

# Stanley Grove Primary and Nursery School

## Scheme of work for Art



We are trusted with Parents' most precious possessions...  
... treasure them.

## What our children say about Art

- "I liked painting pastels because it's lovely." (Year 1).
- "I liked doing splash paints to see what colours came." (Year 2).
- "I enjoyed portraits of people's faces and buildings." (Year 3).
- "I like when we do oil pastel work you can blend it to make nice pictures." (Year 4).
- "I liked doing sphere using hatching and toning. I liked experimenting with watercolours to see what colours you could make." (Year 5).
- "I love Art mainly because I get to be creative in my mind and make lots of different colours using different materials." (Year 6)

## Stanley Grove Essentials for this subject:

The scheme of work for Art aims to ensure that all pupils:

- Have a love of Art.
- Enjoyment in producing a range of art work using a wide range of high quality resources.
- To have confidence to be creative using a wide range of materials.
- Have an opportunity to experience "real life art" at a local art gallery.
- To be inspired by other artists and each other.
- Can undertake art as part of a wider curriculum.
- Children are allowed to express themselves through art.

Art

# Year 1

## Focus Artists and designers: Van Gogh, Lowry

Pupils should be taught:

- begin 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.



Year 1

ID	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
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Pupils should be taught: <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space –see Appendix 10 for definitions and teaching ideas</li> <li>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.</li> </ul>	Introduce a range of tools which can produce marks on a variety of backgrounds	Experiment with a range of mark makers and backgrounds. Discussion of results	Pencils (HB, 2B, 4B, 6B), biros, chalks, pastels, pencil crayons, wax crayons, felt pens
	Use parts of a pencil to create different mark making effects. See Appendix 1,2,6 for mark making ideas	Children to make different marks ( straight, wavy, jagged, smudgy, dots, circles etc) Children to use Sketch Books whilst mark making. See Appendices 1,2,6 for mark making ideas.	As above Different papers including coloured
	To begin to produce simple observational drawings of objects.  Lowry work link to Stick man story for Literacy	Encourage the children to look carefully at the object before drawing.	Simple shapes such as flowers / petals /leaves

Painting Colour	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	To be able to mix primary colour in order to make secondary colours. To use a colour wheel to identify the colours to mix. Appendix 10 for teaching ideas	Experiment with mixing paint and water to produce paint. Produce thick and thin (water wash) paints. Recognise the colours that they are using and name them. Experiment with mixing two colours to make a different colour.	Powder paint (reds, blues, yellows, black, white) Various brushes Water pots pallets
		To be able to apply the paint using different applicators. To hold the applicators correctly.	Experiment with different applicators of paint including different brush sizes, sponges, stamps. Control the amount of paint applied to the paper.	
		To learn whole school painting skills.  Van Gogh Sunflowers	Children to learn to maintain equipment, by cleaning brushes, pots, pallets properly after every use. Children to change pots of water regularly throughout activities to prolong the life of the brushes.	

Throughout Year 1

Start to evaluate their own work and others.	Provide opportunities to discuss art works brought into the classroom. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements.
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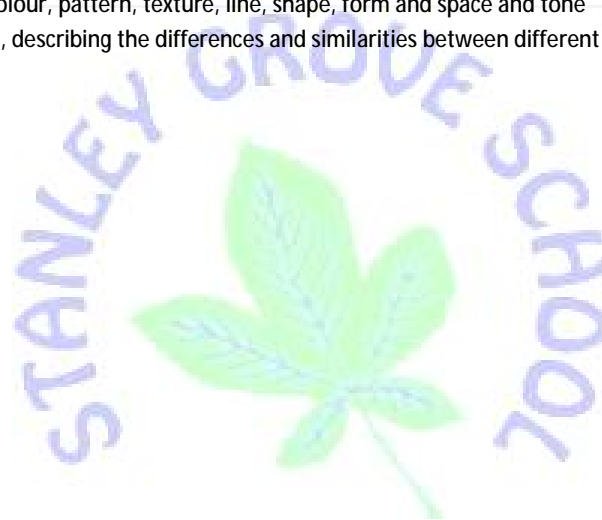
# Art

Year 2

Focus Artists and designers : Mondrian, Kandinsky ,Lowry ,Rothko ,Klee

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and tone
- 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.



	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Line, Shape and Form	Pupils should be taught: <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ( see Appendix 10 for definitions and ideas )</li> <li>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.</li> </ul>	To introduce techniques to create a range lines, forms, shapes using graded drawing pencils.	Experimentation using a range of pencils. Pressing on hard, soft, different lines, marks etc. Children to use Sketch Books whilst mark making. See Appendices 1,2 ,6 for mark making ideas.	Range of pencils (HB, 2B, 4B, 6B)
		To develop an awareness of textures , shapes and forms in made and natural objects. What shapes can you see? This observational drawing is linked to science.	Investigate and describe a range of natural and made objects representing a wide range of textures ( smooth, spikey, fluffy, bumpy etc) e.g. feathers, tree bark, pine cones, teddy, spoons etc. What shapes can you see? Can you draw them? How will you make then round ,fluffy ,spikey etc	Range of objects representing different textures and shapes
		To produce recognisable observational drawings of simple objects, begin to incorporate shape ,line and texture to drawings.	Encourage children to handle the objects (where possible) to look carefully and describe what they are seeing. All class to start observational drawing using mark making techniques in sketch books. See Appendix 1,2 ,6 for mark making ideas.	Suitable objects linked to science .
		To make simple evaluations of their own work and that of others using appropriate vocabulary . I liked ... I would change ...because...	Provide opportunities for children to respond to art works brought into the classroom which show the use of texture and tone. Give opportunities to comment on and discuss their own work and those of others. At the end of each lesson children to be given opportunity to walk around room and evaluate work .	

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Colour	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ( see Appendix 10 for definitions and ideas )</li> <li>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.</li> </ul>	Revise : To be able to make secondary colours using the primary colours (as taught in year 1 ) Children to make secondary colours and then experiment making a third colour using 2 secondary colours e.g. green and orange make?	Know that primary colours are red, blue and yellow. Experiment by making new colours from 2 secondary colours you have made to produce a third colour and produce own colour charts. For example green and purple make ?  Use colour chaos to teach the work of the artist Mondrian and link to colour mixing	Equipment for painting Paint charts Colour wheels
		To improve ability to apply paint in a controlled manner.	Teach basic brush skills e.g. correct amount of paint on the brush, long and short strokes, different directions etc. How to use more water to lighten colours. Produce a wash using large brushes and sponges. Use correct brush size for different parts of painting.	Brushes Pallets Sponges Paints – blue, red, yellow

Fo rm	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
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<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> <li>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>☑ 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.</li> </ul>	To reinforce understanding that sculpture is viewed from all angles.	Experiences of looking at and where possible handling sculptures. Visit the Hepworth Art Gallery or ask them to visit school and bring in some sculptures	Different sculptures
	To produce recognisable 3D representations using a range of resources.	Class, group and individual model making opportunities using plasticene, dough, reclaimed materials, plastic coated wire, paper, clay, wood, paper mache etc.	Model making materials, Clay tools
	To create simple sculpture using a variety of materials.	link to literacy and use clay to make Elves and the shoe maker e.g. design and make shoes and boots	

Year 2

Year 2

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Pattern	<ul style="list-style-type: none"> <li>☑ to use a range of materials creatively to design and make products</li> <li>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>☑ 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.</li> </ul>	To print using a variety of objects and tools .	Use variety of tools and objects to print regular patterns in straight lines and rows and irregular patterns. Explore ways of rotating shapes.	Keys, plastic shapes, cotton reels etc.
		To make own simple print block using a variety of materials.	Experiment with , sticking string, other cardboard shapes etc to create print block using Acetate and Styrofoam .Link to Fire of London	

Throughout Year 2



To continue to evaluate their own work and others

Provide opportunities to discuss art works brought into the classroom.  
Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.



Art

## Year 3

### Focus Artists and designers: Georges Seurat, Andy Goldsworthy and William Morris

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

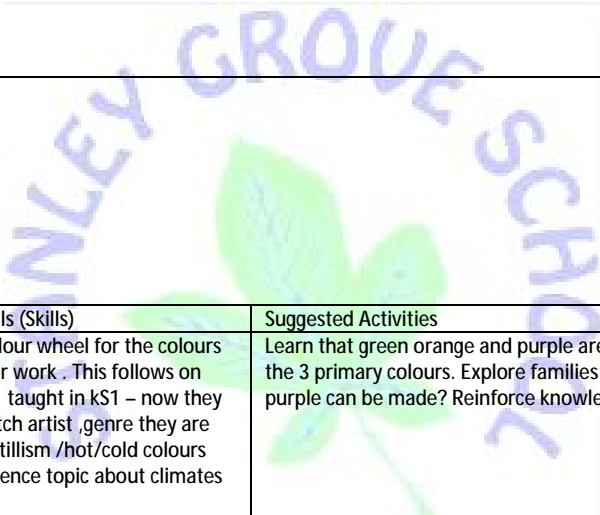
Pupils should be taught:

- ☑ to create sketch books to record their observations and use them to review and revisit ideas
- ☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- ☑ about great artists, architects and designers in history.



Year 3

Line, Shape and Form	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
	Pupils should be taught:	To look closely during observational drawing. To appreciate that light and dark tones can provide depth in drawings.	To draw a self -portrait using a range of pencils and experiment with chalks and pens Children to use sketch book for mark making .See Appendices 4,5,6,7,8,9 for examples on mark making to show form and depth .	Examples of different types of drawings Sketchbooks Pencils HB, 2B, 4B, 6B



<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing</p> <p>about great artists, architects and designers in history.</p>	<p>Teach that light and dark tones in pencil , charcoal and pastel drawings help to show form and shape incorporating landscape work from the class visit to Scarborough .</p>	<p>Use viewing frames to focus on detail. To look closely during observational drawing. To draw in detail what might be seen through the viewing frame</p>	<p>Charcoal, chalk, range of papers Everyday objects Drawing pencils Sketchbooks Drawing pencils, Charcoal, chalks, pastels, biro Assorted papers</p>
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Colour	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and painting (e.g. pencil, paint)</p> <p>about great artists, architects and designers in history.</p>	<p>Look at and study a colour wheel for the colours you want to use in your work . This follows on from the colour wheel taught in KS1 – now they make their own to match artist ,genre they are using e.g. Seurat /pointillism /hot/cold colours link to Geography / Science topic about climates around the world.</p>	<p>Learn that green orange and purple are secondary colours, produced by mixing the 3 primary colours. Explore families of colour. How many different hues of purple can be made? Reinforce knowledge of lighter and darker.</p>	<p>Painting equipment</p>
		<p>Learn to apply paints with control and using correct equipment. Think about the composition of their work and perspective e.g. objects nearer will be more vibrant than far away objects See Appendix 10 for definitions on colour etc</p>	<p>To encourage children to select own colour for background wash. Use correct brush or sponge. Learn to build up paintings using lighter tones first, and using the correct brushes and sponges for the job Encourage to plan composition on page using thin yellow paint.</p>	<p>Painting equipment</p>

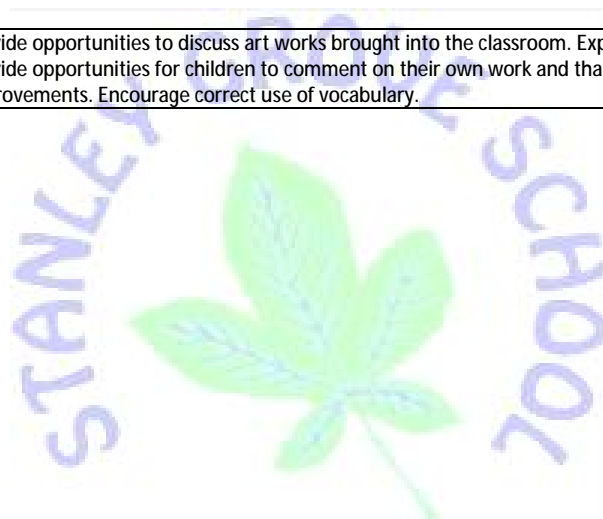
Year 3

+	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
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<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>☑ about great artists, architects and designers in history.</li> </ul>	<p>To produce a simple print block using card, string and other materials.</p>	<p>Make card print block, stick pieces of card, polystyrene, neoprene to create different effects link to William Morris looking at repeated patterns in his work .</p>	<p>Card Examples of printing and stencilling paints</p>
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Throughout

<p>To positively evaluate their own work and others whilst identifying areas for improvement using correct artistic terms</p>	<p>Provide opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.</p>
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Art

Year 4

## Focus Artists and designers: Leonardo Da Vinci and Henry Moore

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.



Year 4

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	Pupils should be taught: <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> <li>☑ about great artists, architects and designers in history.</li> </ul>	To create a wide range of tones using graded drawing pencils To know that things are further away are lighter and greyer.	Reinforce knowledge of what constitutes a drawing. Remind children that skills to produce a drawing can be practised and improved. Link to Leonardo Da Vinci Italy topic	Drawing equipment Examples of drawings using tones
		To Explore light and dark through use of pencil  See Appendix 10 for definitions and ideas on form etc	Look at and discuss examples of drawings, look at tones in them and discuss why they have dark and light areas. Use knowledge gained to improve own observational drawings. Use dots, squiggles, cross hatching. Use sketchbooks to plan out drawing ( linked to ongoing class work).See Appendices 4,5,6,7,8 ,9 for mark making ideas	

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Colour	Pupils should be taught: <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> <li>☑ about great artists, architects and designers in history.</li> </ul>	To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow.  To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects.	Look at colour wheel. Discuss what complementary colours are. Look at examples of art work showing contrasting colours. Discuss the effects of these colours on the feel of the art work. Make own colour wheel.	Colour wheel Examples of art work

Year 4

Pa tte	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
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	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>☒ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☒ to improve their mastery of art and design techniques, including drawing</li> <li>☒ about great artists, architects and designers in history.</li> </ul>	<p>Practise weaving techniques. Use a simple colour palette to create different effects.</p>	<p>Paper weaving sea scape linked to Viking topic Range of different fibres and fabrics.</p>
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	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Form	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>☒ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☒ to improve their mastery of art and design techniques, including drawing</li> <li>☒ about great artists, architects and designers in history.</li> </ul>	<p>To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy.</p>	<p>Introduce further sculptures and the artists who have produced them. If possible use sculptures from other cultures. Teacher to demonstrate techniques.</p>	<p>Mod roc</p>
		<p>To create sculptures .To embellish with paint.</p>	<p>Visit Yorkshire sculpture park –Henry Moore focus – and make and paint mod roc sculptures based on his work</p>	

Part	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
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	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> <li>☑ about great artists, architects and designers in history.</li> </ul>	<p>Practise weaving techniques and use a simple colour palette to create different effects.</p>	<p>Gift wrap, fabrics, art work with repeated patterns Materials to make and print with a block print Polystyrene tiles, tracing paper, printing ink.</p>

Year 4

Throughout Year 4

<p>To make sensitive evaluations of their own work and that of others using appropriate artistic language.</p>	<p>Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary.</p>
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# Art

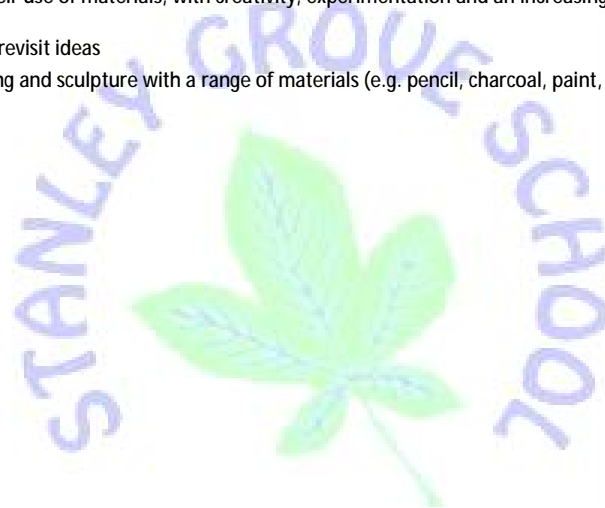
## Year 5

### Focus Artists and designers: Monet , Richard Hamilton , WW1 Portrait Artists

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ▣ to create sketch books to record their observations and use them to review and revisit ideas
- ▣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- ▣ about great artists, architects and designers in history.



	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Line shape form	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing ☑ about great artists, architects and designers in history.	To be able to demonstrate the illusion of depth using different tones, white and black with charcoal , pastel.	Reinforce knowledge of the range of use of drawings in general, and that observational drawings require a range of skills which can be improved with practise. Use of black /white oil pastels Link with WW1 portraits 'We want you '.	Examples of drawings used for a range of purposes.
		The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching.	Look at examples of drawings which show the use of tone and line to produce depth. Children apply the skills to their own art work. Cross hatching work linked to WW1 portraits	As above
		To use viewing frames to focus on detail and to have a basic understanding of perspective e. g the relative size of objects in pictures.	Viewing frames to be used for landscape work to help focus the eye to see detail	Art work Squared paper Small objects
			Children to use sketchbooks to plan out drawing ( linked to ongoing class work). See Appendices 4,5,6,7,8 ,9 for mark making ideas	Pencils, biros, felt pens, wax crayons, pencil crayons, chalks, charcoal, pastels and inks

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
colour	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing ☑ about great artists, architects and designers in history.	To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects.	Use knowledge of secondary, complementary, to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes. Look at works of art and identify the fore, mid and background colours.	Painting equipment
		To use black and white to make different tones of one colour . See Appendix 10 for ideas and definitions	Reproduce tones and shades to reproduce the objects in 2D. Look at use of colour in perspective e.g. landscapes and sunsets To make an Anglo Saxon dragon and or eye linked to history topic. To paint a Secret Garden using Monet as an inspiration – impressionism	Objects with different tones and shades

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Form	Pupils should be taught:	To create wire sculptures and <b>embellish to create different effects.</b>	Look at a range of sculptures from different countries and cultures. Link to history topic Anglo Saxon wire sculptures	Internet Range of sculptures

	<ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> <li>☑ about great artists, architects and designers in history.</li> </ul>			
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Year 5

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Pattern	Pupils should be taught: <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> <li>☑ about great artists, architects and designers in history.</li> </ul>	To practise weaving techniques and use a simple colour palette to create different effects. To use a variety of looms.  Research and make own dream catchers. Use knowledge of embroidery to produce sewn items linked to topic work.		Various fabrics Tie dye materials Knitting and sewing materials

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Form	Pupils should be taught: <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> <li>☑ about great artists, architects and designers in history.</li> </ul>	To use different materials to create different effects, including the use of fabric. To have increasing control of cutting techniques.	Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration. Make collages including felt and computer images from the artist Richard Hamilton	Range of materials, adhesives, scissors.

To make sensitive evaluations of their own work and that of others using appropriate artistic language.

Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings  
Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See laminated sheet given out in staff training .



# Art

## Year 6

### Focus Artists and designers: David Hockney, Georgia O'Keefe, Leonardo Da Vinci

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ☑ to create sketch books to record their observations and use them to review and revisit ideas
- ☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- ☑ about great artists, architects and designers in history



	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Line shape and form	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing ☑ about great artists, architects and designers in history.	To be able to demonstrate the illusion of depth using line, tone and hatching ,	Look at examples of drawings which show the use of tone and line to produce depth. Children apply the skills to their own art work	Examples of drawings used for a range of purposes.
		To draw using a range of media To look closely during observational drawing.	Observational drawing based on topic.	As above
		To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill.	Observational drawing based on topic.	Pencils, biros, felt pens, wax crayons, pencil crayons, chalks, charcoal, pastels and inks
		To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. See Appendices 3,4,5,6,7,8,9,10 for examples	Observational drawing based on topic.	

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
colour	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing ☑ about great artists, architects and designers in history.	To be able to mix any colour needed independently using a colour wheel for reference .Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects.	Use knowledge of secondary, complementary, to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes. Look at works of art and identify the fore, mid and background colours. David Hockney	Painting equipment Powder, poster ,water colour paints

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
form	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing	Look at proportion of human form	Vitruvian Man – drawing	Internet Range of sculptures

	☑ about great artists, architects and designers in history.			
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Year 6

	Statutory requirements (National Curriculum)	Stanley Grove Essentials (Skills)	Suggested Activities	Resources
Pattern	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing ☑ about great artists, architects and designers in history.	Combine stitches and sewing techniques to create a product. Embellish using different stitches or with design on binca .Weave a background and embellish with collage and or stitching .	Use some sewing to embellish collage	Various fabrics Tie dye materials

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Form	Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing ☑ about great artists, architects and designers in history.	To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials .	Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration	Range of materials, adhesives, scissors.
		To select and apply collage techniques appropriately to satisfy artistic expression.	Create collages using paper , fabrics. Consider ideas of composition, colour, texture and shape. Georgia O'Keefe work using mixed media .	

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<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>☑ to improve their mastery of art and design techniques, including drawing</li> </ul> <p>About great artists, architects and designers in history.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>☑ to improve their mastery of art and design techniques, including drawing</li> </ul> <p>About great artists, architects and designers in history</p>	<p>Use patterns from Native American art / Celtic patterns</p>	
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Throughout Year 6

<p>To make sensitive evaluations of their own work and that of others using appropriate artistic language.</p>	<p>Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings</p> <p>Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See laminated vocabulary sheets given to each class following staff training e.g. tone/secondary colours</p>
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