

Throughout the teaching and learning opportunities within Art and Design, students have a clear progressive route to enable them to be fully prepared for a rapidly changing world in which they live. This scheme of work has 3 main strands that are threaded through to enable the development of a range of practical skills with an understanding of aesthetic, social and environmental issues. The strands are:

- To prepare our students for employment within a range of creative industries including art, crafts and textiles as well as trades including beauty, makeup and decorating.
- To support and develop skills for independent living, mental health and well-being opportunities including hobbies, interests and voluntary work.
- To enable our students to use art and artists to develop their understanding of the world around them and their local, national and international environments.

Scheme of Work - Art

Autumn Term - ENVIRONMENTS							
Phase 2						Phase 3	
2	3	4	5	6	7	8	9
<p style="text-align: center;">Woodland</p> <p>BRIEF: To produce a creative response using collage and printing techniques based on the theme "Woodland"</p>	<p style="text-align: center;">Animals</p> <p>BRIEF: To produce a creative response using painting and 3D techniques based on the theme "Animals"</p>	<p style="text-align: center;">Seaside</p> <p>BRIEF: To produce a creative response using collage and print techniques based on the theme "Seaside"</p>	<p style="text-align: center;">Rainforest</p> <p>BRIEF: To produce a creative response using paint and 3D techniques based on the theme "Rainforests"</p>	<p style="text-align: center;">Cityscapes</p> <p>BRIEF: To produce a creative response using collage, print and drawing based on the theme "Cityscape"</p>	<p style="text-align: center;">Landscapes</p> <p>Brief: To produce a creative response using paint, drawing and textiles "Landscape"</p>	<p style="text-align: center;">Industrial</p> <p>BRIEF: To produce a creative response using painting and 3D techniques based on the the theme "Industrial"</p>	<p style="text-align: center;">Coast</p> <p>BRIEF: To create a creative response using collage, textile and drawings based on the theme "Coast"</p>
Purpose	<p>Explore the local environment Create artwork for pleasure Use collage as a visual means of basic communication Introduced to jobs working within woodland settings</p>	<p>Understand which animals are found in the local environment and which are not Create artwork for pleasure</p>	<p>Explore the local coastal regions Find materials at the coast to be used in collage e.g. sand, rocks, driftwood Create artwork for pleasure Use collage as a visual means of communication Introduced to jobs Consider conservation jobs at the coast</p>	<p>Understand the importance of the rainforest and issues around deforestation Create artwork for pleasure Consider jobs within the conservation industry</p>	<p>Understand the creative design behind the built environment (Newcastle). Create artwork for pleasure Use collage as a visual means of communication</p>	<p>Explore local and international landscapes and understand its natural beauty. Develop an appreciation of the outdoors to support mental health and wellbeing. Create artwork for pleasure</p>	<p>Explore the local coast Create artwork for pleasure Use collage as a visual means of communication to convey feelings and mood</p>
Planned PFA Links	<p>How do you stay safe in a woodland environment? What is a natural artist? What jobs are available in woodland areas? (National Trust)</p>	<p>Which animals live in our local environment? How do we look after animals and their habitats?</p>	<p>How do you stay safe at the coast? What is a sea glass artist?</p>	<p>What are the issues faced by the rainforest? How can art be used to help raise awareness about issues?</p>	<p>How to access jobs linked to building, design and the urban environment How to access relevant HE courses at Newcastle College</p>	<p>How do you stay safe in the countryside? How do you access South Tyneside and North Tyneside art courses? Explore arts for wellbeing. Visit from an artist.</p>	<p>How can I express myself through the mood of my artwork? How to access South Tyneside College advanced painting course</p>
							<p>How to access student work experiences or volunteer with RNLi Workshop with textile artist What jobs use textiles in modern life? What textile courses are available locally? How to volunteer at a local craft/textiles shop e.g. High Street Quilting</p>

Scheme of Work - Art

<p>Planned Cultural Capital Opportunities</p>	<p>Visits to woodland walk Visit to Gibside/Wallington Visit from National Trust employee Visit to Yorkshire Sculpture Park to see the work of Andy Goldsworthy</p>	<p>Visit to Ouseburn farm/ Bill Quay community farm Bring in live animals for observational drawing/painting</p>	<p>Visits to South Shields/ Marsden beach Visit from sea glass artist- Julie (Happy Dance Sea Glass)</p>	<p>Visit to Sunderland Winter Gardens</p>	<p>Visit to Newcastle/ Durham/ Sunderland city centre to see artitecture Visits to galleries Understanding of different cultures</p>	<p>Visit Belsay Hall, Penschaw monument,</p>	<p>Visit to Newcastle Quayside- shipbuilding industry Visits from ex-miners - historic mining images as stimulus for painting Visit</p>	<p>Visits to the beach Visit to an aquarium Visits from local textile artists</p>
<p>Planned Reading Opportunities</p>	<p>The Gruffalo We're going on a bear hunt Into the forest</p>	<p>Wind in the Willows Charlotte's Web Winnie the Pooh</p>	<p>Horrible Geography – Cracking Coasts The Seaside Switch Seashells- Treasures from the Northeast Coast</p>	<p>The Jungle Book</p>	<p>The Secret Garden</p>	<p>Planting a rainbow-Lois Ehlert Owl moon -jane Yolen</p>	<p>Canary in a coal mine From Mud Huts to Skyscrapers – Christine Paxmann</p>	<p>Stitched Textiles - Seascapes</p>
<p>Planned Key Vocabulary</p>	<p>Artist, explore, media, ideas, tear, overlap, collage, materials, texture, shape, cut, scale, glue, fabric</p>	<p>Artist, explore, develop, investigate, evaluate, design, likes, dislikes, decisions, primary/secondary (inc. colours) Tools – brush Skill – stroke, dab Mixture/mixing</p>	<p>Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, Tear, overlap, collage, materials, texture, shape, manipulate, arrange, display, mood</p>	<p>Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, primary/secondary (inc. colours) Tools – brush Skill – stroke, dab, blend Mixture/mixing- hue, tint, shades,</p>	<p>Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, ear, overlap, collage, materials, texture, shape, manipulate, arrange, mood, scale, detail, foreground, background</p>	<p>Artist natural and made environment composition, eg viewpoints, visual impact, background, foreground, horizon, thumbnail sketches feelings, mood textiles, assemblage, installation styles of art, eg classical, expressionist, romantic</p>	<p>Explore, develop, investigate, evaluate, design, strengths, weaknesses, similarities, differences, decisions, composition, acrylic, oil, watercolour, brush strokes, mood, blend, washes, texture, urban, industrial</p>	<p>Explore, develop, investigate, evaluate, design, strengths, weaknesses, similarities, differences, decisions, fabric, weaving, textiles, dye, knotting, thread, fraying, fringing, pulling, twisting, plaiting, applique</p>
<p>Artist Knowledge (artists to be covered)</p>	<p>To express simple opinions about the work of a chosen artist, craft maker or designer</p> <p>Andy Goldsworthy</p>	<p>To begin to give simple reasons for their opinions of the work of artists, craft maker or designer</p> <p>Andy Warhol - endangered animals Compare the pieces: 'Study of a lion' by Edwin Landseer and 'Green Donkey' by Mark Chagall</p>	<p>To give simple reasoned opinions about the work of a chosen artist, craft maker or designer</p> <p>John Piper Megan Coyle</p>	<p>To describe what they think and feel about the work of a chosen artist, craft maker or designer</p> <p>Henri Rousseau Hans Scherfig</p>	<p>To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer.</p> <p>To begin to talk about the style of a chosen artist, craft maker or designer.</p> <p>Laura Edgar (Tyne Bridge)</p> <p>Serge Mendzhiyskogo</p>	<p>To describe and understand what they think and feel about the work of a chosen artist, craft maker or designer.</p> <p>To begin to talk about the style of a chosen artist, craft maker or designer.</p> <p>John Constable</p> <p>WangWei</p> <p>Claude Monet</p> <p>Leonardo Da Vinci</p>	<p>To recognise the styles of artists, craft makers or designers</p> <p>To talk about evident similarities and differences between different artists, craft makers or designers.</p> <p>LS Lowry Anthony Hall Graham Hodgson (Local artist with gallery in South Shields)</p>	<p>To recognise the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>To consider subtle similarities and differences between different artists, craft makers or designers.</p> <p>Laura Edgar Carolyn Saxby Elaine Carlton Anni Albers Eileen Downes</p>

Scheme of Work - Art

						Pieter Brughel Paul Cezanne Vincent Van Gogh Wassily Kandinsky		
Exploring and developing ideas	<p>To look and talk about what they have produced, describing simple techniques and media used.</p> <p>To explore and begin to show control using a range of tools and media, fingers, hands, chalk, pens, paint and pencils</p> <p>To experiment with mark making and give meaning to the marks they have made</p> <p>To explore and enjoy taking rubbings: leaf, brick, coin.</p> <p>To create simple pictures by printing from objects.</p> <p>To explore simple weaving techniques using : paper, twigs</p> <p>To begin to choose and arrange papers and cards from a selection provided.</p>	<p>To record simple media explorations in sketchbooks of animals.</p> <p>To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk To use ideas my teacher suggests to develop my work</p> <p>To explore the qualities of different materials and tools relevant to topic</p> <p>To control the types of marks made with the range of media</p> <p>To experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards</p>	<p>To use a sketchbook to plan and develop simple ideas</p> <p>To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge</p> <p>To demonstrate experience at impressed printing: drawing into ink, printing from objects</p> <p>To use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing.</p> <p>Experiment with overprinting motifs and colour</p> <p>To draw simple shapes from direct observation e.g. seaweed, rocks, driftwood</p>	<p>To try out ideas, plan colours and collect source material for theme brief</p> <p>To identify interesting aspects of objects e.g. large plants as a starting point for a rainforest</p> <p>To use a sketchbook to express feelings about a subject</p> <p>To develop intricate patterns/marks with a variety of media</p> <p>To demonstrate experience in different grades of pencil and other implement to draw different forms and shapes</p> <p>To use a range of brushes to demonstrate increasing control of the types of marks made and experiment with different effects</p>	<p>To use sketchbooks to collect and record visual information from different sources based around cityscapes.</p> <p>To develop the planning and trying of ideas in relation to colours and sources To express likes and dislikes through annotation</p> <p>To use a sketchbook to adapt and improve ideas.</p> <p>To independently generate ideas for my work</p> <p>To explore ideas in art before producing a final piece</p> <p>To develop intricate patterns using different grades of pencil and other implements to create lines and marks</p> <p>To draw for a sustained period</p> <p>To have opportunities to develop further</p>	<p>To use sketchbooks to collect and record information based on their experience of landscapes.</p> <p>To develop ideas using different mixed media using a sketchbook</p> <p>To organise and present their ideas so others can follow them</p> <p>To describe and analyse examples of landscape painting</p> <p>To identify reasons why artists choose different approaches, based on what they can see in the work and what they have found out about the artists</p> <p>To talk and write about landscape based on personal experience</p> <p>To select and record from first hand observation,</p>	<p>To use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>To use the sketch book to plan how to join parts of the sculptures</p> <p>To develop and record notes which consider how a piece of work may be developed further</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas</p> <p>To develop skills of planning colours and collect source material for future works</p> <p>To work in a sustained way to create a range of detailed drawings</p> <p>To develop key elements of line, pattern, texture and tone.</p>	<p>To use sketchbooks to collect and record visual information from different sources from the coast e.g. shells, fishing net, driftwood and seaweed.</p> <p>To annotate work in sketchbooks and use the sketch book to plan how the creative piece will develop.</p> <p>To generate ideas relevant to purpose and intended outcome</p> <p>To research artists with a specific style to influence ideas.</p> <p>To investigate visual and tactile qualities in materials.</p> <p>To develop working in a sustained and independent way to develop their own style of drawing.</p> <p>To develop a greater understanding of: line, tone, pattern, texture.</p>

Scheme of Work - Art

	<p>To begin to explore layering papers and cards</p> <p>To begin to explore different ways of manipulating materials e.g. tearing</p> <p>To begin to stick torn papers and cards on a surface with glue</p>	<p>predicting resulting colours</p> <p>To mix and match colours to artefacts and objects.</p> <p>To explore working on different scales</p> <p>To create different textures e.g. use of sawdust.</p> <p>To experiment in a variety of malleable media such as clay, papier-mache, salt dough.</p> <p>To shape and model materials for a purpose from observation e.g an animal</p>	<p>To use natural materials to consider pattern and texture (e.g. stones, , feathers, sticks, grasses, shells)</p> <p>To express links between colour and emotion.</p> <p>To select, sort and arrange papers, fabrics and other materials</p> <p>To investigate different ways of layering and attaching materials to a surface</p> <p>To investigate and use different ways of manipulating materials e.g. tearing, folding, twisting, curling, cutting, dying</p> <p>To cut paper and other materials with scissors</p> <p>To stick materials on a surface with glue for a purpose</p>	<p>and textures including blocking colour, washes, thickened pain, creating textures related to the rainforest</p> <p>To use light and dark within painting and explore complimentary colours</p> <p>To mix colour , shades and tone with increasing confidence</p> <p>To use equipment and media with confidence eg card, withies, mod roc</p> <p>To begin to show an awareness in having a third dimension and perspective</p> <p>To join 2 parts successfully</p> <p>To explore how to secure work effectively</p> <p>To construct a simple base for extending and modelling other shapes e.g. branches, leaves, flowers</p>	<p>drawings featuring a third dimension and perspective</p> <p>To experiment with different grades of pencil and other implements to achieve tone and make a range of marks using different media</p> <p>To increase awareness of mono and relief printing.</p> <p>To explore simple fabric printing.</p> <p>To explore printing using 3 colours for effect</p> <p>To combine prints taken from a range of objects to represent patterns</p> <p>To explore repeat patterns.</p> <p>to explore techniques of textured collages</p> <p>To explore techniques of tie dyeing</p>	<p>experience and imagination.</p> <p>To explore ideas for different purposes.</p> <p>to demonstrate a wide variety of ways to make different marks with wet and dry media.</p> <p>To identify artists who have worked in a similar way to their own work.</p>	<p>To use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>To confidently control the types of marks made and effectively use different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To confidently mix and match colours to create atmosphere and light effects.</p> <p>To mix colour, shades and tones with confidence building on previous knowledge for an intention</p> <p>To use tonal contrast and mixed media</p> <p>To experiment with combining pinch, slabbing and coiling to produce end pieces e.g. lowry matchstick men</p> <p>To develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>To experiment using a range of mouldable materials over an</p>	<p>To use a viewfinder to focus on a chosen part of an artefact or picture before drawing it.</p> <p>Develop close observation skills using a variety of viewfinders</p> <p>To draw increasingly complex shapes from observations with appropriate scale and proportion.</p> <p>To apply shapes to fabric by stitching</p> <p>To decorate fabrics using beads, buttons, feathers by stitching</p> <p>To use a loom to weave a pattern using other sources materials</p> <p>To create and use natural dyes e.g. onion skin, beetroot</p> <p>To explore more complex textile manipulation techniques e.g. tie-dyeing, applique, patchwork</p> <p>To explore batik and tie dyeing techniques, colours and textures</p> <p>To explore fabric painting and comment upon its effectiveness</p> <p>To develop an awareness of the</p>
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Scheme of Work - Art

							armature: newspaper frame for modroc To explore recycled, natural and manmade materials to create sculptures, confidently and successfully joining To develop and use language appropriate to skill and techniques	potential of the uses of material.
Investigating and Making	<p>Pupils will use and apply a range of printing and collage skills to create an individual or class creative mixed media response to the theme "The Woodland"</p> <p>To begin to represent some art skills in finished work</p> <p>To use what they have learnt about media and materials in original ways,</p> <p>To think about the uses and purpose of materials.</p> <p>To begin to explore a selection of materials and tools</p> <p>To share some ideas visually when prompted</p> <p>To represent their own ideas, thoughts and feelings through art.</p>	<p>Pupils will use and apply a range of painting, drawing and 3D skills to create an individual or group response to the theme "Animals"</p> <p>The piece will reflect why people paint animals - link to interests, favourite things etc. .</p> <p>Pupils will explore and record their own ideas through painting, drawing and sculpture as a direct response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</p> <p>To apply taught art skills to finished piece</p> <p>To choose from a selection of materials and tools provided by the teacher.</p> <p>To develop skills in talking about their ideas and the choices</p>	<p>Pupils will use and apply a range of printing, collage and drawing techniques to create an individual or class creative response to the theme "Seaside"</p> <p>They will apply new techniques in collage such as twisting, curling, folding</p> <p>Pupils explore different ways they can be layered and attach materials</p> <p>To talk about the techniques, materials and equipment used in their work and why these were selected.</p> <p>Pupils will discuss and describe what they like about their own work and any problems they are trying to solve</p> <p>To develop the use of visual and technical language e.g. 'I like the way a fine tip</p>	<p>Pupils will use and apply a range of drawing, painting and 3D techniques to create an individual or class creative response to the theme "Rainforest"</p> <p>To apply taught art skills from this and previous terms within finished piece</p> <p>Pupils will look at how art can portray messages and issues</p> <p>Pupils will be working on different scales</p> <p>Pupils will explore an environmental issue through visual media.</p> <p>To use a selection of art skills and materials suggested by the teacher to create an independent piece of art</p> <p>To independently choose materials and</p>	<p>Pupils will use and apply a range of collage, printing and drawing techniques to create an individual or group creative piece.</p> <p>To use a selection of appropriate art skills and materials from a range of media to create an independent piece of art</p> <p>To independently choose materials and tools to match their creative response</p> <p>To justify use of skills, tools and materials for an intended outcome</p> <p>To use appropriate and safe techniques for a specific response.</p> <p>To share and explain independent ideas verbally</p> <p>To explain through visual means and</p>	<p>To understand how visual and tactile qualities of materials and processes are used to convey ideas and feelings related to landscapes</p> <p>To experiment with media and different methods and approaches to communicate ideas and feelings about landscape</p> <p>To develop understanding about visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas and purposes</p> <p>To combine and manipulate materials and processes to express mood and feeling of landscape</p> <p>To select appropriate types of paint ,paper to extend their work</p>	<p>Pupils will learn about LS Lowry and his work and will focus on creating a range of techniques as well as mood within a creative piece</p> <p>Pupils will create a final individual piece and/or class piece with clear links to the industrial settings around them</p> <p>To independently create a successful piece of art using various art materials and techniques</p> <p>To independently choose appropriate skills, tools and materials for an intended outcome</p> <p>To discuss with confidence some choices made in artwork</p>	<p>Pupils will use the coast as inspiration for their art this term.</p> <p>Pupils will further explore collage techniques but through the use of textiles.</p> <p>Pupils will apply a range of experimented techniques e.g. applique, weaving and dying. within a creative piece</p> <p>To produce a well thought out and constructed piece of art using various art skills</p> <p>To make accurate choices of materials and tools to achieve my creative intent</p> <p>To clearly explain choices made in artwork by relevant visual vocabulary</p>

Scheme of Work - Art

		<p>they have made, e.g. chosen tools, media, materials.</p> <p>To begin to work creatively e.g. with a range of media on different scales.</p> <p>To share some ideas verbally when prompted</p> <p>To begin to explore my own ideas with some support</p> <p>To choose appropriate materials for a purpose</p>	<p>brush is used to add detail'</p> <p>To demonstrate application of techniques with a growing awareness of materials properties</p> <p>Use equipment and media with increasing confidence</p> <p>To use some art skills and materials to create a suggested piece of art with support</p> <p>To independently choose from a selection materials and tools for a purpose</p> <p>To talk about the techniques, materials and equipment used in their work and why these were selected</p> <p>To begin to independently share some ideas verbally</p> <p>To begin to explore their own ideas independently</p> <p>To use previously taught skills</p> <p>To say what they think of materials and techniques.</p>	<p>tools to match their creative response</p> <p>To share independent ideas verbally.</p> <p>To apply informed choices about 3D techniques and materials</p> <p>To join and create 3D responses securely.</p> <p>To highlight the colours within a given piece of art, identifying if they are primary or secondary.</p> <p>To apply knowledge and understanding that a secondary colour will change depending on how much of a primary colour is used.</p> <p>To mix secondary colours, altering the hue by adding more of a given colour to match a brief.</p> <p>To choose appropriate colours when painting from observation e.g. background or detail</p> <p>To discuss some reasons for choices made in their artwork</p>	<p>annotations the reasons for my art work.</p> <p>To further explore collage and printing techniques focusing more on controlled surface decoration and manipulation to convey their idea.</p> <p>To appropriately select, sort and arrange materials according to specific qualities and effects</p> <p>To improve skills of overlapping and over-laying to place objects in front and behind</p> <p>To use controlled surface decoration of materials with clear intentions</p> <p>To cut multiple shapes accurately with a scissors</p> <p>To use pastes and adhesives to appropriately add cut and torn shapes to a surface to convey an idea</p> <p>To work with growing awareness to space, colour and pattern</p>	<p>To explore preliminary studies to test media and materials and mix appropriate colours.</p> <p>To experiment with a range of tints and shades</p> <p>To show an awareness of how large scale paintings are created.</p> <p>To work in a sustained and independent way to develop their own style of landscape painting.</p> <p>To develop skills and knowledge in the use of colour, tone and shade.</p> <p>To purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To develop skills in mixing colour, shades and tones with confidence building on previous knowledge.</p> <p>To understand which paint works well in their work and why.</p>	<p>To discuss how shape, form and space has been used</p> <p>To discuss how colour, tone, pattern and texture have been applied.</p> <p>To open and use an art programme, selecting tools to make lines and shapes and fill options</p> <p>To copy and paste images to create a simple pattern</p> <p>To use some simple tools with digital software (Paint 3D) to manipulate an image</p> <p>To edit pictures on an ipad using filters</p> <p>To use digital software to create different textures, lines, colours and shapes</p> <p>To develop and use language appropriate to skill and techniques</p>	<p>To clearly explain how shape, form and space has been used</p> <p>To clearly explain how colour, tone, pattern and texture have been applied</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
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Scheme of Work - Art

			To create a visual response using mixed media			<p>To consider the use of colour for mood and atmosphere</p> <p>To use different textures, colours and techniques when designing and making a landscape</p> <p>To combine visual and tactile qualities when designing and making pieces of work. -</p> <p>To join fabric in different ways.</p> <p>To choose from a range of stitching techniques.</p> <p>To combine previously learned techniques to create pieces independently.</p> <p>To experiment with batik safely. -To be expressive and analytical to adapt, extend and justify their work.</p>		
Evaluating ideas	<p>To begin to say what they think of different materials and techniques used</p> <p>To verbally give opinions on their own work on whether it represents their planned ideas, thoughts and feelings</p>	<p>To say what they think of materials and techniques.</p> <p>To give opinions of their own and others' artwork</p> <p>To talk about the features they like in their own work and in the work of others.</p>	<p>To say what they think of different materials and techniques through discussion</p> <p>To discuss and describe what they like about their own work and any problems they are trying to solve</p> <p>To begin to identify strengths and</p>	<p>To say what they think of different materials and techniques through discussion</p> <p>To identify strengths and weaknesses in their own and others' artwork when prompted</p> <p>To compare ideas, methods and approaches in their own and others' work,</p>	<p>To identify strengths and weaknesses in their own and others' artwork</p> <p>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they</p>	<p>To evaluate their work, expressing opinions about technical and expressive aspects</p> <p>To give explanations of what they have learnt from their work, using appropriate subject vocabulary</p>	<p>To evaluate their work, expressing opinions about technical and expressive aspects</p> <p>To begin to modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece</p>	<p>To evaluate their work, expressing opinions about technical and expressive aspects</p> <p>To modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece.</p>

Scheme of Work - Art

	To begin to reflect on their thinking about uses of materials and purposes	To begin to give reasons for their opinions	<p>weaknesses in their own and others' artwork</p> <p>To adapt and make changes to their work</p> <p>To adapt the use of materials where appropriate and justify changes</p> <p>To evaluate their work against a brief</p> <p>To develop opinions about another pupil's work</p>	<p>e.g. talk about the features they like in a piece of art work.</p> <p>To use a sketchbook to adapt their work as their ideas develop, and discuss this with others.</p>	<p>would make to a piece of artwork</p> <p>To develop the use of the sketch book to adapt their work as their ideas develop</p> <p>To make annotations in their books to describe how they might develop their work further</p>	<p>To plan and make considered changes to their work to modify and improve it</p> <p>To compare ideas, methods and approaches in their own work and express opinions about these.</p>	To use annotations to influence the development of their designs	<p>To independently annotate designs to reflect their critical evaluations and development of ideas.</p> <p>To reflect on the ways in which their imaginative work has developed from a range of starting points.</p>
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Spring Term - CULTURES

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Phase 2						Phase 3	
2	3	4	5	6	7	8	9
<p style="text-align: center;">Australia (Aboriginal art)</p> <p>BRIEF: To produce a patterned mosaic</p>	<p style="text-align: center;">India</p> <p>BRIEF: To produce a collaged textile piece inspired by Indian</p>	<p style="text-align: center;">Africa</p> <p>BRIEF: To produce an African mask using paint and 3D</p>	<p style="text-align: center;">Japan</p> <p>BRIEF: To produce a Japanese fan using collage and printing</p>	<p style="text-align: center;">China</p> <p>BRIEF: To produce a painted 3D dragon</p>	<p style="text-align: center;">Ancient Egyptians</p> <p>Brief: To produce a 3d sculpture</p>	<p style="text-align: center;">Mexico</p> <p>BRIEF: To produce a highly patterned skull using printing.</p>	<p style="text-align: center;">UK (Graffiti)</p> <p>BRIEF: To produce a mural or graffiti display</p>

Scheme of Work - Art

	piece using painting and sculpture techniques based on the theme of aboriginal art	clothing using collage and printing techniques	techniques based on African culture	techniques inspired by Japanese culture and nature	inspired by Chinese culture		college and textiles techniques based on Mexican culture and the celebration of "Day of the Dead"	piece with a clear meaningful message
Purpose	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Understand current issues in my own culture Develop understanding of vandalism and right and wrong
Planned PFA Links	Compare traditional aboriginal culture with British What job uses ideas of mosaic? e.g. tiler	Compare Indian culture with British culture Interview with an Asian person to discuss Indian clothing/textiles	Compare African culture with British culture	Compare Japanese culture with British culture How to volunteer at a local craft/textiles shop e.g. High Street Quilting	Compare Chinese culture with British culture What is a sculptor? How to apply to entry level/ Level 1 ceramics course at NCL college.	Compare Egyptian Culture with the British Culture What is a sculptor? How to apply to entry level/ Level 1 ceramics course at NCL college.	How can I express myself through the makeup and clothes that I wear? How to apply for beauty therapy at South Tyneside college or fashion/makeup courses	When is graffiti ok, and when is it vandalism?
Planned Cultural Capital Opportunities	Visit South Shields Beach to create own cave paintings Aboriginal workshop (Planmyschooltrip.co.uk) Visit from local mosaic artist Rosanna Henderson	Hatton Gallery Indian Miniatures workshop Diya Painting workshop (Planmyschooltrip.co.uk)	Hatton Gallery African art workshop African Mask workshop (Planmyschooltrip.co.uk)	Workshop by local Japanese collage artist- Noriko Matsubara	Workshop with Jayamini- chinese calligraphy and brush painting Visit Newcastle during Chinese New Year celebrations	Visit the Great North Museum-ancient decorated coffin Visit Durham university Oriental museum of archaeology-mummy, granite obelisk	visit Mexican themed venue to see art in situ	Workshop with local graffiti artist Mark Shields Nugent graffiti workshop Local graffiti trail (Ouseburn) - compare vandalism to purposeful graffiti/murals
Planned Reading Opportunities	Cave Baby- Julia Donaldson Australian aboriginal art dot painting for Kids Big Rain Coming - Katrina Germain Kangaroos Hot - Ros Moriarty	One Two Tree! by Anushka Ravishankar Excuse Me, Is This India? by Anushka Ravishankar	The Spider Weaver - Margaret Musgrove Can you spot the Leopard? by Christine Stelzig Joshua's Masai Mask	Zen Shorts Paper Wishes Dolls of Hope Beeto goes to Japan by Sucheta Rawal	The Dancing Dragon This Next New Year Where the Mountain Meets the Moon by Grace Lin The magic of clay The game of sculpture Clay boy	The Plot on the Pyramid -Terry Deary Flat Stanley-The Egyptian Grave The Time Travelling Cat and The Egyptian Goddess-Juila Jarmen	Day of the Dead by Tony Johnston Book Fiesta by Pat Mora	Graffiti Alphabets Hey, Wall: A Story of Art and Community Subway Art Graffiti World Banksy: The Man Behind the Wall

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<p style="text-align: center;">Planned Key Vocabulary</p>	<p>Artist, explore, media, ideas, primary/secondary (inc. colours), tools – brush, skill – stroke, dab, mixture/mixing, mosaic, tiles, attach, mount, layer, cut, tear, twist, curl, aboriginal art, dot painting, cave painting, traditional, explore, develop, experiment, investigate, choose, decide, opinions, materials, techniques</p>	<p>Artist, explore, develop, experiment, investigate, primary/secondary (inc. colours), tools – brush, skill – stroke, dab, mixture/mixing, print, layer, overlap, investigate, evaluate, design, likes, dislikes, decisions, tear, overlap, collage, materials, texture, shape, cut, scale, indian textiles, block printing, block, repeating pattern, screen print, lino, lino cutters, roller, inks</p>	<p>Artist, explore, develop, experiment, investigate, evaluate, design, strengths, weaknesses, decisions, primary/secondary (inc. colours), Tools – brush, skill – stroke, dab, mixture/mixing, 3D, texture, carve, cut, tones, shades, colour wheel, spectrum, suitable/appropriate, culture, choices, malleable, imagination, clay, modroc, layers, realistic, techniques, acrylic paint, oil pastels, soft pastels,</p>	<p>Explore, develop, investigate, evaluate, design, strengths, weaknesses, similarities, differences, decisions, composition, materials, patterns, sketchbook, visual, tactile, modify, decoration, embellish, decisions, tear, overlap, collage, materials, texture, shape, cut, scale, block printing, block, repeating pattern, screen print, lino, lino cutters, roller, inks, culture, nature, record, annotate, tone, pattern, texture, monoprint, relief print</p>	<p>Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, primary/secondary, scale, tints/shades, purpose, strokes, tools – brush, skill – stroke, dab, mixture/mixing, 3D, texture, carve, cut, tones, shades, colour wheel, spectrum, suitable/appropriate, African culture, choices, decisions, malleable, imagination, clay, modroc, layers, realistic, techniques, acrylic paint, oil pastels, soft pastels, sketchbook, annotate, intricate, grades (of pencils), shadow, highlights, shades, compare, methods, approaches</p>	<p>Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, clay, modroc, layers, realistic, techniques, acrylic paint, oil source material, design, abstraction, geometric, traditional visual tactile elements, shape, form, space, pattern, line techniques, coiling, slabbing, weaving, assembling sculptor, sculpture, carving, modelling, casting, constructing</p>	<p>Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, tear, overlap, collage, materials, texture, shape, manipulate, arrange, display, composition, materials, patterns, sketchbook, annotate, visual, tactile, modify, decoration, embellish, decisions, tear, overlap, collage, materials, texture, shape, cut, scale, block printing, block, repeating pattern, screen print, lino, lino cutters, roller, inks, culture, nature, record, annotate, tone, pattern, texture, hatching, overlaying, monoprint, relief print, decorate, weave, loom</p>	<p>Explore, develop, investigate, evaluate, design, strengths, weaknesses, similarities, differences, decisions, composition, blend, acrylic, oil, watercolour, brush strokes, digital software, edit, filters, choices, decisions, imagination, clay, layers, realistic, techniques, acrylic paint, oil pastels, soft pastels, sketchbook, annotate, intricate, grades (of pencils), shadow, highlights, shades, compare, methods, approaches, influences, colour blocking, washes, backgrounds, perspective, focal point horizon, composition, scale, proportion, expressive, analytical, adapt, amend</p>
<p style="text-align: center;">Artist Knowledge (artists to be covered)</p>	<p>To express simple opinions about the work of a chosen artist, craft maker or designer</p> <p>Emily Kame Ngwarreye Possum Tjapaltjarri</p>	<p>To begin to give simple reasons for their opinions of the work of artists, craft maker or designer</p> <p>Indian Folk Art - (Hatton Gallery)</p>	<p>To give simple reasoned opinions about the work of a chosen artist, craft maker or designer</p> <p>Traditional African Art - (Hatton Gallery) Stephen Njenga</p>	<p>To recognise the styles of artists, craft makers or designers</p> <p>To talk about evident similarities and differences between different artists, craft makers or designers.</p> <p>Hayashiya Niraku Noriko Matsubara https://norikoart.com/</p>	<p>To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer.</p> <p>To begin to talk about the style of a chosen artist, craft maker or designer.</p> <p>Traditional Chinese Art- Pu Zuo</p>	<p>To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer.</p> <p>To begin to talk about the style of a chosen artist, craft maker or designer.</p> <p>Ancient Egyptian art-paintings, sculpture, drawing on papyrus, jewellery, and architecture</p>	<p>To describe what they think and feel about the work of a chosen artist, craft maker or designer</p> <p>To begin to identify different styles in pieces of art</p> <p>Kerri Ambrosini Gonzalo Areúz</p>	<p>To recognise the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>To consider subtle similarities and differences between different artists, craft makers or designers.</p> <p>Banksy Karl Striker Mark Shields</p>

Scheme of Work - Art

						Egyptian Museum Cairo		
Exploring and developing ideas	<p>To look and talk about what they have produced, describing simple techniques and media used.</p> <p>Enjoy using a variety of tools including different size brushes and tools eg. sponge brushes, fingers, twigs</p> <p>Recognise and name the primary colours being used</p> <p>Mix and match colours to different artefacts and objects</p> <p>To highlight the primary colours within a piece</p> <p>To use a variety of wet and dry media to represent primary colours</p> <p>Explore working with paint on different surfaces and in different ways eg. onto rocks, clay or wood</p> <p>Explore using a variety of malleable media such as clay, papier mache, salt</p>	<p>To use ideas my teacher suggests to develop my work</p> <p>To explore the qualities of different materials and tools relevant to topic</p> <p>To choose from a range of media to make marks e.g. pencils, pens, chalk</p> <p>Begin to control the types of marks made with the range of media. E.g. colouring within lines</p> <p>To record simple media explorations in sketchbooks of pattern</p> <p>Draw on different surfaces with a range of media</p> <p>Begin to develop a range of tones using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge</p>	<p>To say what I think of materials and techniques.</p> <p>To draw increasingly recognisable shapes and objects from observations</p> <p>To colour own work within the lines</p> <p>To use a sketchbook to plan and develop simple ideas</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil</p> <p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades</p> <p>Build confidence in mixing colour shades and tones</p> <p>To name and match the secondary colours</p> <p>Understand the colour wheel and colour spectrums</p>	<p>To research the work of artists</p> <p>To collect and record information and express feelings within a sketchbook.</p> <p>To use sketchbooks to record medial explorations and experimentations with little support.</p> <p>To try out ideas, plan colours and collect source material to develop ideas from the theme brief.</p> <p>To use research to inform decisions about materials and techniques</p> <p>To draw around objects and shapes and recognise them from their silhouettes.</p> <p>Begin to show consideration in the choice of pencil grade they use</p> <p>To demonstrate experience in different grades of pencil and other implement to draw different forms and shapes</p> <p>To draw increasingly complex shapes from observations,</p>	<p>To generate ideas for my work</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Use a sketchbook to adapt and improve original ideas</p> <p>To explore ideas in art before producing a final piece.</p> <p>To explain what I want my artwork to be about.</p> <p>To develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within</p>	<p>To generate ideas for my work</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Use a sketchbook to adapt and improve original creative ideas</p> <p>To explore existing ideas in art before producing a final piece.</p> <p>To explain what I want my artwork to be about.</p> <p>To explain the technical skills I will develop .</p> <p>To work in a safe and organised way caring for equipment.</p> <p>To experiment with combining, pinching, slabbing, coiling.</p> <p>To experiment with modeling over an armature: newspaper frame for modroc. Comment upon its properties and effectiveness as a media</p>	<p>To independently generate ideas for my work</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>To develop and record notes which consider how a piece of work may be developed further.</p> <p>Adapt work as and when necessary and explain why.</p> <p>To work in a sustained way to create a range of detailed drawings</p> <p>To use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>To develop and use language appropriate to skill and techniques.</p> <p>Continue to gain experience in overlaying colours.</p>	<p>To independently generate and develop ideas relevant to purpose and intended outcome</p> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</p> <p>To research artists with a specific style to influence ideas</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p>

Scheme of Work - Art

	<p>dough. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools</p>	<p>Experience impressed printing: e.g. printing from objects.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures using printing techniques</p> <p>To explore layering papers, fabrics and other materials to a surface</p> <p>To explore different ways of manipulating materials e.g. tearing, folding, twisting.</p> <p>To stick torn paper, fabrics and other materials on a surface with glue</p>	<p>Be able to mix all the secondary colours using primary colours confidently</p> <p>Continue to control the types of marks made with a range of media</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay mask</p> <p>Explore carving as a form of 3D art</p>	<p>considering proportion (Shape)</p> <p>To show some understanding of how to represent surface texture and patterns in a drawing</p> <p>Continue to explore both mono-printing and relief printing</p> <p>Demonstrate experience in 3 colour printing</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece</p> <p>To develop printing skill techniques. E.g. press, roll, rub and stamp for an intended outcome</p> <p>To roll over various objects to create different patterns with some intentions</p> <p>To experiment with mark making onto printing blocks such as foam sheets</p> <p>Pupils will continue to select, sort and arrange papers, fabrics and other materials</p> <p>Pupils will investigate different ways of layering and</p>	<p>painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessary</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man- materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p>	<p>Use recycled, natural and man- materials to create sculptures.</p> <p>To understand different ways of glazing, painting and polishing</p> <p>To draw for a sustained period of time</p> <p>To use different techniques ie hatching, shading and comment upon the effectiveness of each</p>	<p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery. Show experience in a range of monoprint techniques.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>To explore simple textile manipulation techniques e.g. dying, fringing, fraying, gathering</p> <p>To apply colour to fabrics using fabric pens, crayons</p> <p>To apply shapes to fabric with glue</p> <p>To decorate fabrics using beads, buttons, feathers with glue</p> <p>To use a loom to weave a pattern using yarn and fabrics</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings</p> <p>To create a printing block by simplifying a sketchbook piece</p> <p>To confidently print using 3 colour overlays</p>
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Scheme of Work - Art

				<p>attaching materials to a surface</p> <p>Pupils will investigate and use different ways of manipulating materials e.g. tearing, folding, twisting, curling, cutting, dying</p>				<p>To apply mixed media to a printed piece</p> <p>To use tools with digital software (Paint 3D) to manipulate an image for a purpose</p> <p>To edit pictures on an ipad using multiple filters, cropping etc.</p>
Investigating and Making	<p>Pupils will use and apply a range of painting, drawing and 3D techniques to produce an individual or class creative response to the theme of 'Aboriginal art'.</p> <p>To begin to show some art skills from this and previous terms within finished work</p> <p>To begin to explore a selection of materials and tools</p> <p>To use what they have learnt about media and materials in original ways</p> <p>To think about the uses and purpose of materials</p> <p>To begin to explore a selection of materials and tools</p> <p>To share some ideas visually when prompted</p>	<p>Pupils will use and apply a range of collage and printing techniques to create an individual or class response to the theme of 'India'.</p> <p>Explore and record own ideas through printing, drawing and collage as a direct response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</p> <p>To apply taught art skills from this and previous terms within finished piece</p> <p>To choose from a selection of materials and tools provided by teacher</p> <p>To share some ideas verbally when prompted</p> <p>To choose from a selection of materials and tools provided by the teacher.</p>	<p>Pupils will use and apply a range of painting and 3D techniques to produce an individual or class response to the theme of 'Africa' in the form of an African mask.</p> <p>They will apply taught painting and 3D techniques within their finished work</p> <p>To talk about the techniques, materials and equipment used in their work and why these were selected.</p> <p>To develop the use of visual and technical language e.g. 'I like the way a fine tip brush is used to add detail'</p> <p>To use some art skills and materials to create a suggested piece of art with support</p> <p>To demonstrate application of techniques with a</p>	<p>Pupils will use and apply a range of collage and printing techniques to produce an individual or class response to the theme of 'Japan' in the form of a Japanese fan.</p> <p>To use a selection of art skills and materials suggested by the teacher to create an independent piece of art</p> <p>To independently choose materials and tools to match their creative response</p> <p>To select, sort and arrange a variety of materials to convey suggested idea</p> <p>To use simple repeated patterns</p> <p>To discuss some choices made in artwork</p> <p>To discuss how colour, tone, pattern</p>	<p>Pupils will use and apply a range of painting and 3D techniques to produce an individual or class response to the theme of 'China' in the form of a painted 3D dragon.</p> <p>To use a selection of appropriate art skills and materials from a range of media to create an independent piece of art</p> <p>To independently choose materials and tools to match their creative response</p> <p>To justify use of skills, tools and materials for an intended outcome</p> <p>To begin to choose appropriate media to work with.</p> <p>To use language appropriate to skill and technique.</p> <p>To use appropriate and safe techniques for a specific response</p>	<p>Pupils will use confidence and apply a range of painting and 3D techniques to produce an individual or class response to the theme of 'Ancient' Egypt eg Mask of Tutankhamun.</p> <p>To use a selection of appropriate art skills and materials from a range of media to create an independent creative response</p> <p>To independently choose materials and tools to match their creative response</p> <p>To explain and justify use of skills, tools and materials for an intended outcome</p> <p>To begin to choose appropriate media to work with.</p> <p>To use language appropriate to skill and technique.</p>	<p>Pupils will use and apply a range of collage and textiles techniques to produce an individual or class response to the theme of 'Mexico' through an item to celebrate the Day of the Dead.</p> <p>To independently create a successful piece of art using various art materials and techniques including taught textile skills</p> <p>To independently choose appropriate skills, tools and materials for an intended outcome</p> <p>To explain why certain materials and techniques have been chosen</p> <p>To explain chosen ideas for final artwork</p> <p>To use tools in a safe way</p>	<p>Pupils will use paint and digital media techniques to create a piece of individual or class street art which has a clear message.</p> <p>To identify the purpose of a piece of street art, from political/ environmental messages to vandalism</p> <p>To produce a well thought out and constructed piece of art using various art skills</p> <p>To make accurate choices of materials and tools to achieve my creative intent</p> <p>To clearly explain choices made in artwork by relevant visual vocabulary</p> <p>To clearly explain how shape, form and space has been used</p> <p>To clearly explain how colour, tone, pattern</p>

Scheme of Work - Art

	<p>To represent their own ideas, thoughts and feelings through art</p>	<p>To develop skills in talking about their ideas and the choices they have made, e.g. chosen tools, media, materials</p> <p>To begin to work creatively e.g. with a range of media on different scales</p> <p>To use equipment and media correctly and be able to produce a clean printed image</p> <p>To begin to explore my own ideas with some support</p>	<p>growing awareness of materials properties</p> <p>Use equipment and media with increasing confidence</p> <p>To independently choose from a selection materials and tools for a purpose</p> <p>To talk about the techniques, materials and equipment used in their work and why these were selected</p> <p>To begin to independently share some ideas verbally</p> <p>To begin to explore their own ideas independently</p> <p>To create a visual response using mixed media</p>	<p>and texture have been applied</p> <p>To share independent ideas verbally</p> <p>To discuss some reasons for choices made in their artwork</p> <p>Demonstrate a developing understanding of 3-colour printing</p>	<p>To use appropriate and safe techniques for a specific response.</p> <p>To share and explain independent ideas verbally</p> <p>To explain through visual means and annotations the reasons for my art work</p> <p>To apply 3D skills independently and effectively through methods such as coiling, scratch and slip etc.</p>	<p>To use appropriate tools safely for a particular purpose</p> <p>To demonstrate a wide range of 3D/painting and drawing techniques planned for a specific response.</p> <p>To develop understanding and confidence in the use of shape and form</p> <p>To share and explain independent ideas verbally to a group</p> <p>To explain through visual means and annotations the reasons for my art work</p> <p>To apply 3D skills with confidence and independence</p> <p>To independently plan and develop ideas to achieve a creative response</p>	<p>To discuss with confidence some choices made in artwork</p> <p>To discuss how shape, form and space has been used</p> <p>To discuss how colour, tone, pattern and texture have been applied</p> <p>To develop and use language appropriate to skill and techniques</p>	<p>and texture have been applied</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>
<p>Evaluating ideas</p>	<p>To begin to say what they think of different materials and techniques used</p> <p>To verbally give opinions on their own work on whether it represents their planned ideas, thoughts and feelings</p>	<p>To give opinions of their own and others' artwork</p> <p>To begin to give reasons for their opinions</p> <p>To talk about the features they like in their own work and in the work of others</p>	<p>To say what they think of different materials and techniques through discussion</p> <p>To begin to identify strengths and weaknesses in their own and others' artwork</p> <p>To adapt and make changes to their work</p> <p>To discuss and describe what they</p>	<p>To say what they think of different materials and techniques through discussion</p> <p>To identify strengths and weaknesses in their own and others' artwork when prompted</p> <p>To compare ideas, methods and approaches in their</p>	<p>To identify strengths and weaknesses in their own and others' artwork</p> <p>To compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they</p>	<p>To independently identify strengths and weaknesses in their own and others' artwork in relation to the brief.</p> <p>To independently compare and record ideas, methods and approaches used in</p>	<p>To begin to modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece</p> <p>To use annotations to influence the development of their designs</p>	<p>To modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece</p> <p>To independently annotate designs to reflect their critical evaluations and development of ideas</p>

Scheme of Work - Art

	<p>To begin to reflect on their thinking about uses of materials and purposes</p>		<p>like about their own work and any problems they are trying to solve</p> <p>To adapt the use of materials where appropriate and justify changes</p> <p>To evaluate their work against a brief</p> <p>To develop opinions about another pupil's work</p>	<p>own and others' work, e.g. talk about the features they like in a piece of artwork</p> <p>To use a sketchbook to adapt their work as their ideas develop, and discuss this with others.</p>	<p>would make to a piece of artwork</p> <p>To develop the use of the sketch book to adapt their work as their ideas develop</p> <p>To make annotations in their books to describe how they might develop their work further</p>	<p>their own and others' work</p> <p>To further develop the use of the sketch book to reflect on going adaptations their work as their ideas develop</p> <p>To make sketches and annotations in their books to describe how they might develop their work further, highlighting formal elements of shape, form, line, colour</p>		<p>To reflect on the ways in which their imaginative work has developed from a range of starting points</p>
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Summer Term - To creatively explore the human form.

Summer Term - To creatively explore the human form.							
Phase 2						Phase 3	
2	3	4	5	6	7	8	9
<p>BRIEF: To produce a creative response using mixed media within the theme of "Me, Myself and I"</p>	<p>BRIEF: To produce a creative response using mixed media / 3D within the theme of "Self Identity"</p>	<p>Brief: To produce a creative response using mixed media within the theme of "The human body through Dreams and Fantasy"</p>	<p>Brief: To produce a creative mixed media /3d response within the theme of " People in Action"</p>	<p>BRIEF: To produce a mixed media creative response within the theme of "Relationships e.g. A double portrait conveying ideas about 2 people and their lives together"</p>	<p>BRIEF: To produce a mixed media creative response within the theme of "Self Image"</p>	<p>BRIEF: To produce a creative response using mixed media within the theme of "Microworld Inside The Human Body"</p>	<p>BRIEF: To produce a creative response using mixed media/ sculpture within the theme of "Aging, Abuse and Disease of the body"</p>

Scheme of Work - Art

Purpose	Create artwork for pleasure Develop self-awareness and basic self-representation	Create artwork for pleasure Develop awareness of self	Create artwork for pleasure Develop understanding of self and own body image	Create artwork for pleasure Develop understanding of self Understand how the human body moves/contorts	Create artwork for pleasure Understand and represent facial expressions and emotions	Create artwork for pleasure Understand their views around personal identity.	Create artwork for pleasure Use art as a way of expressing self (wellbeing)	Create artwork for pleasure Use art as a way of expressing self (wellbeing)
Planned PFA Links	Preferences on colours etc - Links to adult life/ ind. living (decorating)	Promote a positive body image	Promote a positive body image	What is an animator? How to apply to HE course at NCL College in animation and illustration.	Understanding of relationships (any risks involved?)	Promote positive body image To explore the complicated truth about social media and body image Does society affect body image. Explore body image and the effect on mental health	Understanding of the internal structure of the human body	How to stay healthy both physically and mentally? Where can I go and who can I speak to if I have mental health problems?
Planned Cultural Capital Opportunities	Visit The Biscuit Factory to see portrait exhibition	Visit The Biscuit Factory to see portrait/ sculpture collection		Biscuit Factory- wire sculpture workshop		Exhibitions about self image body image The Whitworth art gallery -exploring positive body image, self worth and the celebrations of women's bodies	Visit or interview with a doctor/nurse to show x-ray/surgery images Body Worlds exhibition (tours)	
Planned Reading Opportunities	All About Faces by La Zoo Whoever You Are by Mem Fox What I Like About Me Self Portraits: Art Appreciation for Kids	The Usbourne Art Book of Portraits Phileas's Fortune; A Story of Self Expression All About Faces by La Zoo Whoever You Are by Mem Fox I Like Myself by Karen Beaumont I'm Gonna Like Me by Jamie Lee Curtis	Alice's Adventures in Wonderland Just Like Me The Journey of Dreams	Nature's paintbox Dancing in the Wings by Kadir Nelson	The Usbourne Art Book of Portraits	The second Life of Abigail Walker-F O'Roark Dowell Wonder-RJ Palacio Smile-R. Telgemeier Fat Kid Rules the World-KL Going True Face: Be Real Be Fearless. Be You-Siobhan Curham	Self Portraits: Art Appreciation for Kids Animal and Human Anatomy for Artists	The game of sculpture The Magic of Clay
Planned Key Vocabulary	Artist, explore, media, ideas, reuse, recycle, shadow, silhouette, imagination, observation, line, marks, colour, light, dark, primary	Artist, explore, develop, investigate, evaluate, design, likes, dislikes, decisions, one, shade, texture, pattern, light, dark, shape, shade, materials, tools, print, collage, layering, mixed media, primary, secondary	Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, tone, shade, texture, pattern, light, dark, shape, shade, materials, tools, print, collage, layering,	Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, sculpture, modelling, malleable, scratch, slip, form, imagination, observation, clay, roll, cut, press, carve, mould, observation,	Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions Sculpture, modelling, processes, malleable, scratch, slip, form, imagination, observation, clay, roll,	Artist, explore, develop, investigate, evaluate, design, strengths, weaknesses, decisions, portraying self, eg identity, distinguishing features, symbolism, personal history, autobiography,	Explore, develop, investigate, evaluate, design, strengths, weaknesses, similarities, differences, decisions, composition, acrylic, oil, watercolour, brush strokes, mood, tones, shades, proportion,	Explore, develop, investigate, evaluate, design, strengths, weaknesses, similarities, differences, decisions, composition, acrylic, oil, watercolour, brush strokes, mood, tones, shades, proportion, observation,

Scheme of Work - Art

			mixed media, primary, secondary	pattern, texture, motion	cut, press, carve, mould,	moods, feelings composition, eg viewpoints, text, images, cropping, overlay, composition, photomontage, digital imaging controlling media and techniques, eg intention, modifying, improving comparing self-portraits from different times, places, cultures	observation, carve, blend, washes, texture, printmaking, block, plate, lino print, roller, ink, overlay, decoration, tools (cutters), lino print	Sculpture, sketchbook, ceramic, modelling, malleable, scratch, slip, imagination, observation, clay, roll, press, carve, mould
Artist Knowledge (artists to be covered)	To express simple opinions about the work of a chosen artist, craft maker or designer Roy Lichtenstein	To begin to give simple reasons for their opinions of the work of artists, craft maker or designer Pablo Picasso	To give simple reasoned opinions about the work of a chosen artist, craft maker or designer Salvador Dali Joan Miro	To describe what they think and feel about the work of a chosen artist, craft maker or designer Anthony Gormley	To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer. To begin to talk about the style of a chosen artist, craft maker or designer. Andy Warhol	To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer. To begin to talk about the style of a chosen artist, craft maker or designer. Rembrandt, Soutine, Nolde, Magritte, Khalo, Blake, Boyce, Bhimji, Rodin, Moore, Gabo, Brancusi, Epstein photographs conveying ideas and feelings about identity	To recognise the styles of artists, craft makers or designers To talk about evident similarities and differences between different artists, craft makers or designers. Georgia O'Keeffe Erica Wexler - inner body painting Andrea Kozma - Beatnik living	To recognise the styles of artists, craft makers or designers and use this to inform their own work. To consider subtle similarities and differences between different artists, craft makers or designers. Antonio Finelli Jayoon Choi (At the Bottom of the Anxiety Swamp) Edvar Munch (Scream)
Exploring and developing ideas	To look and talk about what they have produced, describing simple techniques and media used	To use ideas my teacher suggests to develop my work To explore the qualities of different	To use a sketchbook to plan and develop simple ideas Build information on colour mixing, the colour wheel and colour spectrums	To try out ideas, plan colours and collect source material for theme brief To use sketchbooks to record medial explorations and experimentations with little support.	To use sketchbooks to collect and record visual information from different sources Demonstrate control over the types of marks made with a range of media such	To use sketchbooks independently to collect and record visual information from different sources including social media To annotate work in a sketchbook.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	To independently generate ideas relevant to purpose and intended outcome To make accurate choices of materials

Scheme of Work - Art

<p>To mix and match colours to different artefacts and objects</p> <p>To use a variety of wet and dry media to represent colours</p> <p>Explore using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration</p> <p>Explore creating a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p> <p>Draw on different surfaces and coloured paper</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Enjoy using stencils to create a picture</p>	<p>materials and tools relevant to topic</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white</p> <p>To control the types of marks made with the range of media</p> <p>Paint on different surfaces with a range of media</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours</p> <p>Begin to understand how colours can link to moods and feelings in art</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading</p> <p>Impress and apply simple decoration techniques, including painting</p>	<p>Collect textures and patterns to inform other work</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate</p> <p>Investigate textures and produce an expanding range of patterns</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture</p>	<p>To use a sketchbook to express feelings about a subject</p> <p>To independently choose materials and tools</p> <p>To share independent ideas verbally</p> <p>Begin to indicate facial expressions in drawings</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate</p> <p>Produce larger ware using pinch/ slab/ coil techniques</p> <p>Continue to explore carving as a form of 3D art</p> <p>Use language appropriate to skill and technique</p> <p>To begin to show an awareness in having a third dimension and perspective</p> <p>To explore how to secure work effectively</p> <p>To construct a simple base for extending and modelling other shapes e.g. arms, legs etc.</p>	<p>as crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>To express likes and dislikes through annotation</p> <p>To use a sketchbook to adapt and improve ideas</p> <p>To independently generate ideas for my work</p> <p>To explore ideas in art before producing a final piece</p> <p>To generate ideas for my work</p> <p>To explain what I want my artwork to be about</p> <p>To develop drawing a range of tones and lines using a pencil</p> <p>To experiment using different grades of pencils</p> <p>To begin to show awareness of texture through the choice of marks they have made</p> <p>To use complimentary colours for effect</p> <p>To work in the style of an artist (not copying)</p>	<p>To adapt work as and when necessary and explain reasons why.</p> <p>To discuss and question critically a range of visual and other information to help them develop ideas for independent work.</p> <p>To ask and answer questions using appropriate terminology</p> <p>To compare and comment on ideas, methods and approaches used in images of self.</p> <p>To develop the elements of line, tone, texture and pattern</p> <p>To develop their own style using tonal contrast and mixed media.</p> <p>To develop an awareness of scale and proportion within paintings</p> <p>To explore and experiment with paint blocking colours, washes, thickened paint</p>	<p>Adapt work as and when necessary and explain why</p> <p>To make some appropriate choices of materials and tools to achieve my creative intent</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images</p> <p>Show increasing confidence to carve a simple form (clay)</p> <p>Develop subtlety in the use of tones and tints, light and shade</p> <p>To draw increasingly complex shapes from observations, considering scale and proportion (Shape)</p> <p>To show some understanding of how to represent surface texture in a drawing</p> <p>To know what a viewfinder is used for</p> <p>To use a viewfinder to focus on a specific part of an artefact or</p>	<p>and tools to achieve my creative intent</p> <p>To use sketchbooks to collect and record visual information from different sources including observation and imagination</p> <p>To annotate work in sketchbooks and use the sketch book to plan how the creative piece will develop</p> <p>To research artists with a specific style to influence ideas</p> <p>To clearly explain choices made in artwork</p> <p>To clearly explain how shape, form and space has been used</p> <p>To clearly explain how colour, tone, pattern and texture have been applied</p> <p>Secure work to continue at a later date</p> <p>Model and develop work through a combination of pinch, slab, and coil</p> <p>Work around armatures or over constructed foundations</p> <p>Demonstrate experience in the understanding of different ways of</p>
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Scheme of Work - Art

	<p>an individual or class creative response to the theme of 'Me, Myself and I'.</p> <p>To begin to show some art skills from this and previous terms within finished work</p> <p>To begin to explore a selection of materials and tools</p> <p>To use what they have learnt about media and materials in original ways</p> <p>To think about the uses and purpose of materials</p> <p>To share some ideas visually when prompted</p> <p>To represent their own ideas, thoughts and feelings through art</p> <p>To verbally give opinions on different materials and techniques</p> <p>To verbally give opinions on their own work</p>	<p>an individual or class creative response to the theme of 'Self Identity'</p> <p>To apply taught art skills from this and previous terms within finished piece</p> <p>Explore and record own ideas as a direct response to first hand observations</p> <p>To choose from a selection of materials and tools provided by teacher</p> <p>To share some ideas verbally when prompted</p> <p>To develop skills in talking about their ideas and the choices they have made, e.g. chosen tools, media, materials</p> <p>To begin to explore my own ideas with some support</p> <p>To begin to work creatively e.g. with a range of media on different scales.</p> <p>Use tools and equipment safely and in the correct way</p>	<p>an individual or class creative response to the theme of 'The Human Body Through Dreams and Fantasy'</p> <p>To apply taught art skills from this and previous terms within finished piece</p> <p>To independently choose from a selection materials and tools for a purpose</p> <p>To talk about the techniques, materials and equipment used in their work and why these were selected</p> <p>Use equipment and media with increasing confidence</p> <p>To develop the use of visual and technical language e.g. 'I like the way a fine tip brush is used to add detail'</p> <p>To demonstrate application of techniques with a growing awareness of materials' properties.</p> <p>To use some art skills and materials to create a suggested piece of art with support</p> <p>To begin to independently share some ideas verbally</p>	<p>an individual or class creative response to the theme of 'Humans in motion'</p> <p>To apply taught art skills from this and previous terms within finished piece</p> <p>To say what they think of different materials and techniques through discussion</p> <p>To choose media for different purposes e.g. pencil for thin lines</p> <p>To look at how art can portray messages and issues</p> <p>To use a selection of art skills and materials suggested by the teacher to create an independent piece of art</p> <p>To share independent ideas verbally</p> <p>To apply informed choices about 3D techniques and materials</p> <p>To join and create 3D responses securely</p> <p>To independently choose materials and tools to match their creative response</p>	<p>an individual or class creative response to the theme of 'Relationships'</p> <p>To use a selection of appropriate art skills and materials from a range of media to create an independent piece of art</p> <p>To use appropriate and safe techniques for a specific response</p> <p>To share and explain independent ideas verbally</p> <p>To explain through visual means and annotations the reasons for my art work.</p> <p>To further explore drawing techniques focusing more on controlled surface detail of tone and texture to achieve an intended outcome</p> <p>Pupils will apply their understanding of complimentary colours to create a desired effect within their piece</p> <p>Use tones and shades when painting</p> <p>Drawing work will become more complex and children will add surface detail and texture and starting to draw</p>	<p>an individual or class creative response to the theme of Self Image</p> <p>To select from a range of visual and other information to help them develop ideas for independent work</p> <p>To work in a sustained and independent way to develop their own style of drawing, painting , textile or 3D.</p> <p>To record and analyse first-hand observations, to select from experience and imagination and to explore ideas and produce a quality response</p> <p>To select and combine line and tone and images and text to create a response to self image</p> <p>To investigate, combine and manipulate materials and images and express ideas about identity.</p> <p>To apply and extend their experience of a range of materials and processes, refining their control of tools and techniques when representing expressive self image</p>	<p>an individual or class creative response to the theme of 'Microworld inside the human body'</p> <p>To independently create a successful piece of art using various taught art materials and techniques</p> <p>To independently choose appropriate skills, tools and materials for an intended outcome</p> <p>To discuss with confidence some choices made in artwork</p> <p>To discuss how shape, form and space has been used</p> <p>To discuss how colour , tone, pattern and texture have been applied</p> <p>To use coloured pencils to show mood in my drawings. (Tone)</p> <p>To develop and use language appropriate to skill and techniques</p> <p>Pupils will produce close observational drawings using a range of viewfinders</p> <p>Pupils will be developing their understanding of scale, composition</p>	<p>an individual or class creative response to the theme of 'Aging, Abuse and disease of the Body'</p> <p>Pupils will explore a range of sculptural techniques which should, alongside other taught skills, be evident in their creative response</p> <p>To produce a well thought out and constructed piece of art using various art skills including those from previous terms</p> <p>Work in a safe, organised way, caring for equipment</p> <p>To modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece</p> <p>To use a viewfinder to focus on a chosen part of an artefact or picture before drawing it.</p> <p>To draw increasingly complex shapes from observations with appropriate scale and proportion (Shape)</p> <p>To understand the term composition</p> <p>To show tone and mood through the use</p>
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Scheme of Work - Art

			<p>To begin to explore their own ideas independently</p> <p>To create a visual response using mixed media</p> <p>To discuss some reasons for choices made in their artwork</p>		<p>movement and reflections</p>	<p>To experiment and explore the use of colour and texture to create an expressive image of self</p>	<p>within their creative responses</p> <p>To evaluate work of an artist and own finished piece</p>	<p>of coloured pencils. (Tone)</p> <p>To make accurate choices of materials and tools to achieve my creative intent</p> <p>To clearly explain choices made in artwork by relevant visual vocabulary</p> <p>To clearly explain how shape, form and space has been used</p> <p>To clearly explain how colour , tone, pattern and texture have been applied</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>
Evaluating ideas	<p>To begin to say what they think of different materials and techniques used</p> <p>To verbally give opinions on their own work on whether it represents their planned ideas, thoughts and feelings</p> <p>To begin to reflect on their thinking about uses of materials and purposes</p>	<p>To say what they think of materials and techniques</p> <p>To give opinions of their own and others' artwork</p> <p>To talk about the features they like in their own work and in the work of others</p> <p>To begin to give reasons for their opinions</p>	<p>To say what they think of different materials and techniques through discussion</p> <p>To begin to identify strengths and weaknesses in their own and others' artwork</p> <p>To discuss and describe what they like about their own work and any problems they are trying to solve</p> <p>To adapt and make changes to their work</p>	<p>To say what they think of different materials and techniques through discussion</p> <p>To identify strengths and weaknesses in their own and others' artwork when prompted</p> <p>To compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of artwork</p> <p>To use a sketchbook to adapt their work as their ideas develop,</p>	<p>To identify strengths and weaknesses in their own and others' artwork</p> <p>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of artwork</p> <p>To develop the use of the sketch book to</p>	<p>To adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations</p> <p>To compare different ideas, methods and approaches in the work of others</p> <p>To identify the strengths and weaknesses within their creative response to self identity</p>	<p>To begin to modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece</p> <p>To use annotations to influence the development of their designs</p>	<p>To modify and improve own work as it progresses through a project</p> <p>To evaluate work of an artist and own finished piece</p> <p>To independently annotate designs to reflect their critical evaluations and development of ideas</p> <p>To reflect on the ways in which their imaginative work has developed from a range of starting points</p>

Scheme of Work - Art