

Art and Design Scheme of Work – Ashbourne Primary School (Revised 2019)

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Programme of Study

KS1	KS2
<ul style="list-style-type: none">• 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• 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.	<ul style="list-style-type: none">• 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• about great artists, architects and designers in history

Overview of teaching

The teaching of art and design at Ashbourne Primary will cover all the content of the National Curriculum 2014, and will include a progression of skills . The Scheme of Work makes reference to Chris Quigley's Essentials Curriculum (Milestones).

The National Curriculum implies that inspiration for art and design could come from any part of the curriculum, children's ideas and experiences. Skills can be taught distinctly (some will need to be) or combined with objectives for other subjects.

Items suggested [in square brackets] are not compulsory and could be chosen from.

Listed materials are not provided to limit expression or experimentation BUT refer to Scheme of Work for other year groups in case what you plan to use is covered in detail elsewhere.

Extra-curricular opportunities for children to develop talents and interest.

- Art week
- Inclusion in display work team
- Art club

Year 1 and 2

National Curriculum		Skills and Knowledge (Milestones)
Develop ideas		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
Master techniques Pencils Pencil crayons Wax crayons Ready-mix paint Paint blocks	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.
	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture.

		<ul style="list-style-type: none"> • Use various materials [rolled up paper, straws, paper, card and clay].
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges).
	Collage/ textiles	<ul style="list-style-type: none"> • Sort and arrange materials. • Mix materials to create texture. • Use weaving to create a pattern. • Join materials using glue.
Learn about and from great artists and designers		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

Year 3/4

National Curriculum		Skills and Knowledge (Milestones)
Develop ideas		<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources sometimes using sketch books • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Master techniques Pencils incl a range of hardness Pencil crayons Ready-mix paint	Drawing	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.
	Painting	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.

<p>Watercolour s</p> <p>Card, clay, plasticine, paper, textiles, wool</p>	<p>Sculpture</p>	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
<p>Found items</p>	<p>Collage/ textiles</p>	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use various techniques [eg coiling, overlapping, tessellation, mosaic and montage]. • Shape and stitch materials. • Create weavings.
<p>Learn about and from great artists and designers</p>		<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

Year 5/6

National Curriculum		Skills and Knowledge (Milestones)
Develop ideas		<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language.
Master techniques	Drawing	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work [e.g. realistic or impressionistic]. • Use lines to represent movement.
Pencils Watercolour pencils Charcoal Ready-mix paint/acrylic Watercolour s	Painting	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic

<p>Chalk</p> <p>Oil pastels</p>		<p>paints to create visually interesting pieces.</p> <ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	<p>Sculpture</p>	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	<p>Collage/ Textiles/ printing</p>	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Show precision in techniques. • Combine previously learned techniques to create pieces.
<p>Learn about and from great artists and designers</p>		<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • understand how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.