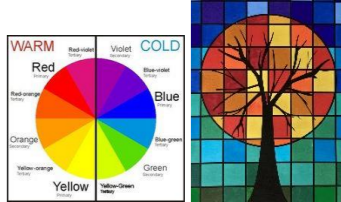
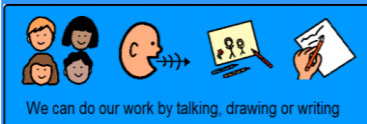



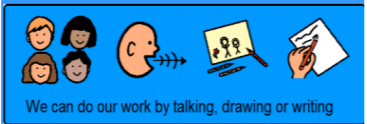



<p>I can experiment with colours to create a picture in the style of Mark Rothko. (Painting)</p>		<p>Explain to children that we are going to use different shades of colours using paint charts. Model investigating colour used to find suitable colour combinations. Children are to investigate colour combinations that contrast and don't clash with adult's support. Children are to use paint to create an image with shaded colours together in small blocks.</p>	 <p>Mark.pdf</p>	<p>Card, Paint – orange, white and Brush.</p> 
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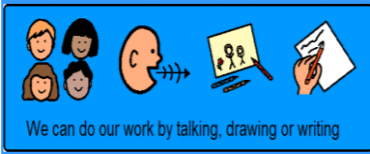




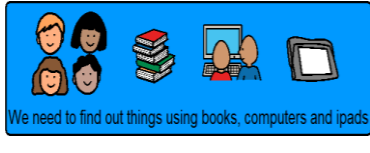
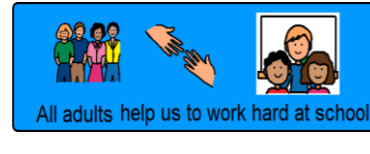


Art Scheme of work: Year 3 Spring Term



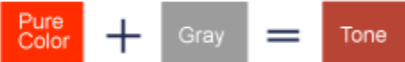

















Topic Name: Stone Age/Romans				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
<p>I can identify the primary colours. (3D)</p>		<p>Introduce the primary colours to your students. Introduce the primary colours to your students. I love to show OK Go's "Three Primary Colours" song to get students excited and inspired. Discuss how there are three colours called the primary colours and that they are very special. Have them create a portrait or sculpture.</p> 	 <p>paper.pdf</p>	<p>white or black construction paper 1-inch strips of red, yellow, and blue construction paper Glue sticks</p> 
<p>I am aware of Jackson Pollock's life and style of painting.</p>		<p>Introduce the children to Jackson Pollock by showing a PowerPoint about his life. Explain that Paul Jackson Pollock was an American painter and a major figure in the abstract expressionist movement. He was widely noticed for his "drip technique" of pouring or splashing liquid household paint onto a horizontal surface, enabling him to view and paint his canvases from all angles.</p>	 <p>Pollok.pdf</p>	<p>PowerPoint of Jackson Pollock's life and works.</p>
<p>I can experiment with colours to create a picture in the style of Jackson Pollock. (Painting/Fabric)</p>	 	<p>Explain to children that we are going to use different colours using paint charts. Let children identify the colours used by Jackson Pollock. Children are to position themselves such that they can splash paints across their cards on the table. Adults support to ensure that the splashing is restricted to specific areas in class and to ensure that this is done safely. Children are to produce a picture in the style of Jackson Pollock first by using black card and then repeat using fabric.</p>	 <p>Pollok.pdf</p>	<p>Black card, paint chart Paint - Blue, white, purple, green and black, paint brush, Fabric.</p> 

Topic Name: Romans				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
<p>I can identify warm and cool colours. (Collage)</p>		<p>Show the children the colour wheel and ask children: Do any colours make you think about being warm? Which colours make you think about being cold? How do you feel when you see certain colours? Explain to the children that the side of the colour wheel with yellow, orange and red are called 'warm colours' and the side with green and blue are called 'cool colours'. Play a game with children picking a coloured card, children are to identify the colour, say if its cool or warm and colour an appropriate part of the template given to them. Children are to make a collage of warm and cool colours and discuss how these colours make them feel.</p>	 <p style="text-align: center;">cwc.pdf</p>	<p>Colour template, flash cards and tissue paper or coloured cellophane – red, yellow and blue.</p> 
<p>I am aware of Pablo Picasso's life and style of painting. (Drawing)</p>	 	<p>Artist: Pablo Picasso Display a picture of Picasso. What sort of person do you think he was? Where was he born? Where did he live? What sort of life do you think he had? What else do we know about him? What common shapes does he use? How does he combine colours? See if we were correct by looking at story/PowerPoint of his life. Are children able to mention 3 facts about Picasso's life they have learnt today? Children are taking turns to play a game by rolling a pair of dice and draw what the coordinates give.</p>	 <p style="text-align: center;">Pablo.pdf</p>	<p>PowerPoint of Pablo Picasso's life and works. Paper and pencil.</p> 
<p>I can look at the work of Picasso and the different styles of painting he did during his life. (Drawing/Painting)</p>	 	<p>Look at a PowerPoint presentation of Picasso's "Blue Period". Talk about how Picasso as a young man, moved to Paris from Barcelona, where he began to produce works in shades of blue – Picasso's Blue Period. Blue can be a cold, depressing colour and was used by Picasso to convey a particular mood. The reason for this mood may have been the death of Picasso's close friend Casagemas but it was also the case that Picasso was still quite young, away from home for the first time and living in very poor conditions. During this time Picasso produced some of his best work. Explore several blue period paintings, discuss in groups and as a class. Practice colour mixing, Provide children with blue and white paint. They need to mix 8 different shades of blue, adding slightly white to the mix each time. Repeat with a blue and black (making blue darker each time). What happens to the blue if you add a dash of purple or green? Brainstorm events and things that make us sad. HOW ELSE DO ARTISTS PORTRAY FEELINGS? (Link back to the tragedy – posture etc. explain task – to paint a self-portrait. Children to outline portrait on paper with a blue or black crayon. Then to paint in shades of blue. They are allowed to use their mixed shades of blue only.</p>	 <p style="text-align: center;">Pablo.pdf</p>	<p>Card/paper Pencil pastel crayons Charcoal</p> 

Art Scheme of work: Year 4 Autumn Term

Topic Name: Rainforest				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
I can draw lines – straight, curved, wavy and dots. (Drawing)		Ask children 'What do artists draw?' Welcome all suggestions and explain that artists... <ul style="list-style-type: none"> draw what they see – observational. draw what they remember – memory. draw what they imagine – imagination. draw what they feel - expressionism. Play a music and let children draw either from memory or imagination or how they feel. Children are given photos of themselves, told to look at their features and replicate the photograph.	 draw.pdf	Paper and pencil or white board and pens. Music. Photograph.
I can sculpt using plasticine or modelling clay. (3D)		Children are to choose from a collection of rainforest animals (toys). They are to mould/sculpt their chosen animals using modelling clay or plasticine. <ul style="list-style-type: none"> How many eyes? How many legs? How long is the tail? What colour is the animal? Lesson 1: make the animal. Lesson 2: paint the animal.	 sculpt.pdf	Samples of rainforest animals - toys. Modelling clay or plasticine. Sculpting tools. 
I can use collage to create a picture in the style of Henri Rosseau. (Collage)	<div style="text-align: center;">   </div>	Artist: Henri Rosseau – Surprise! Introduce the children to Henri Rosseau by showing a PowerPoint about his life. Explain that he was a French post-impressionist painter. Explain to the children that while working as a toll collector in Paris, Henri Rousseau taught himself to paint and exhibited his work almost annually from 1886 until the end of his life. Among his notable painting are Tiger in a Tropical Storm (Surprised!), The Hungry Lion Throws Itself on the Antelope, Boy on the Rocks. Together look at Henri Rousseau's painting 'Surprised! 1891' and focus on how the artist has used lines of colour in order to give the painting its visual quality. Explain to children that we are going to make a picture inspired by Rosseau's work, Surprised! Children are to <ul style="list-style-type: none"> use the various colours of the forest to create a collage with patterned fabric create a collage of tiger. combine the two as inspired by Surprised! Lesson 1: make the forest collage. Lesson 2: make the animal collage. Lesson 3: finish off.	 surprise.pdf	Paint charts, paints in different colours, grey, black and white paints will be needed to mix other colours. Potato/Styrofoam. 

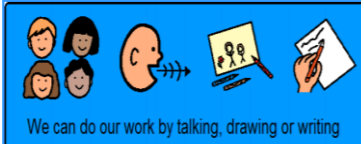
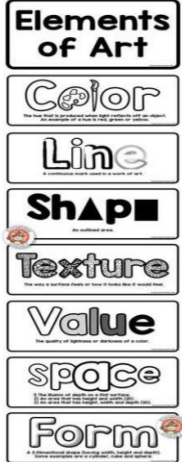






Topic Name: Anglo Saxons and Vikings				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
<p>I can identify the primary colours.</p> <p>I can tint, tone and shade. (Painting)</p>		<p>Recap the primary colours to your students. Show OK Go's "Three Primary Colours" song to get students excited and inspired.</p> <p>Sesame Street: OK Go - Three Primary Colours - YouTube</p> <p>Discuss how there are three colours called the primary colours and that they are very special, they are referred to as hue. Hue is a pure pigment.</p> <p>Explain to children that in Colour Theory a TINT any Hue with White added. The colour remains the same only lighter. In Colour Theory, a TONE is any pure Hue with Neutral Grey added. ... In Colour Theory, a SHADE is any pure Hue with Black added.</p> <p>    </p>	 <p>tst.pdf</p>	<ul style="list-style-type: none"> 9" x 12" white construction paper red, yellow, white, grey, black and blue paints paint brushes 
<p>I can make a Viking sword. (3D)</p>		<p>Explain to the children that the Viking Age sword (also Viking sword) or Carolingian sword is the type of sword prevalent in Western and Northern Europe during the Early Middle Ages. Use PowerPoint presentation to explain the significance of the Viking sword.</p>  <p>Lesson 1: Children are expected to make Viking swords using pre-cut card board box and ModRoc.</p> <p>Lesson 2: Children are expected to paint their dried swords.</p>	 <p>sword.pdf</p>	<p>Pre-cut cardboard swords, PowerPoint of Viking swords, ModRoc, water and paint.</p> 
<p>I can design a fabric using parts of plants. (Fabric)</p>		<p>Explain what sort of clothes the Vikings wore. They were handmade out of materials available at the time such as, wool, linen, leather and silk. Clothes had to be practical to keep people warm and dry, and to enable them to do their work. Wealthy Vikings wore fine clothes and expensive jewellery to show how rich and powerful they were.</p> <p>Explain to the children that the Vikings added colours to their clothing by using dyes from plants.</p> <p>Children are expected to design their own Viking fabric using fabric, plants and stones.</p>	 <p>dyes.pdf</p>	<p>Fabric, stone and parts of plants.</p> 
<p>I know about the life and works of Kaffe Fassett.</p>		<p>Artist: Kaffe Fassett – Paint Pots.</p> <p>Introduce the children to Kaffe Fassett by showing a PowerPoint about his life. Explain that he is an American-born, British-based artist who is best known for his colourful designs in the decorative arts. Discuss what characterises his work.</p> <p>Display different images by Fassett and ask children to describe what they notice about the colours used. Explain that Fassett uses a lot of 2 dimensional shapes for his creations, pay particular attention to Kaffe Fassett's 'A Life in Colour' and 'Paint Pots'.</p>	 <p>Kaffe.pdf</p>	<p>PowerPoint of Kaffe Fassett's life and works.</p> 



<p>I can experiment with colours to create a picture in the style of Kaffe Fassett. (Printing)</p>	 <p>All adults help us to work hard at school</p>	<p>Explain to children that we are going to use circles or squares of different sizes and various shades of colours using paint charts. Model investigating colour use to find suitable colour combinations. Children are to use Styrofoam/potato and paint to create a printed image with colours using their knowledge of tone, tint and shade. Lesson 1: design a stamp using either potato or Styrofoam, practise repeating patterns on paper. Lesson 2: make repeating patterns on fabric using their stamp.</p>	 <p>Kaffe.pdf</p>	<p>Paint charts, paints in different colours, grey, black and white paints will be needed to mix other colours. Potato/Styrofoam.</p>
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Art Scheme of work: Year 4 Summer Term



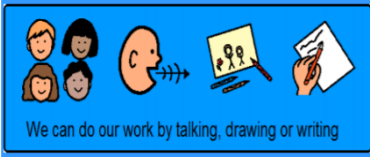





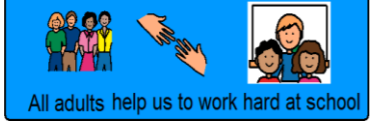

Topic Name: India and UK				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
<p>I know the elements of Art.</p>	 <p>We can do our work by talking, drawing or writing</p>	<p>Explain to children that there are various elements of art and they are all evidenced in every art piece.</p>  <p>Show a few art works on the IWB and ask the children to identify the various elements of art in each work of art. Discuss how many elements of art can be identified in each painting. Children are to work in groups, look at some art pieces and identify the elements of art in the pieces.</p>	 <p>element.pdf</p>	<p>PowerPoint of various works of art from a combination of artists.</p>  
<p>I know about the life and works of Michael Brennand Wood.</p>	 <p>We need to find out things using books, computers and iPads</p>	<p>Artist: Michael Brennand Wood – Indian Embroideries. Introduce the children to Brennand Wood by showing a PowerPoint about his life. Explain that he was born in Bury, Lancashire. A visual artist, curator, lecturer, arts consultant. Is internationally regarded as one of the most innovative and inspiring artists working in textiles. Michael has explored and developed his own techniques inventing many new and imaginative ways of integrating textiles with other media, in particular the exploration of three-dimensional line, structure, and pattern. Discuss the followings questions with children and decide on the materials and skills to use to make theirs.</p> <ul style="list-style-type: none"> • How can you describe this art work? • What materials do you think he used? • How do you think he secured these materials to the base? 	 <p>wood.pdf</p>	<p>PowerPoint of Brennand Wood's life.</p> 

<p>I can create a 3-dimensional multimedia art piece as inspired by the work of Michael Wood. (Textile)</p>		<p>Explain that Wood uses a lot of mixed media to create 3-dimensional art pieces. Show some of his artwork on the IWB. Explain to children that we are going to use a variety of materials cut to strips to create our 3-dimensional art piece inspired by the work of Michael Wood. Lesson 1: identify and cut a variety of materials for Wood inspired art. Lesson 2: arrange and secure the materials to the base. Lesson 3: finish off the art piece.</p>	 <p>wood.pdf</p>	<p>Strips of various materials (fabric, ribbon, wood, string, raffia, crepe paper, rubber, cellophane...) Pacing card base Tape</p>
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Art Scheme of work: Year 5 Autumn Term







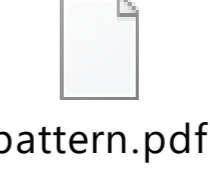






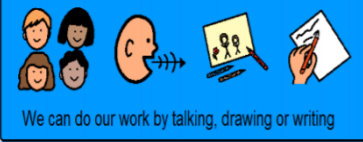



Topic Name: Space				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
I can mix primary colours to make secondary colours. (Painting)		Recap the primary colours to your students. Show OK Go's "Three Primary Colours" song to get students excited and inspired. Sesame Street: OK Go - Three Primary Colours - YouTube Discuss how there are three colours called the primary colours. Explain to children that when two primary colours are mixed, the resulting colour is called secondary colour. Explain that a secondary colour is a colour formed by mixing two primary colours in equal or equivalent quantities. Children are to make a colour wheel using primary colours to show both primary and secondary colours.	 colours.pdf	Paints – red, yellow and blue. Colour wheel template Brushes 
I know about the life and works of Peter Thorpe.		Artist: Peter Thorpe – Space Art. Use PowerPoint presentation to introduce the children to Peter Thorpe's life. Explain to children that Peter does book covers, editorial illustration and graphic design. His other current projects include his Rocket Paintings. Learn basic information about his life and his work. Discuss the shapes and colours in the painting. How does the painting make you feel?	 space.pdf	PowerPoint of Peter Thorpe's life and works. 
I can create rocket pictures in the style of Peter Thorpe developing knowledge of shapes, painting methods and techniques and abstract ideas. (Painting/Collage)		Model to the children how to use differing media to experiment with the effects each one brings to a picture focusing on blending the individual sections together in different ways – it is the experimentation that is key in this activity. Make lines on the black paper using masking tape. Children are to use pastel colours to colour over the masking take and when the tapes are removed the lines become visible. While using pastel in colouring, ensure blending is done with fingers. Lesson 1: Marbling – create planets using marble inks. Lesson 2: create background for the marbled planets using pastel crayons and masking tape. Lesson 3: use 2D shapes to make the rocket with either tissue paper or coloured cellophane flames. Lesson 4: Position the planets and finish off the art piece.	 space.pdf	Black cards, white paper, crayons, pastels, tapes pencils, marbling ink, water and tray.



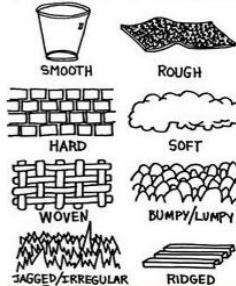





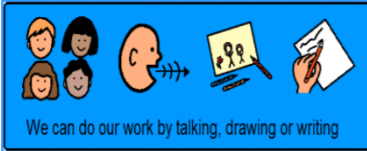



Art Scheme of work: Year 5 Spring Term

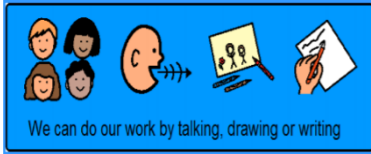


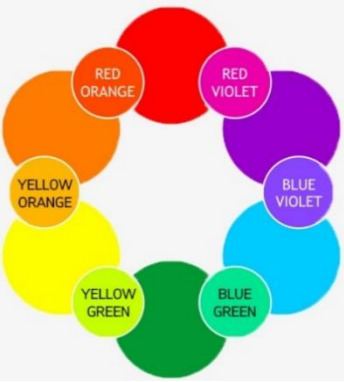

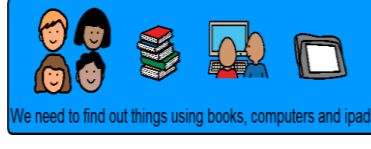







Topic Name: Amazing Africa				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources












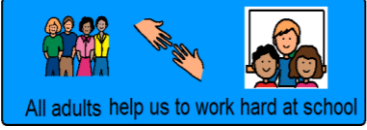


<p>I can design an African drum. (3D)</p>		<p>African Drums. Look at different drums from the music room. What are they made from? What shapes can you see? What colours can you see? Discuss the “djembe” and the different parts. The djembe is made up of 4 main parts:</p> <ul style="list-style-type: none"> • a wooden shell • rawhide skin • metal rings • ropes <p>Children to design their own drums. Children to make the body of their drums. Children to decorate/paint their drums.</p>		<p>Junk modelling items Rubber bands Plastic for skin</p> 
<p>I can design a 3D African mask. (3D)</p>		<p>African Masks. Look at different African masks designs. Children to choose their favourite and design their own. Painting and creating the shape. Add fine details to the masks.</p>		<p>Paper plates, feathers, paper, chalk, charcoal, crepe paper, glue, white paint</p> 
<p>I can create an Adinkra print design. (Printing/Textile)</p>	 	<p>Adinkra Printing Use PowerPoint presentation to look at different Adinkra prints. Talk about the designs and the meaning.</p>  <p>Children to design their own Adinkra print on either a potato or Styrofoam. Children are to draw their designs on a piece of paper and transfer it unto a potato/styrofoam for printing. Children to print their design first on paper and then onto fabric.</p>		<p>Paper/card, White cotton fabric, fabric paint, potato/Styrofoam and carving tool.</p> 
<p>I can paint an African sunset as inspired by Olga Zavgorodnya. (Painting)</p>	 	<p>Artist: Olga Zavgorodnya – African Sunset Use PowerPoint presentation to introduce the children to Olga Zavgorodnya’s life. Look at the colours of the sunset, how can these colours be achieved? Are these colours warm or cool? What type of animals live in Africa? Explain to children that they will be making a sunset picture on a paper plate. Discuss the colours to use as well as blend to create an African sunset. Cut out tree and animal silhouettes to place on the sunset.</p> <p>Lesson 1: create the background of the sunset by mixing warm colours. Lesson 2: cut out silhouettes of animals and tree using templates. Lesson 3: collate and finish painting.</p>		<p>PowerPoint of Olga Zavgorodnya’s work, Paper plates, paints – red, yellow and black, brushes and black paper. Animals and tree template.</p> 




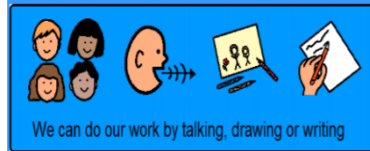



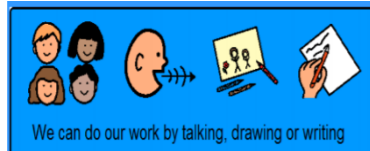


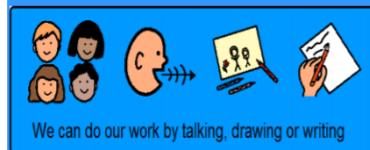

Topic Name: Ancient Greek				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
I know different textures used in art.		<p>Explain to children that materials used in art have a variety of textures for different purposes. Explain that the skill to be used determines the texture of the material required to get the desired result. Have a look at some art work to illustrate this.</p> <p>Put out some art materials on a builders' tray on the table for children to explore and discuss how these can be used and the effect the various textures have on the art work.</p>	 <p>texture.pdf</p>	
I can describe the painting of Van Gogh, starry night.	 	<p>Artist: Vincent Van Gogh – Starry Night.</p> <p>Introduce the children to Vincent Van Gogh by showing a PowerPoint about his life. Explain that Vincent van Gogh was a Dutch Post-Impressionist painter who posthumously became one of the most famous and influential figures in Western art history. Look at his paintings. Copy the colours.</p>	 <p>starry.pdf</p>	
I can create a version of the starry night using some of the techniques used by Van Gogh. (Drawing/Painting)	 	<p>Create own version of Van Gogh's painting.</p> <p>Children may use the Starry night template to experiment with differing mark making media and focus on displaying different effects with the same tool to investigate the broad uses of each when applied in different ways (such as using the point of a pencil and also holding it on its side etc).</p> <p>Reflect together on which tools children preferred to use and the varying benefits and drawbacks of each one.</p> <p>Children are to explore using tones, tint and shades to produce an art piece inspired by Van Gogh's Starry Night.</p> <p>Lesson 1: use pencil to outline the background and paint using tones, tint and shades of blue.</p> <p>Lesson 2: use cotton balls to make the shining stars and redefine the swirls.</p> <p>Lesson 3: use template to cut out the dark features on the painting.</p> <p>Lesson 4: put silhouette on painting and finish off painting.</p>	 <p>starry.pdf</p>	<p>Card, pencils, pastel – blue, white, grey, yellow and black.</p>

Art Scheme of work: Year 6 Autumn Term

Topic Name: Victorians				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
<p>I can mix primary and secondary colours to make tertiary colours. (Painting)</p>		<p>Recap the primary and secondary colours to your students. Show OK Go's "Three Primary Colours" song to get students excited and inspired. Sesame Street: OK Go - Three Primary Colours - YouTube</p> <p>Explain that tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours.</p> <ul style="list-style-type: none"> • Three Primary Colours: Red, Yellow, Blue. • Three Secondary Colours: Orange, Green, Violet. • Six Tertiary Colours: Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet. <p>Children are to make a colour wheel using primary colours to show primary, secondary and tertiary colours.</p> 		<p>Paints – red, yellow and blue. Colour wheel template Brushes</p> 
<p>I know about Joan Miro and his style of artwork: Cubism. (Drawing)</p>	 	<p>Artist: Joan Miro "Take a line for a walk" To watch a short video about Joan Miro and his art. https://www.youtube.com/watch?v=O9rAdb_ULp0</p> <p>Ask questions to check understanding. Then watch another video where the children will have a person showing them how to make a picture in his style entitled: "Take a line for a walk". https://www.youtube.com/watch?v=4KDvH1whaTs Take a line for a walk – Joan Miro style.</p>		<p>White card, black markers, colouring pencils.</p> 
<p>I can create my own symbolic art. (Drawing/Collage)</p>		<p>"Roll a Miro game" To watch a short video about how to draw a picture Joan Miro style by playing the game: "Roll a Miro game!" https://www.youtube.com/watch?v=T38WfBoBcxE</p> <p>Ask questions to check understanding. In this game, you will roll the dice and build your Miró creature. Once your creature is created, pick a colour grouping and colour your creation. Make a short demonstration about the task. "Using shapes to make a person/face".</p> 		<p>3 Print outs, light coloured sugar paper or thin white card, black markers, a couple of die, "Roll a Miro game" instructions sheet/s (1 or 2) and crayons and/or colouring pencils: black, red, blue, green, yellow, purple & orange.</p>

Art Scheme of work: Year 6 Spring Term

Topic Name: Mayans				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
I can make my own City Emblem Glyph with clay. (3D)		<p>Mayans Art – City Emblem Glyph. Explain to the children that an "emblem glyph" is a kind of royal title. It consists of a place name followed by the word ajaw, a Classic Maya term for "lord". Children are to be able to say some fun facts about Mayans. Children are to use salt dough/clay to make their own city emblem glyph.</p>	 Maya.pdf	clay/salt dough, sculpting tools, paint, willow charcoal, brush. 
I can make my own Stela. (3D)	 	<p>Mayans Art – Stela. Use PowerPoint presentation to explain that a stela was a large tall stone slab covered with carvings and writing. The stela was popular during the Classic Maya period when most major cities had stela built in honour of their kings. The surface of the stele often has text, ornamentation, or both. Children are to use salt dough/clay to make their own stela.</p>	 Maya.pdf	clay/salt dough, sculpting tools, paint, willow charcoal, brush. 
I can create an art piece inspired by Klimt's 'Baby Cradle'. (3D/Textile)	 	<p>Artist: Gustav Klimt - "Baby Cradle" (1918) using fabrics Who was Klimt? Who or what inspired him? What are the features of the painting? Why did he paint 'Baby Cradle'? What colours did he use? How do I feel looking at the painting? Children are to use a collection of fabrics to create a 3D piece inspired by this art.</p>	 design.pdf	Collection of fabrics, 
I can create an art piece inspired by Klimt's 'The Tree of Life'. (Collage)		<p>Artist: Gustav Klimt - "The tree of Life" (Collage) Explain to the children that the painting signifies the connection between heaven and earth and the underworld. Talk about the style, lines, shapes and colours. Children are to use collage to create an art piece inspired by this work.</p>	 design.pdf	Template, tissue paper and glue. 

Topic Name: Beach and UK				
Lesson Objective	UNICEF RRS Article	Suggested Activities	Vocab/Symbols/Makaton	Resources
I can make dinosaur fossils using salt dough/clay. (3D)		Make up some salt dough and add several spoonfuls of coffee grounds or soil into the mix, kneading in well. This will make your fossil looks old and rock-like. Make a small ball and flatten out slightly to make your rock. Press the plastic dinosaur firmly into the salt dough rock and lift out again to leave a dinosaur shaped imprint.	 fossil.pdf	clay/salt dough and sculpting tools 
I can make a painting inspired by Patrick Heron's Horizontal Stripe Painting. (Painting)	 	Artist: Patrick Heron – Horizontal stripe painting. Use PowerPoint presentation to introduce Patrick Heron was a British abstract and figurative artist, critic, writer, and polemicist. Throughout his career, Heron worked in a variety of media, from the silk scarves he designed for his father's company Cresta from the age of 14, to a stained-glass window for Tate St Ives, but he was foremost a painter working in oils and gouache. <ul style="list-style-type: none"> • Who is he? • Looking at the colours of the sunset. • How did he use colour? • How did he use lines? • Did he use shades, tints or tones? Children are expected to making their version of the horizontal stripe painting using paint brush.	 Heron.pdf	Card, paint brushes, paint or water colour. PowerPoint of Heron's life and works. 
I can make a painting inspired by Patrick Heron's Yellow Painting. (Printing)		Artist: Patrick Heron – Yellow painting <ul style="list-style-type: none"> • How did Hebron use colour? • What shapes and sizes did he use? • How did he space his shapes out? • How did he mix colours? • Are they warm or cool colours? • Did he use shades, tints or tones? Children are expected to make an art piece inspired by Heron's Yellow Painting by printing shapes using Styrofoam or potato on paper or card.	 Heron.pdf	Card, paint brushes, Styrofoam or potato, paint. 
I can create an art piece to represent my time at St Nicholas School.		Children are to use a combination of sills to create a piece that is inspired by their stay at St Nicholas School. They are to consider... <ul style="list-style-type: none"> • Their feelings to choose the colours – warm or cool colours. • Design. • Texture – rough or smooth... • Shapes. • Shade, tone or tint. • Space. 	 self.pdf	As required

Progression in Art Skills

	ALL	MANY	SOME
Drawing/Mark making Elements: Line and Tone (<i>Pencil, wax, charcoal, chalk, pastels, ink, pen</i>)	<ul style="list-style-type: none"> - Access to a variety of mark making tools. - Explore mark making on a variety of surfaces– on paper, on easels, etc. - Draw in sand, chalk on the playground etc. - Mark making has meaning for the child. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Realises that tools can be used for a purpose. 	<ul style="list-style-type: none"> - Mark making in a variety of ways and with a range of different materials. - Use of different shaped marks – circles and lines. - Experiment with a range of drawing tools and name them. - Draw on a large and small scale. - Use different shapes and colours of paper. - Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons. - Investigate different lines – thick, thin, wavy, straight. 	<ul style="list-style-type: none"> - Have a variety of drawing tools available. - Use drawings to tell a story. - Draw all kinds of objects. - To begin making accurate drawings of people that include all the visible parts of the body (head, hands, fingers). - Begin to create simple representations and explain what they have drawn. - Draw from observation, memory and imagination.
Painting Element: Colour (<i>Painting, paint, pastels, dyes, brushes, sponges, straws</i>)	<ul style="list-style-type: none"> - Use a range of tools to make different coloured marks. - Access to a range of paint colours. - Explores colour and how colour can be changed. - Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture. - Experiment with mixing colours. - Explore different types of paint – ready mixed, powder paint, finger paints, water colour etc. 	<ul style="list-style-type: none"> - To talk about the colour of things. - Recognise and name some colours. - Mix different colours to make new colours. - Learn the names of different tools/materials that bring colour: pastels, paint, felt tips, pencils and crayons. - Paint on a small and large scale using appropriate tools. - Paint on different sizes, shapes and colours of paper. - Recognise and name colours – especially the primary colours. 	<ul style="list-style-type: none"> - Name all the colours. - Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green). - Sorting colours e.g. hot and cold. - Find collections of colours – different sorts of green, blue, purple etc. - Use a range of applicators. - Use a paint programme on the computer. - Paint objects, places from observation, memory and imagination.
Printing Elements: Pattern and shape (<i>fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, dyed, rubbed, imprinted, embossed</i>)	<ul style="list-style-type: none"> - Experiment threading materials, peg boards, etc. - Explore finger painting and hand painting. - Explore printing with found objects – building bricks, fruits and vegetables, corks. - Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. - Experiment creating repeating patterns on paper. - Supported to take rubbings of various objects e.g. bark, carpet. 	<ul style="list-style-type: none"> - Finding patterns in nature and man-made - pattern hunt. - Making irregular patterns based on real life e.g. printing/painting the skin of a tiger, zebra etc. - Making simple 2-step repeating patterns with concrete objects. - Make rubbings of various objects e.g. leaves and coins. - Print with a variety of objects. - Use stencils to create patterns. 	<ul style="list-style-type: none"> - Create simple pictures and patterns by printing with a variety of objects. - Use stencils to create pictures. - Imprint into a range of textures – clay, playdough, card, paper etc. - Be able to produce a clean printed image with different objects. - Print onto fabric.
Collage Element: Texture (<i>collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</i>)	<ul style="list-style-type: none"> - Beginning to be interested in and describe the texture of things. - To cut and tear paper and card for their collages. - To gather and sort the materials that they will need. - Colour matching. - Cut straight lines. - Single items, e.g. seeds or leaves, can be put together to create new textures. - Explore different materials to create simple collages. 	<ul style="list-style-type: none"> - Hold scissors and cut a range of materials. - Tear paper into strips and simple shapes. - Apply adhesive sparingly and place glued surfaces together. - To begin to classify materials into textures and colours. - Handling and manipulating a wide range of natural and made materials. - Talking about materials, especially their colours and textures. - Materials can be cut and re-assembled into new shapes. - Build on skills of using various materials to make collages – using some smaller items. 	<ul style="list-style-type: none"> - To develop skills cutting straight and curved lines from a range of materials with some accuracy. - Tear paper into strips and shapes with some accuracy. - To develop skills when applying adhesive sparingly to a range of materials and stick them down accurately. - To understand that a range of different materials can be combined in a piece of work. - Working on a collage by cutting different types of materials and by sticking similar objects together to create new textures. - To use repeated pattern in a collage.
3D Work (Sculpture/Clay work): Elements: Form and space (<i>rigid, imprinting, malleable materials, clay, wood</i>)	<ul style="list-style-type: none"> - Sensory experiences – clay, playdough, slime. - Experiment with materials such as playdough, plasticine, and salt dough. - Experiment with a range of tools in order to change the materials – cutters, rollers and tools. - Experiment with a range of building materials. - Use a range of building/construction toys available. - Use a range of junk, found and natural materials to make models and structures. - Experiment with a range of materials to fix and join, e.g. glue, tape. - Press objects into playdough, plasticine, clay, etc. - Draw into malleable materials with a range of tools. 	<ul style="list-style-type: none"> - Handle, feel and manipulate with a variety of malleable media such as clay, papier Mache and Modroc. - Introduce different joining techniques - split pins, masking tape, treasure tags, etc. - Use rolled up paper, art straws, pipe cleaners, etc. to create structures and objects. - Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. - Compare clay with other modelling materials such as dough, plasticine, etc. - Make tiles and press objects into them. - Sensory experiences – clay, playdough, slime – and using appropriate language to describe. 	<ul style="list-style-type: none"> - Shape and model malleable materials for a purpose. - Impress and apply simple decoration techniques on malleable materials. - Discuss why one fixing technique may work better than another. - Name the tools used. - Describe with their own words how the malleable materials feel, encouraging them to use an appropriate vocabulary. - Make a collection of objects made from malleable materials and talk about them. - Look at sculptures in the environment and talk about: What it can be made of? What it is about?
Textiles Element: Texture (<i>collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</i>)	<ul style="list-style-type: none"> - Enjoy playing with and using a variety of textiles and fabric. - Handling, manipulating and enjoying using materials. - Awareness of how different textures feel. - Using simple language to describe materials. - Experiment with simple weaving: paper, twigs. - Begin to identify different forms of textiles. 	<ul style="list-style-type: none"> - Match and sort fabrics and threads for colour, texture, length, size and shape. - Identify and talk about textiles in the environment. - Mix colours and paint strips of paper to weave with. - Simple paper and/or material weaving using a card loom. - Decorate a piece of fabric. - Experiment how to thread a needle and have a go. - Experiment with simple stitch work. - Experiment with applying colour to textiles: dip dye, fabric crayons. 	<ul style="list-style-type: none"> - Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. - Add objects to the weaving – buttons, twigs, dried flowers. - Use more than one type of stitch. - Gain confidence in stitching two pieces of fabric. - Explain how to thread a needle and have a go. - Create and use dyes i.e. onion skins, tea, coffee. - Gain more experience with applying colour to textiles: printing, dip dye, fabric crayons.
Evaluating	<ul style="list-style-type: none"> - Look and talk about what they have produced, teacher modelling appropriate language where necessary. - Give children an opportunity to look at a variety of artworks. 	<ul style="list-style-type: none"> - Look and talk about what they have produced. - Share different artworks with children, encourage them to describe what they see and how it makes them feel. 	<ul style="list-style-type: none"> - Look and talk about what they have produced, describing the simple techniques and the media that they have used. - Say what they like and dislike about different artworks.

