

Art and Design Scheme of Work
Year 1 – Autumn 1
Topic: Incredible Me and My Super Senses
Focus: Drawing, Colour and Evaluation
Artists: Andy Warhol

Activities	Intended Outcomes	Key Vocabulary and Questions																										
<p style="text-align: center;"><u>Drawing- Lines</u></p> <p>Teaching- Model how to draw different lines- vertical, horizontal, zigzag, curvy, wavy, diagonal, spiral, curly and shapes.</p> <p>Activity- Children to practise in their sketch books. Children to experiment with a variety of tools including pencils, crayons, pens, chalk...</p> <p style="text-align: center;"><u>Colour- Secondary colours</u></p> <p>Teaching- Look at the primary colours, what colours can you make by mixing each of the colours together.</p> <p>Activity- Children to use primary colours to make the secondary colours. Experiment making different hues of each of the secondary colours.</p> <p style="text-align: center;"><u>Drawing and colour- Self Portraits</u></p> <p>Teaching- Look at picture of face and identify the facial features. Talk about the positioning of each feature and the shapes they can see. Children to practise drawing the different facial features before they draw their own self portrait.</p> <p>Activity- Children to draw a self-portrait and look at a picture of themselves to support the activity or use a mirror. PHOTOCOPY OR TAKE A PICTURE OF EACH CHILDS PENCIL SKETCH FOR THE ANDY WHARHOL ART NEXT.</p> <p>Teaching- Model how to make a skin colour using ready mixed paints. Focus on mixing the colours to make new colours.</p> <p>Activity- use ready mixed paints to paint portraits.</p> <p style="text-align: center;"><u>Andy Warhol</u></p> <p>Evaluation- Look at the work of Andy Warhol, discuss and evaluate.</p> <p>Activity- Children to use their portrait from the previous session and paint 4 different versions using bright colours to create a final piece in the style of Any Warhol. Once the paint has dried, children to draw around the outline using a black pen to create the pop art effect.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with line • Experiment with shape • Use 2D shapes to draw • Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk, ICT and other media • Begin to develop control <p style="text-align: center;"><u>Colour</u></p> <ul style="list-style-type: none"> • Mix the primary colours to create secondary colours • Use a range of tools to add colour including different size paint brushes <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Recognise and describe the key features of their own work and the work of others • Describe what they think about the work of others including a range of artists' work. • Talk about likes and dislikes of their own work and the work of others. 	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Line</td> <td style="width: 50%;"></td> </tr> <tr> <td>Shape</td> <td>Straight</td> </tr> <tr> <td>Space</td> <td>Wavy</td> </tr> <tr> <td>Size</td> <td>Vertical</td> </tr> <tr> <td>Proportion</td> <td>Horizontal</td> </tr> <tr> <td>Control</td> <td>Spiral</td> </tr> <tr> <td>Observation/observe</td> <td>Diagonal</td> </tr> <tr> <td>Features</td> <td>Zigzag</td> </tr> <tr> <td>Grip</td> <td>Tint</td> </tr> <tr> <td>Soft</td> <td>Shade</td> </tr> <tr> <td>Light/lightly</td> <td>Lighter</td> </tr> <tr> <td>Pressure</td> <td>darker</td> </tr> <tr> <td>Curved</td> <td></td> </tr> </table> <p style="text-align: center;"><u>Assessment Opportunities</u></p> <p>I can...</p> <ul style="list-style-type: none"> • Hold/grip a pencil correctly. • Apply varying pressure to different media including pencils. • Draw from observation • Name the primary and secondary colours • Make the secondary colours and know how to make them off by heart <p style="text-align: center;"><u>Resources</u></p> <ul style="list-style-type: none"> • Sketch books • Mirrors • Sketching pencils • Ready Mixed Paint • Different sized paint brushes • Colour Charts 	Line		Shape	Straight	Space	Wavy	Size	Vertical	Proportion	Horizontal	Control	Spiral	Observation/observe	Diagonal	Features	Zigzag	Grip	Tint	Soft	Shade	Light/lightly	Lighter	Pressure	darker	Curved	
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Drawing- Seasons Tree (Autumn)

Teach- Demonstrate how to use observational skills to sketch the tree. Talk the children through the process and how to create the trunk, branches and leaves and the shapes and sizes they are.

Activity- Children to use their observational skills to sketch the tree at the front of the school grounds (linked to science) applying what they have learnt about sketching and lines. (All 4 seasons will be done using a different technique/ media but will be mounted together to create one final piece).

Children to evaluate their work regularly as well as the work of artists studied.

Art and Design Scheme of Work
Year 1 – Autumn 2
Topic: Incredible Me and My Super Senses
Focus: Drawing, Colour, Printing and Evaluation
Artists: Roy Lichtenstein

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Drawing and Colour- Roy Lichtenstein Lighthouses</u></p> <p>Evaluate-Look at the artwork of Roy Lichtenstein and evaluate in sketchbooks. Teaching- Model how to use the felt tip pens to create a pop art effect. Activity- Practise using felt tip pens to create different effects. Activity- Children to create a lighthouse pop art picture in the style of Roy Lichtenstein using felt tip pens.</p> <p style="text-align: center;"><u>Printing- Making Marks</u></p> <p>Teaching- Model different printing and rubbing techniques with natural and made objects. Activity- Children to experiment using different printing/ rubbing techniques in their sketch books in a rotation of activities.</p> <p style="text-align: center;"><u>Printing and Textiles- Calendars</u></p> <p style="text-align: center;">Children to design 4 different calendar prints in their sketch books.</p> <p>Teaching- Model how to draw a simple design onto the polystyrene tile. Activity- Children to choose their favourite design and draw/imprint their it onto the tile with care.</p> <p>Teaching- Model how to use the ink and rollers to print the design. Activity- Practise printing their design into their sketch books before printing onto the fabric for the calendars. Embellish with sequins.</p> <p style="text-align: center;">Children to evaluate their work regularly as well as the work of artists studied.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with line • Experiment with shape • Use 2D shapes to draw • Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk, ICT and other media • Begin to develop control <p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Recognise and describe the key features of their own work and the work of others • Describe what they think about the work of others including a range of artists' work. Talk about likes and dislikes of their own work and the work of others. 	<p style="text-align: center;">Line Shape Space Size Proportion Control Observation/observe Print Rubbing roll</p> <p style="text-align: center;">Tacky Pressure Scrape Design</p> <p style="text-align: center;">Assessment Opportunities</p> <p style="text-align: center;">I can...</p> <ul style="list-style-type: none"> • Hold/ grip a pencil correctly • I can maintain control • I can use 2D shapes to draw • I can use a roller correctly • I can use the roller to make the ink go tacky • I can apply pressure and keep the tile still when printing <p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Sketch books • Felt tip pens • Polystyrene tiles • Rollers • Printing ink • Calico • Sequins/ Beads • Ribbon • Sketching Pencils • Leaves • Coins

		<ul style="list-style-type: none">• Wood• Potatoes• Ready Mixed Paint
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Art and Design Scheme of Work
Year 1 – Spring 1
Topic: I'll Huff and I'll Puff
Focus: Drawing, Collage and Evaluation
Artists: Robin Brooks, Jeannie Baker and Andy Goldsworthy

Activities	Intended Outcomes	Key Vocabulary and Questions																										
<p style="text-align: center;"><u>Focus- Collage- Link to science (Materials)</u></p> <p>Evaluate- Look at the work of Robin Brooks and evaluate in their sketch books.</p> <p>Teaching- Model how to collage in the style of Robin Brooks, focusing on tearing small strips of paper of different shades and tints to create different effects.</p> <p>Activity- Children to practise collaging different shades in the style of Robin Brooks. They can use tearing or cutting the shape the different materials/ textures.</p> <p style="text-align: center;"><u>Collage- Seasons Tree (Winter)</u></p> <p>Activity- Children to look at the tree and create a collage in the style of Robin Brooks. They need to think carefully about the different shapes and colours they can see and select and use the appropriate materials to add texture and shape.</p> <p style="text-align: center;"><u>Textiles/ Collage- Window Collage</u></p> <p>Activity- Look at Jeannie Baker's book 'Window' – Discuss the way that Jeannie Baker has used collage in her book. What can they see? How does the view from the window change? What changes do they see within the room?</p> <p>Take a frame outside into the school grounds – each group to choose a 'view' and take a photograph. Create a collage to represent the children's chosen view – include some textile work/stitching.</p> <p style="text-align: center;"><u>Form- Andy Goldsworthy</u></p> <p>Teach and Evaluate- Look at the work of Andy Goldsworthy, discuss and evaluate. What is special about his art work? What do you like/dislike? Talk to the children about different materials and how Andy Goldsworthy uses</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with line • Experiment with shape • Use 2D shapes to draw • Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk, ICT and other media • Begin to develop control <p style="text-align: center;"><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> • Select, describe and use appropriate materials to create different textures • Investigate textures through making rubbings. • Cut and tear paper, card and other materials for collages • Gather and sort the materials they will need • Make simple paper weaves. • Use running stitches <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Recognise and describe the key features of their own work and the work of others • Describe what they think about the work of others including a range of artists' work. Talk about likes and dislikes of their own work and the work of others. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Line</td> <td style="width: 50%;">Straight</td> </tr> <tr> <td>Shape</td> <td>Wavy</td> </tr> <tr> <td>Space</td> <td>Vertical</td> </tr> <tr> <td>Size</td> <td>Horizontal</td> </tr> <tr> <td>Proportion</td> <td>Spiral</td> </tr> <tr> <td>Control</td> <td>Diagonal</td> </tr> <tr> <td>Observation/observe</td> <td>Zigzag</td> </tr> <tr> <td>Features</td> <td>Colour</td> </tr> <tr> <td>Grip</td> <td>Tear</td> </tr> <tr> <td>Soft</td> <td>Cut</td> </tr> <tr> <td>Light/lightly</td> <td>Collage</td> </tr> <tr> <td>Pressure</td> <td>Shades</td> </tr> <tr> <td>Curved</td> <td>Tints</td> </tr> </table> <p style="text-align: center;"><u>Assessment Opportunities</u></p> <p>I can...</p> <ul style="list-style-type: none"> • Choose and select the appropriate materials • Cut and tear the rights shapes I need • Use observational skills • Create texture by using different materials for different parts of my collage 	Line	Straight	Shape	Wavy	Space	Vertical	Size	Horizontal	Proportion	Spiral	Control	Diagonal	Observation/observe	Zigzag	Features	Colour	Grip	Tear	Soft	Cut	Light/lightly	Collage	Pressure	Shades	Curved	Tints
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<p>natural materials to create his sculpture. Discuss that they will need to go outside in the school grounds and select, gather and sort the materials they will need to create their art work.</p> <p>Activity- Children to make different sculptures in the style of Andy Goldsworthy in the school grounds. Take pictures of each child's artwork/sculpture and stick in sketchbooks then evaluate.</p> <p style="text-align: center;"><u>Drawing- House sketch</u></p> <p>Activity- Children to practise drawing different shapes in their book. Aim to develop control, can they draw the shapes accurately? Look at a range of different houses and homes. Children to bring in a picture of their house and talk about the features they can see. Compare with a partner. How are they similar/ how are they different? Children to sketch their house using observational skills. Recap previous learning on different types of lines.</p> <p style="text-align: center;">Children to evaluate their work regularly as well as the work of artists studied.</p>		<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Sketch books • Glue • Glue spreaders • Magazines • Coloured paper • Tissue paper • Textured paper • Fabric/material • Lolly sticks • String • Sketching Pencils • House Pictures
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Art and Design Scheme of Work
Year 1 – Spring 2
Topic: Make, Create and Wonder
Focus: Drawing, Textiles and Evaluation
Artists:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>3D/Form- Clay</u></p> <p>Teaching- Model to the children how to manipulate the clay in different ways to create a jagged effect.</p> <p>Activity- Children to practise modelling the clay in different ways. Can they pinch, pull, squeeze, roll, knead and shape the clay?</p> <p style="text-align: center;"><u>Form-Clay Jaggerdy Daggers</u></p> <p>Activity- Children to make a clay Jaggerdy dagger using skills taught. Enhance using pipe cleaners and googly eyes.</p> <p style="text-align: center;"><u>Mixed Media Art- Harry and the Jaggerdy Daggers</u></p> <p style="text-align: center;"><u>Textiles- Sewing</u></p> <p>Teaching- Model how to make a paper weave and explain the process.</p> <p>Activity- Children to practice making simple paper weaves.</p> <p>Teaching- Model how to do a running stitch- how is it the same/different?</p> <p>Activity- Children to practise stitching on a piece of material. What different effects can they make?</p> <p>Activity- Children to make a Harry the Mouse finger puppet using felt and sewing. Using fabric paint/dye, colour a piece of calico to create a blue sea/river effect.</p> <p style="text-align: center;"><u>Drawing- Willow patterns</u></p> <p>Look at different willow pattern designs. Children to practise in their sketchbooks. Using some card and blue pens, children to make a willow pattern teacup for Harry to sit in.</p> <p>Add the different elements together to create a mixed media picture.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with line • Experiment with shape • Use 2D shapes to draw • Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk, ICT and other media • Begin to develop control <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Select, describe and use appropriate materials to create different textures • Investigate textures through making rubbings. • Cut and tear paper, card and other materials for collages • Gather and sort the materials they will need • Make simple paper weaves. • Use running stitches <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Recognise and describe the key features of their own work and the work of others • Describe what they think about the work of others including a range of artists' work. 	<p>Line Shape Space Size Proportion Control Observation/observe Features Pinch</p> <p>squeeze Manipulate Roll Knead Twist Marks</p> <p style="text-align: center;"><u>Assessment Opportunities</u></p> <p>I can...</p> <ul style="list-style-type: none"> • Demonstrate the different skills needed to manipulate the clay • Perform a running stitch • Draw simple patterns <p style="text-align: center;"><u>Resources</u></p> <ul style="list-style-type: none"> • Clay • Clay tools • Red pipe cleaners • Googly eyes • Sketch Books • Felt (Grey and Pink) • Thread • Needles • Sequins

Children to evaluate their work regularly as well as the work of artists studied.

- Talk about likes and dislikes of their own work and the work of others.

- Blue pens
- Card
- Buttons
- Fabric dye/paint

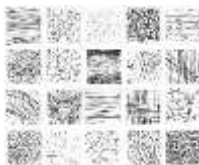
Art and Design Scheme of Work
Year 1 – Summer 1
Topic: Here, There and Back Again
Focus: Drawing, Collage and Evaluation
Artists: David Hockney

Activities	Intended Outcomes	Key Vocabulary and Questions																
<p style="text-align: center;"><u>Mixed Media Art- Balloon Pictures</u></p> <p>Teach- Recap the term mixed media- What does it mean?</p> <p>Activity- Children to create a mixed media Balloon picture Mixed media pictures: Balloon Pictures:</p> <ol style="list-style-type: none"> 1. Create a background by painting a sky scene 2. Make a silhouette skyline and add to the bottom of the background 3. Take a photo of each child lying down with their hands above their head 4. Put all elements together and add tissue paper balloons/drawn string <p style="text-align: center;"><u>Collage- Bear Hunt</u></p> <p>Activity- Look at the different settings in the book ‘We’re Going on a Bear Hunt’. Children to choose on of the settings and recreate it using collage thinking carefully about what they have learnt about so far.</p> <p style="text-align: center;"><u>Colour- Seasons Tree (Spring)</u></p> <p>Evaluate- Look at the work of David Hockney and evaluate.</p> <p>Teach- Model the techniques used by David Hockney and recap mixing colours to create new secondary colours.</p> <p>Activity- Children to practise making different colours they might needs and layering in the style of David Hockney.</p> <p>Teach- Model how to sketch carefully using observation. Focus on</p> <p>Activity- Children to sketch the tree carefully using their observational skills then paint it in the style of David Hockney using a layering technique and different sized paint brushes to add more detail. Use mostly primary colours to encourage children to mix and make the secondary colours.</p> <p style="text-align: center;">Children to evaluate their work regularly as well as the work of artists studied.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with line • Experiment with shape • Use 2D shapes to draw • Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk, ICT and other media • Begin to develop control <p style="text-align: center;"><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> • Select, describe and use appropriate materials to create different textures • Investigate textures through making rubbings. • Cut and tear paper, card and other materials for collages • Gather and sort the materials they will need • Make simple paper weaves. • Use running stitches <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Recognise and describe the key features of their own work and the work of others • Describe what they think about the work of others including a range of artists’ work. <p>Talk about likes and dislikes of their own work and the work of others.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black;">Mixed media</td> <td>Background</td> </tr> <tr> <td style="border-right: 1px solid black;">Scale</td> <td>Colour</td> </tr> <tr> <td style="border-right: 1px solid black;">Size</td> <td>Primary</td> </tr> <tr> <td style="border-right: 1px solid black;">Shape</td> <td>Secondary</td> </tr> <tr> <td style="border-right: 1px solid black;">Proportion</td> <td>Space</td> </tr> <tr> <td style="border-right: 1px solid black;">Colour</td> <td>Line</td> </tr> <tr> <td style="border-right: 1px solid black;">Silhouette</td> <td>Style</td> </tr> <tr> <td style="border-right: 1px solid black;">texture</td> <td></td> </tr> </table> <p style="text-align: center;">Assessment Opportunities</p> <p>I can...</p> <ul style="list-style-type: none"> • Define the term mixed media • Cut and tear paper accurately • Cut in a straight line • Use resources to create different textures • Mix primary colours to make the secondary colours. <p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Sketch books • Sketching pencils • Tissue paper • Black card • White paint • Blue card • Black string/pen • Magazines • Coloured Paper • Materials • Lolly sticks • Felt 	Mixed media	Background	Scale	Colour	Size	Primary	Shape	Secondary	Proportion	Space	Colour	Line	Silhouette	Style	texture	
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		<ul style="list-style-type: none">• Foil• Ready Mixed Paint
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Art and Design Scheme of Work
Year 1 – Summer 2
Topic: Nature Detectives
Focus: Drawing, Form and Evaluation
Artists: Van Gough

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;">Form- Clay Mini-Beast</p> <p>Look at a range of mini-beasts and discuss the features they have. What makes them different/the same?</p> <p>Teach-Recap the different skills taught so far and see if the children can remember the different techniques.</p> <p>Activity- Children to make a clay mini-beast of their choosing using and applying the skills previously taught.</p> <p>Teach- Teach the children how to make a plinth for their mini-beast to sit on thinking carefully about their habitat. Model how to join two parts of clay.</p> <p>Activity- children to practise joining clay then make a plinth for their minibeast then paint and decorate accordingly.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with line • Experiment with shape • Use 2D shapes to draw • Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk, ICT and other media • Begin to develop control 	<p>Mould Smooth Shape Knead Join Colour Shape Space size</p> <p>Primary Secondary Line Pattern Texture Observe</p>
<p style="text-align: center;">Colour- Seasons Tree (Summer)</p> <p>Evaluate- Look at the work of Vincent Van Gough and Evaluate in sketch books.</p> <p>Teaching- Model how to use the watercolour paints and how to apply the paint in the style of Van Gough.</p> <p>Activity- Children to practise using and mixing watercolour paints in their sketchbooks, thinking about what they have previously learnt. What do the different colours make? Can they make new colours?</p> <p>Activity- Children to sketch and paint the tree at the front of the school, using observational skills to note changes over time. Use Watercolour paints in the style of Van Gough to create their artwork.</p>	<p>Form</p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g., rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 	<p style="text-align: center;">Assessment Opportunities</p> <p>I can...</p> <ul style="list-style-type: none"> • Manipulate the clay to make a variety of shapes • Use clay to represent • Join two or more pieces of clay together • Hold a pencil correctly • Use line to show different patterns and create texture
<p style="text-align: center;">Drawing- Minibeast Pen Drawing</p> <p>Teach- Recap drawing different lines/patterns</p> <p>Activity- Children to spend some times drawing different lines and patterns to create texture and to show light and dark using a black pen.</p>	<p>Evaluation</p> <ul style="list-style-type: none"> • Recognise and describe the key features of their own work and the work of others • Describe what they think about the work of others including a range of artists' work. <p>Talk about likes and dislikes of their own work and the work of others.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Sketch books • Sketching Pencils • Clay • Clay tools • Ready Mixed Paint • Watercolour paints • Black pens • Marbling ink



Teach- Model how to draw a minibeast and use a black pen to shade/add texture and light and dark. Discuss the different techniques and the effect they give.

Activity- Children to carefully sketch and shade their own pen drawing of a minibeast of their choice.

Teach- Model how to use the marbling inks to create a background.

Activity- Children to create a background for their minibeast using the marbling inks then stick on their pen drawing when it is dry.

Child led final project- Children to create a final art piece using chosen materials and media. They need to design, create and evaluate their work, explaining their choices and demonstrate the skills they have learnt.

Children to evaluate their work regularly as well as the work of artists studied.

Art and Design Scheme of Work
Year 2 – Autumn 1
Topic: Roots, Shoots, Buckets and Boots
Focus: Drawing, Colour and Evaluation
Artists: Georgia O’Keeffe

Activities	Intended Outcomes	Key Vocabulary and Questions																										
<p style="text-align: center;"><u>Drawing-Lines</u></p> <p>Teaching- Model how to draw different lines- vertical, horizontal, zigzag, curvy, wavy, diagonal, spiral, curly and shapes.</p> <p>Activity- Children to practise in their sketch books and focus on sketching and applying varying pressure to their choice of media. Discuss what is good about both techniques. Children to experiment with a variety of tools including pencils, crayons, pens, chalk.</p> <p style="text-align: center;"><u>Colour- Tints and shades</u></p> <p>Teaching- Model how to change the tint of a colour by adding white. What is happening to the colour? Then model how to change the shade of colours by adding black. What has happened to the colour now?</p> <p>Activity- Mixing a wider variety of colours, changing the tint and shade of colours.</p> <p style="text-align: center;"><u>Self-Portraits-Drawing and Colour</u></p> <p>Teaching- Look at picture of face and identify the facial features. Talk about the positioning of each feature, the shapes they can see and the size and proportion of each feature. Children to practise drawing the facial features in proportion to each other in the correct place on the face.</p> <p>Activity- Children to draw a self-portrait and look at a picture of themselves to support the activity.</p> <p>Teaching- Model how to make a skin colour using the watercolour paints. Recap how to make a colour lighter/darker.</p> <p>Activity- Use watercolour paints to paint their self-portraits from the previous session.</p> <p style="text-align: center;"><u>Drawing-Flowers</u></p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different drawing techniques; line, shape, pattern and colour. • Increasingly develop control • Begin to draw from observation • Draw for a sustained period of time including single and grouped objects. <p style="text-align: center;"><u>Colour</u></p> <ul style="list-style-type: none"> • Mix a wider variety of colours • Change the shade and tint of pure colours • Use a range of tools and media to add colour including different size paint brushes <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Discuss how a piece of art makes you feel • Discuss the techniques used by artist and the techniques they have used in their own work. • Talk about likes and dislikes of their own work and the work of others • Explain the artistic choices they have made when creative their own work 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Line</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">Shape</td> <td style="text-align: center;">Straight</td> </tr> <tr> <td style="text-align: center;">Space</td> <td style="text-align: center;">Wavy</td> </tr> <tr> <td style="text-align: center;">Size</td> <td style="text-align: center;">Vertical</td> </tr> <tr> <td style="text-align: center;">Proportion</td> <td style="text-align: center;">Horizontal</td> </tr> <tr> <td style="text-align: center;">Control</td> <td style="text-align: center;">Spiral</td> </tr> <tr> <td style="text-align: center;">Observation/observe</td> <td style="text-align: center;">Diagonal</td> </tr> <tr> <td style="text-align: center;">Features</td> <td style="text-align: center;">Zigzag</td> </tr> <tr> <td style="text-align: center;">Grip</td> <td style="text-align: center;">Tint</td> </tr> <tr> <td style="text-align: center;">Soft</td> <td style="text-align: center;">Shade</td> </tr> <tr> <td style="text-align: center;">Light/lightly</td> <td style="text-align: center;">Lighter</td> </tr> <tr> <td style="text-align: center;">Pressure</td> <td style="text-align: center;">darker</td> </tr> <tr> <td style="text-align: center;">Curved</td> <td></td> </tr> </table> <p style="text-align: center;">Assessment Opportunities</p> <p>I can...</p> <ul style="list-style-type: none"> • Hold/ grip a pencil correctly • Apply the appropriate pressure • Draw with control • Draw from observation • Draw for a sustained period • Change the shade and tone of a colour • Mix the primary colours to create the secondary colours • Blend pastels with control <p style="text-align: center;">Resources</p>	Line		Shape	Straight	Space	Wavy	Size	Vertical	Proportion	Horizontal	Control	Spiral	Observation/observe	Diagonal	Features	Zigzag	Grip	Tint	Soft	Shade	Light/lightly	Lighter	Pressure	darker	Curved	
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Grip	Tint																											
Soft	Shade																											
Light/lightly	Lighter																											
Pressure	darker																											
Curved																												

<p>Evaluate- Look at the work of Georgia O’Keeffe. Evaluate her work in sketchbooks.</p> <p>Teaching- Model how to use observational skills to sketch different flowers up close.</p> <p>Activity- Children to sketch a range of flowers in their sketchbooks from observation. Practise drawing up close in the style of Georgia O’Keeffe.</p> <p style="text-align: center;">Colour- Pastels</p> <p>Teaching- show the children how to use the pastels effectively and how to use a range of techniques for different effects.</p> <p>Activity- children to practise/ explore using pastels in their sketch books.</p> <p>Activity- Children to produce a pastel flower in the style of Georgia O’Keeffe using a range of taught techniques to add colour.</p> <p>Children to evaluate their work regularly as well as the work of artists studied.</p>	<ul style="list-style-type: none"> • Express clear preferences and give some reasons for these using some basic language of art (formal elements) 	<ul style="list-style-type: none"> • Sketch books • Mirrors • Sketching pencils • Watercolour paints • Different sized paint brushes • Pastels • Colour charts • Flowers
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Art and Design Scheme of Work
Year 2 – Autumn 2
Topic: Happily Ever After
Focus: Drawing, Printing and Evaluation
Artists: William Morris, Henri Matisse, Paul Cezanne

Activities	Intended Outcomes	Key Vocabulary and Questions																												
<p style="text-align: center;"><u>Printing- Calendars</u></p> <p>Evaluate- Look at the work of William Morris and evaluate his work in their sketch books.</p> <p>Activity-Children to practise drawing different designs in the style of William Morris.</p> <p>Activity (rotation)-Children to explore the ways in which fabric can be coloured.</p> <p>Activity- Children to colour their fabric ready for their calendar.</p> <p>Teaching- Show the children how to use the polystyrene tiles and how to carefully press the pattern into the tile.</p> <p>Activity- Children choose one of their designs and press/scarp it into the tiles.</p> <p>Teaching- Model how to roll the ink so that it is ready for printing, then how to apply the ink to the tile.</p> <p>Activity- Children to practise printing in their sketch book to make patterns before they print their tile on their calendar.</p> <p>Activity-Make a William Morris Print calendar using the skills learnt. Enhance using sewing and embellishing.</p> <p style="text-align: center;"><u>Drawing- Shading</u></p> <p>Teaching- Model to different shading techniques and discuss how to create lighter and darker areas as well as the different textured effects each technique gives.</p> <p>Activity- Children to practise the different shading techniques to show light and dark and to create the effect of different textures.</p> <p style="text-align: center;"><u>Drawing- Natural patterns</u></p> <p>Activity- Draw a range of fruit and vegetables from close observation, looking at the whole fruit and cross sections of fruit to see the seeds in sketch books.</p> <p style="text-align: center;"><u>Drawing- Still Life Sketching</u></p> <p>Teaching- Look at flipchart on ‘still life’ and discuss the different media/techniques that the artists have used.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different drawing techniques; line, shape, pattern and colour. • Increasingly develop control • Begin to draw from observation • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time including single and grouped objects. • Begin to use simple shading techniques to show light and dark areas as well as showing patterns and textures. <p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of material, objects and techniques. <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Discuss how a piece of art makes you feel • Discuss the techniques used by artist and the techniques they have used in their own work. • Talk about likes and dislikes of their own work and the work of others 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Sketch</td> <td style="width: 50%; text-align: center;">Roll</td> </tr> <tr> <td style="text-align: center;">Observation/observe</td> <td style="text-align: center;">Press</td> </tr> <tr> <td style="text-align: center;">Line</td> <td style="text-align: center;">Pattern</td> </tr> <tr> <td style="text-align: center;">Shape</td> <td style="text-align: center;">Design</td> </tr> <tr> <td style="text-align: center;">Space</td> <td style="text-align: center;">Shade</td> </tr> <tr> <td style="text-align: center;">Size</td> <td style="text-align: center;">Hatching</td> </tr> <tr> <td style="text-align: center;">perspective</td> <td style="text-align: center;">Crosshatch</td> </tr> <tr> <td style="text-align: center;">Proportion</td> <td style="text-align: center;">Stippling</td> </tr> <tr> <td style="text-align: center;">Position</td> <td style="text-align: center;">Blending</td> </tr> <tr> <td style="text-align: center;">Control</td> <td style="text-align: center;">Light</td> </tr> <tr> <td style="text-align: center;">Colour</td> <td style="text-align: center;">Dark</td> </tr> <tr> <td style="text-align: center;">Print</td> <td style="text-align: center;">Reflect</td> </tr> <tr> <td style="text-align: center;">Enhance</td> <td style="text-align: center;">shadow</td> </tr> <tr> <td style="text-align: center;">embellish</td> <td></td> </tr> </table> <p style="text-align: center;">Assessment Opportunities</p> <p>I can...</p> <ul style="list-style-type: none"> • Use a range of shading techniques to show light and dark • Draw with control • Hold a pencil correctly • Draw from observation <p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Sketch books • Natural fabric dye • Polystyrene tiles • Rollers • Printing Ink • Calico • Thread • Needles 	Sketch	Roll	Observation/observe	Press	Line	Pattern	Shape	Design	Space	Shade	Size	Hatching	perspective	Crosshatch	Proportion	Stippling	Position	Blending	Control	Light	Colour	Dark	Print	Reflect	Enhance	shadow	embellish	
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Activity- Children to draw a still life picture of a fruit bowl. Use different grades of pencils and shading techniques to show light and dark areas and to add texture to their sketch. Discuss the term 'perspective' and how they can't see everything in the fruit bowl.

Children to evaluate their work regularly as well as the work of artists studied.

- Explain the artistic choices they have made when creative their own work
- Express clear preferences and give some reasons for these using some basic language of art (formal elements)

- Sequins/beads/buttons
- Sketching pencils
- Fruit and vegetables

Art and Design Scheme of Work
Year 2 – Spring 1
Topic: London’s Burning
Focus: Drawing, Collage and Evaluation
Artists: Megan Coyle

Activities	Intended Outcomes	Key Vocabulary and Questions														
<p style="text-align: center;"><u>Drawing- London Landmarks</u></p> <p>Teach- Look at some of the famous landmarks in London and research the architect that designed them. Look carefully at the different features and shapes that they can see and evaluate in sketch books.</p> <p>Teach- Model how to use charcoal and the different effects it gives.</p> <p>Activity- Children to practise using charcoal in their sketchbooks. What lines can they create?</p> <p>Teach- Model how to sketch one of the buildings in detail thinking about the size, shape, space and perspective.</p> <p>Activity- Children to sketch one chosen landmark using charcoal.</p> <p style="text-align: center;"><u>Collage- Megan Coyle</u></p> <p>Evaluate- Look at the work of Megan Coyle and evaluate.</p> <p>Activity- Children to practise collaging, tearing/cutting small pieces and using a variety of colours and textures and create part of a picture.</p> <p style="text-align: center;"><u>Collage- London Landmarks/Transport</u></p> <p>Activity- Using and applying what the children know and have learnt, choose either a London landmark or a mode of transport to collage with a background thinking carefully about colours, perspective and position.</p> <p style="text-align: center;"><u>Mixed Media Art-Great Fire of London</u></p> <p>Teaching- Re-cap the term ‘mixed media’ and discuss.</p> <p>Activity- Create fire pictures by making a silhouette of a street scene on long thin card - then create paper towel fire using markers and kitchen roll and collage the river using and applying skills previously learnt. Put the different elements together to create a mixed media picture.</p> <p>Children to evaluate their work regularly as well as the work of artists studied.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different drawing techniques; line, shape, pattern and colour. • Increasingly develop control • Begin to draw from observation • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time including single and grouped objects. • Begin to use simple shading techniques to show light and dark areas as well as showing patterns and textures. <p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • Use different kinds of materials on their collage and explain why they have chosen them • Explore the effects of cutting, tearing and layering paper to create different effects • Start to explore other simple stitches • Use repeated patterns in their collage • Explore ways to colour fabrics with natural dyes, eg tea, onion, etc. <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Discuss how a piece of art makes you feel • Discuss the techniques used by artist and the techniques they have used in their own work. 	<p>Mixed media</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Collage</td> <td style="width: 50%;">Sketch</td> </tr> <tr> <td>Tear</td> <td>Line</td> </tr> <tr> <td>Cut</td> <td>Shape</td> </tr> <tr> <td>Material</td> <td>Space</td> </tr> <tr> <td>Texture</td> <td>Perspective</td> </tr> <tr> <td>Colour</td> <td>Position</td> </tr> <tr> <td>Layering</td> <td></td> </tr> </table> <p style="text-align: center;">Assessment Opportunities</p> <p>I can...</p> <ul style="list-style-type: none"> • Hold a pencil correctly • Use observational skills • Draw with control • Cut and tear different materials to create an image <p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Sketch books • Sketching pencils • Charcoal • Magazines • Fabric • Coloured Paper • Kitchen roll • Felt tip pens • Black paper • Card 	Collage	Sketch	Tear	Line	Cut	Shape	Material	Space	Texture	Perspective	Colour	Position	Layering	
Collage	Sketch															
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Express clear preferences and give some reasons for these using some basic language of art (formal elements) | |
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Art and Design Scheme of Work

Year 2 – Spring 2

Topic: Fire and Fantasy

Focus: Drawing, Colour and 3D

Artists: Antonio Gaudi

Activities	Intended Outcomes	Key Vocabulary and Questions
<p align="center"><u>Colour- Pastel Dragon Eyes</u></p> <p>Teach- Look at a range of dragon eye pictures and look closely at the detail and shapes they can see. Demonstrate how to create a scaley effect using pastels.</p> <p>Activity- Children to practise using pastels to create a scaley effect.</p> <p>Activity- Children to create a pastel dragon eye on black paper and use different techniques to add colour to create different tones and shades.</p> <p align="center"><u>Form- Clay</u></p> <p>Teach- Show the children a range of Dragon eyes. Focus on the eyeball.</p> <p>Activity- Draw and design different dragons eyes. Use pencils to add colour.</p> <p>Teach- Look at different images of Dragons eyes. Look closely at the different patterns your can see and the different details each eye has that makes it unique. Model different clay moulding and techniques.</p> <p>Activity- Using a small amount of clay, children to practise the different techniques to create different effects.</p> <p align="center"><u>Form- Clay Dragon Eyes</u></p> <p>Activity- Children to make their glass dragon eye then make the eye socket out of clay using the techniques learnt.</p> <p align="center"><u>Antonio Gaudi Dragon</u></p> <p>Evaluate- Look at the work of Antonio Gaudi and evaluate. Talk about how his work is similar/different to other artists.</p> <p>Teach- Model how to create a mosaic effect using a range of coloured paper.</p> <p>Activity- Children to practise tearing, cutting and arranging the paper to create a small mosaic in their sketch book.</p> <p>Activity- Children to design a dragon and draw the outline. Using small pieces of bright paper, children to create a mosaic in the style of Antonio Gaudi.</p>	<p align="center"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different drawing techniques; line, shape, pattern and colour. • Increasingly develop control • Begin to draw from observation • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time including single and grouped objects. • Begin to use simple shading techniques to show light and dark areas as well as showing patterns and textures. <p align="center"><u>Form</u></p> <ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials more confidently. <p align="center"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Discuss how a piece of art makes you feel • Discuss the techniques used by artist and the techniques they have used in their own work. 	<p>Mould</p> <p>Manipulate</p> <p>Shape</p> <p>Roll</p> <p>Knead</p> <p>Pinch</p> <p>Squeeze</p> <p>Twist</p> <p>join</p> <p align="center">Texture</p> <p align="center">Form</p> <p align="center">Pattern</p> <p align="center">Mosaic</p> <hr/> <p align="center">Assessment Opportunities</p> <p>I can...</p> <ul style="list-style-type: none"> • Blend using pastels • Manipulate clay to create texture • Mould clay to make different shapes • Use paper to create a mosaic <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> • Sketch books • Sketching pencils • Pastels • Black card • Clay • Glass gems • Glass Pens • Clay tools • Magazine • Coloured paper

<p>Children to evaluate their work regularly as well as the work of artists studied.</p>	<ul style="list-style-type: none">• Talk about likes and dislikes of their own work and the work of others• Explain the artistic choices they have made when creative their own work Express clear preferences and give some reasons for these using some basic language of art (formal elements)	
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Art and Design Scheme of Work
Year 2 – Summer 1
Topic: Captivating Creatures and Where to Find Them
Focus: Drawing, Colour and Evaluation
Artists:

Activities	Intended Outcomes	Key Vocabulary and Questions										
<p style="text-align: center;"><u>Colour- Meerkat Fur</u></p> <p>Teaching- Watch the tutorial on YouTube on how to draw/create fur. Activity- Children to practise different fur techniques in their sketchbooks Activity- Children to sketch and colour a meerkat by using shown techniques</p> <p style="text-align: center;"><u>Drawing/Colour- Animal patterns</u></p> <p>Activity- Completing the animal skin/fur, Children to be given a square containing an animal pattern and they need to see if they can continue the pattern around the square, matching colours and shapes they observe.</p> <p style="text-align: center;"><u>Drawing/Colour- Animal faces</u></p> <p>Activity- Children to be given half an animal face and they need to try and create the mirror image to complete the face (links with maths –symmetry) and match the colours they can see.</p> <p style="text-align: center;"><u>Form- Modroc animals</u></p> <p>Teach- Model how to mould newspaper and join it using tape to create a newspaper animal. Activity- Children to practise and explore moulding and joining newspaper to create different shapes them make their newspaper animal, ensuring it is the correct shapes and is in proportion. Teach- Model how to use Modroc to cover the newspaper and how to join and smooth it. Activity- Children to cover their newspaper animal in Modroc using the show techniques. Activity- Children to paint their animal using the correct colours and patterns once it has dried.</p> <p>Children to evaluate their work regularly as well as the work of artists studied.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different drawing techniques; line, shape, pattern and colour. • Increasingly develop control • Begin to draw from observation • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time including single and grouped objects. • Begin to use simple shading techniques to show light and dark areas as well as showing patterns and textures. <p style="text-align: center;"><u>Colour</u></p> <ul style="list-style-type: none"> • Mix a wider variety of colours • Change the shade and tint of pure colours • Use different techniques to add colour including layering, scraping, and blending • Use a range of tools and media to add colour including different size paint brushes <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Discuss how a piece of art makes you feel • Discuss the techniques used by artist and the techniques they have used in their own work. 	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Texture Shades Tints Tones Line Wavy Light dark </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Direction Position Perspective Observation Form Join Construct Bend Thick strong </td> </tr> <tr> <td colspan="2" style="text-align: center;">Assessment Opportunities</td> </tr> <tr> <td colspan="2"> I can... <ul style="list-style-type: none"> • Use a range of media to create texture • Show light and dark using a range of techniques • Join materials together using different techniques • Draw from observation • Draw with control </td> </tr> <tr> <td colspan="2" style="text-align: center;">Resources</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • Sketch books • Sketching pencils • Pastels • Colouring pencils • Animal patterns • Animal Faces • Mirrors </td> </tr> </table>	<ul style="list-style-type: none"> Texture Shades Tints Tones Line Wavy Light dark 	<ul style="list-style-type: none"> Direction Position Perspective Observation Form Join Construct Bend Thick strong 	Assessment Opportunities		I can... <ul style="list-style-type: none"> • Use a range of media to create texture • Show light and dark using a range of techniques • Join materials together using different techniques • Draw from observation • Draw with control 		Resources		<ul style="list-style-type: none"> • Sketch books • Sketching pencils • Pastels • Colouring pencils • Animal patterns • Animal Faces • Mirrors 	
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- Talk about likes and dislikes of their own work and the work of others
- Explain the artistic choices they have made when creative their own work
Express clear preferences and give some reasons for these using some basic language of art (formal elements)

- Modroc
- Newspaper
- Tape
- Ready mixed paint

Art and Design Scheme of Work
Year 2 – Summer 2
Topic: I Do Like to be Beside the Seaside
Focus: Drawing, Textiles and Evaluations
Artists: Amiria Gale

Activities	Intended Outcomes	Key Vocabulary and Questions										
<p style="text-align: center;"><u>Colour- Amiria Gale Shells</u></p> <p>Evaluate- Look at the work of Amiria Gale and evaluate. What colours does she use and why does she use them? What do you notice about the lines?</p> <p>Teach- Demonstrate how to draw different shells with control and the correct pressure.</p> <p>Activity- children to practise drawing a range of shells from observation into their sketch books before drawing a shell onto a large piece of sketching paper.</p> <p>Teach- Model how to add colour in a abstract way to represent a seascape.</p> <p>Activity- Practise using watercolour paints- adding different amounts of water and mixing a different shades and tones.</p> <p>Activity- Children to add colour using watercolour paints.</p> <p style="text-align: center;"><u>Textiles- Under the Sea Sewing</u></p> <p>Teach- Model how to create different types of stiches.</p> <p>Activity- Children to practise different simple stiches</p> <p>Activity- Look at a range of sea animals. Children to draw an outline of their chosen sea animal onto a piece of card. Cut around the outline and use it as a stencil. Trace around the outline on to felt- one for the front and one for the back.</p> <p>Teach- Demonstrate how to join the two pieces together using one of the taught stiches from the previous session. Add some filling before finishing off the stitching.</p> <p>Activity- Children to stich the two pieces of material together after lining them up using one of the taught stiches. Add the filling before finishing the sticking to create a stuffed sea animal.</p> <p>Enhance using stitching, sequins, glitter and felt pens to add extra detail.</p> <p>Activity- Children to create an under the sea weave using a range of materials and attach the groups sea animals to complete the project.</p> <p style="text-align: center;"><u>Mixed Media Art- Lighthouses</u></p> <p>Activity- Children to create a mixed media lighthouse using sand, paint, collage, pastels, pens and string.</p>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different drawing techniques; line, shape, pattern and colour. • Increasingly develop control • Begin to draw from observation • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Draw for a sustained period of time including single and grouped objects. • Begin to use simple shading techniques to show light and dark areas as well as showing patterns and textures. <p style="text-align: center;"><u>Textiles</u></p> <ul style="list-style-type: none"> • collage and explain why they have chosen them • Explore the effects of cutting, tearing and layering paper to create different effects • Start to explore other simple stitches • Use repeated patterns in their collage • Explore ways to colour fabrics with natural dyes, eg tea, onion, etc. <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> • Discuss how a piece of art makes you feel • Discuss the techniques used by artist and the techniques they have used in their own work. • Talk about likes and dislikes of their own work and the work of others 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Abstract Shape Space Line Perspective Size Scale colour </td> <td style="width: 50%; vertical-align: top;"> Tone Shade Stich Textiles Join Weave Mixed media </td> </tr> <tr> <td colspan="2" style="text-align: center;">Assessment Opportunities</td> </tr> <tr> <td colspan="2"> I can... <ul style="list-style-type: none"> • Make different shades and tones • Use observational skills to sketch • Apply the appropriate pressure • Hold a pencil correctly </td> </tr> <tr> <td colspan="2" style="text-align: center;">Resources</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • Sketch books • Sketching pencils • Watercolour paints • Different size paint brushes • Felt • Needles • Thread • Glitter • Fabric pens/paint • Poly-fibre • Fabric </td> </tr> </table>	Abstract Shape Space Line Perspective Size Scale colour	Tone Shade Stich Textiles Join Weave Mixed media	Assessment Opportunities		I can... <ul style="list-style-type: none"> • Make different shades and tones • Use observational skills to sketch • Apply the appropriate pressure • Hold a pencil correctly 		Resources		<ul style="list-style-type: none"> • Sketch books • Sketching pencils • Watercolour paints • Different size paint brushes • Felt • Needles • Thread • Glitter • Fabric pens/paint • Poly-fibre • Fabric 	
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<p>Child led final project- Children to create a final art piece using chosen materials and media. They need to design, create and evaluate their work, explaining their choices and demonstrate the skills they have learnt.</p> <p>Children to evaluate their work regularly as well as the work of artists studied.</p>	<ul style="list-style-type: none">• Explain the artistic choices they have made when creative their own work Express clear preferences and give some reasons for these using some basic language of art (formal elements)	
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