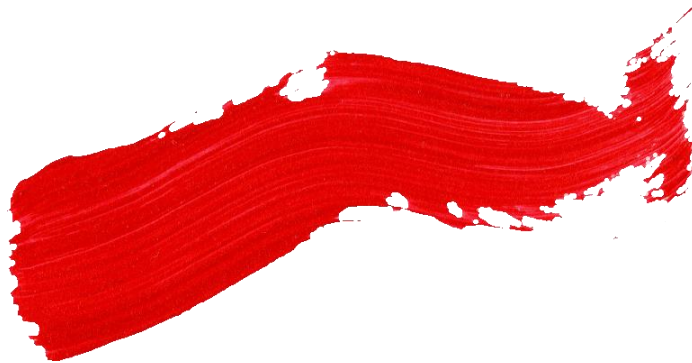


Bempton Primary School

Art Scheme of Work



Cycle A Overview

Cycle A	Autumn	Spring	Summer
Class 2	Drawing & Painting – Pattern Artist	Drawing & Painting – Colour Artist	Drawing & Painting – Line Printmaking Artist
Class 3	Drawing & Painting – How to use a sketchbook Artist	Drawing & Painting – sketchbook Textile Artist	Drawing & Painting – sketchbook Printmaking Artist & Architect
Class 4	Drawing & Painting – sketchbook Artist	Drawing & Painting – sketchbook 3d Artist	Drawing & Painting – sketchbook Collage Artist

Cycle B Overview

Cycle B	Autumn	Spring	Summer
Class 2	Drawing & Painting Artist	Drawing & Painting – Texture Textile/Collage Artist	Drawing & Painting – form & space 3d Artist
Class 3	Drawing & Painting – How to use a sketchbook Portrait & Digital Artist	Drawing & Painting – sketchbook Collage Artist	Drawing & Painting – sketchbook 3d Artist
Class 4	Drawing & Painting – sketchbook Textile Artist	Drawing & Painting – sketchbook Printmaking Artist	Drawing & Painting – sketchbook City scape -Architect 1960's brutalist

ART SCHEME OF WORK

Class 2 Coverage Art (Over two Cycles)

Exploring & Developing Ideas			Evaluating & Developing Work	
Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities			Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	
Drawing				
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying
Painting	Printing	Textiles	3-D	Collage
Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties <u>Colour</u> Identify primary and secondary colours by name Mix primary shades and tones Mix secondary colours <u>Texture</u> Create textured paint by adding sand, plaster	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration <u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales <u>Colour</u> Collect, sort, name match colours appropriate for an image <u>Shape</u> Create and arrange shapes appropriately <u>Texture</u> Create, select and use textured paper for an image

ART SCHEME OF WORK

Class 3 Coverage Art (Over two Cycles)

Exploring & Developing Ideas			Evaluating & Developing Work	
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.	
Drawing				
Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	<u>Form & Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	<u>Texture</u> Create textures with a wide rage of drawing implements. Apply a simple use of pattern and texture in a drawing.
Painting	Printing	Textiles	3-D	Collage
Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary

ART SCHEME OF WORK

Class 4 Coverage Art (Over two Cycles)

Exploring & Developing Ideas			Evaluating & Developing Work	
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.	
Drawing				
Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.	<u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.		<u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.	
Painting	Printing	Textiles	3-D	Collage
Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify and work with complementary and contrasting colours	Create printing blocks using a relief or Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas

Suggested Artists

		Autumn	Spring	Summer
Class 2	A	Andy Goldworthy	Patrick Heron Kandinsky (colour)	Printing – Animal Prints
	B	Penguins – pastel and clay Matt Sewell	Texture collage	(3D) – Barbara Hepworth
Class 3	A	Quentin Blake -Illustrator	Mackintosh Abigail Mill – (Textile)	Pop Art – Litchtenstien/Warhol (Print)
	B	Portrait	Matisse Cut Outs (collage)	Giacometti – wire figures (3D)
Class 4	A	Julie Opie – (portrait)	Martin Waters – recycling (collage)	Celia Smith – wire birds (3D)
	B	Monet (Textile)	Stimulus –The Promise Nicola Davies (Print)	1960s Brutalism (Architecture)

Henry Moore

Joan Miro

Marc Chagall

Mark Rothko

Anthony Gormley

Hockney

JMW

ART SCHEME OF WORK

EYFS	Autumn	Spring	Summer
Cycle A	Drawing & Form – Picasso	Pattern & Texture – Modrian	Drawing & Colour – Kandinsky
Cycle B	Form & Texture (Collage/Textiles)	Colour & Printing – Matisse	Form & Colour (Sculpture) – Giuseppe Arcimboldo Steven Brown

Some really good articles here about the progress and adult guidance in art techniques

<https://www.nurseryworld.co.uk/category/practice-guides/art-in-the-early-years>

ART SCHEME OF WORK

EYFS Coverage Art (Over two Cycles)

Exploring & Developing Ideas		Evaluating & Developing Work		
Work purposefully, responding to colours, shapes, materials, etc. Create simple representations of people and other things. Think about what art is and share ideas with others. Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.		Talk about what they are doing e.g 'I am doing a circle for the sun' Answer open questions about their artwork e.g why did you use that colour? Talk about what they like about their work and how they could make it better Begin to compare different works looking at strengths		
Drawing				
<u>Drawing Resources</u> Experiment with a variety of media; large, chunky tools such as decorator brushes, hands, sticks, chunky chinks, sticks, sponges Begin to use a variety of drawing tools – e.g. fingers, chalk, pens and pencils.		<u>Technique</u> Using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs Develop effective grip using smaller crayons, charcoals, pastels, pecils,pens Control the types of marks made with the range of media	<u>Lines and Marks</u> Explore making marks on different surfaces and media. Experiments producing lines of different thickness. Investigate different lines (thick, thin, wavy, and straight). Explore making different marks with different resources, begin to compare e.g pencil lines and pastel smudges Sketch from observations and imagination	<u>Shape</u> Use lines to enclose shapes Use enclosed shapes to represent people or objects Begin to include features such as circles for eyes, hair and limbs on pictures of figures Use drawings to tell a story (retelling or imagination). Explore different textures. Represent own ideas, thoughts and feelings through art.
Painting	Printing	Textiles	3-D	Collage
Use a range of tools to make coloured marks on paper straws/matchsticks as well as brushes Recognise and name different colours Explore paint using a wide variety of tools hands/cars/sponges/veg Explore different types of paint- powder paint, textured paint, water colours, poster paint Explore and experiment with what happens when they mix colours and how colours can be changed through informal mixing	Become aware that objects leave marks e.g hand printing, foot printing, sponges, dinosaur toys Widen the variety of resources used for printing e.g fruit, leaves, onion, bark Find different ways to print e.g in water, play dough, mud Make rubbings showing a range of textures and patterns. Produce simple pictures by printing objects. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours.	Experiment with different textures, including sensory experience. Begin to vocabulary such as soft, smooth, rough Begin to use scissors to cut snips in fabric Develop threading, hand-eye coordination, threading large beads, pasta Gross motor weaving with a range of materials e.g string, ribbon, tissue paper on posts, fencing etc	Handle, feel and manipulate, pull apart and reconstruct .materials - boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc Simple language created through feel, size, look, smell, etc Construct and build from simple objects. Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching Shape and model from observation and imagination. Impress and apply simple decoration. -	Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures Begin to combine resources with different textures, colours and shapes Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. Create simple collages using fabric, paper, pasta, beans and larger tactile things

Possible Trips/Visits * Could link to History and a museum visit too

Yorkshire Sculpture Park

Scarborough Art Gallery

Ferens Art Gallery Hull

York Art Gallery

Bridlington Artwaves – open air exhibition