



Chandag Infant School - Art Scheme of Work

Vision statement/overall aim of subject - Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Aims The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS

Expressive arts and design: exploring media and materials

ELG 16: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive arts and design: being imaginative

ELG 17: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

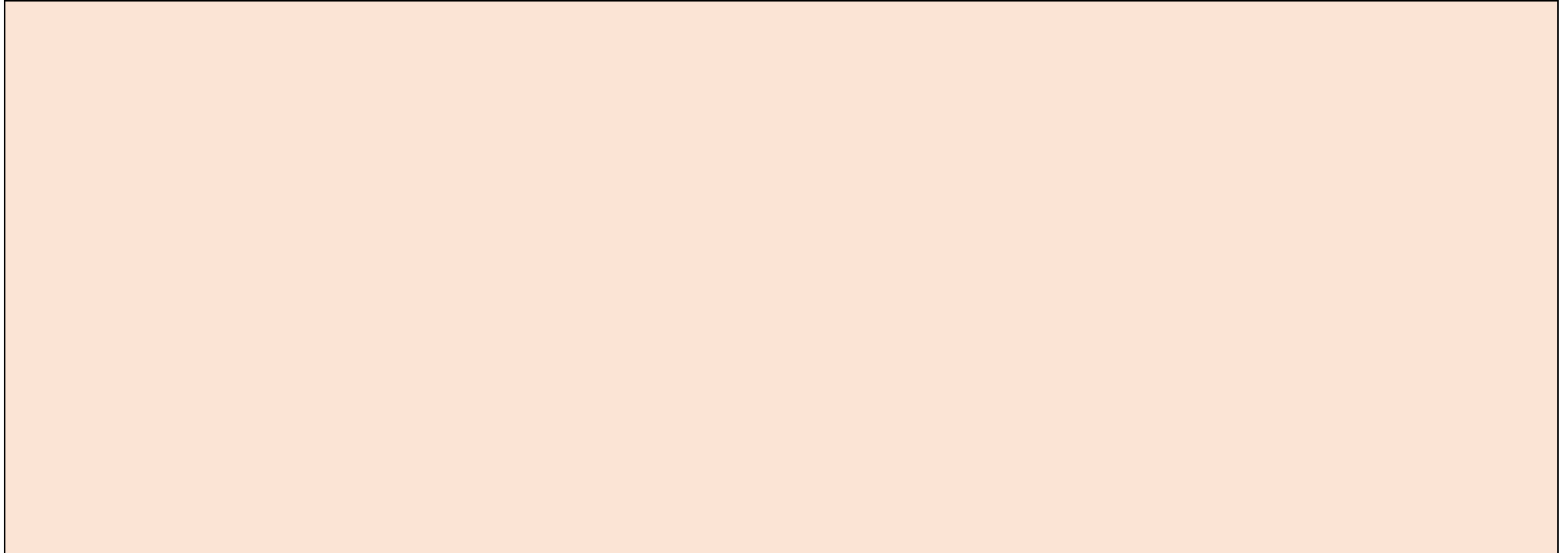
To provide an enabling environment for these ELG' s we should provide :

- Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.
- Introduce children to a wide range of music, painting and sculpture.
- Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
- Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.
- Provide children with opportunities to use their skills and explore concepts and ideas through their representations
- Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story
- Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.
- Provide children with opportunities to use their skills and explore concepts and ideas through their representations.



**CHANDAG
INFANT SCHOOL**
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In Years 1 and 2 pupils are taught to:

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The **National Curriculum for art key stage 1** aims to ensure that all pupils:

- Key stage 1 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
- 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.

Y1 Skills

DRAWING SKILLS

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.

Begin to control the types of marks made with the range of media.

Draw on different surfaces with a range of media.

Start to record simple media explorations in a sketch book.

Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.

Investigate textures by describing, naming, rubbing, copying.

Produce an expanding range of patterns and textures.

Topics and Learning Activities in Year 1

Term 1 – drawing BLP animals for class display

Term 1 – Super hero role play masks – felt tips

Term 1 – Pop Art posters – felt tips

Term 2 – Henna Mendhi/Rangoli Patterns – medium?

Term 2 – Firework display pictures – chalky pastels (lines and blending)

Term 2 – Leaf rubbing – crayons, pencils, charcoal

Term 2 – Nativity characters for programme – pencil

Term 3 – making animal masks

Term 4/5 – pencil drawings of leaves – detail and shading



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<p>PAINTING Experiment with a variety of media; different brush sizes and tools. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Explore lightening and darkening paint without the use of black or white. Start to mix a range of secondary colours, moving towards predicting resulting colours. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book.</p> <p>PRINT MAKING Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: string and card. Begin to identify forms of printing: books, posters pictures, fabrics.</p> <p>TEXTILES Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and</p>	<p>Term 3 – making animal masks Making a safari hide Term 3 – making a habitat box Term 3 – African colour wash sunsets Term 2 – Christmas crafts – festive button felt trees Term 4 – Mother’s Day cards – collage Term 6 – Father’s Day cards</p>
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materials for collage.

Use appropriate language to describe colours, media, equipment and textures.

3D

Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.

Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.

Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.

Impress and apply simple decoration techniques: impressed, painted, applied.

Use tools and equipment safely and in the correct way.

DIGITAL MEDIA

Explore ideas using digital sources i.e. internet, CD-ROMs

Continue to record visual information using digital cameras, video recorders.

Continue to use simple graphics packages to create images and effects with:

- Lines by changing the size of brushes in response to ideas.
- Shapes using eraser, shape and fill tools.

Term 4 – papier mache bowl for Mother's day

Term 1 – personal history photo timeline, selfie photo booth

Term 2 – firework display designer – TES iboard



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<p>EXPLORING THE WORK OF A RANGE OF ARTISTS, CRAFT MAKERS AND DESIGNERS. DESCRIBING AND EVALUATING ART WORK. Explore 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.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Term 1 – Roy Lichtenstein – Pop Art posters</p> <p>Term 2 – Boticelli – Religious iconography – images of the Nativity</p> <p>Term 3 – Rousseau – making a moving tiger picture</p>
<p><u>Y2 Skills</u></p>	<p><u>Topics and Learning Activities in Year 2</u></p>
<p>DRAWING Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to investigate textures and produce an expanding range of patterns.</p> <p>PAINTING Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Continue to experiment in lighten and darken without the use of</p>	<p>Term 2 – Healthy eating posters</p> <p>Term 2 – drawing fruit – adding colour and detail</p> <p>Term 2 – firework drawings – shapes, colours and patterns</p> <p>Term 2 – Andy Warhol – Pop Art – using unrealistic colours, oil pastels for brightness.</p> <p>Term 3 – space drawings</p> <p>Term 4 – Kirby Rosane – Zentangles (line drawings and pattern)</p> <p>Term 5 – flower drawings – two tone – in the style of Margaret Flockton – pencil and colour</p> <p>Term 2 – drawing fruit – adding colour and detail</p> <p>Oil pastels, water colours – shade and tone, mixing colours</p>



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<p>black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>PRINTMAKING</p> <p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p> <p>TEXTILES</p> <p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric</p>	<p>Term 3 – space topic – splatter / drip painting</p> <p>Painting planets with colour and shade</p> <p>Term 5 – painting clay frogs</p> <p>Term 2 – Andy Warhol inspired calendars using printing – using bubble wrap and broccoli</p> <p>Term 2 – create a plate of healthy food using a variety of materials</p> <p>Term 2 – Christmas cards</p> <p>Term 4 – Mother’s Day cards</p>
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crayons.

Create and use dyes i.e. beetroot, tea, coffee.

Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.

3D

Use equipment and media with increasing confidence.

Shape, form, construct and model from observation and imagination.

Demonstrate experience in surface patterns/ textures and use them when appropriate.

Explore carving as a form of 3D art.

Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.

DIGITAL MEDIA

Continue to explore ideas using digital sources i.e. internet, CD-ROMs.

Continue to record visual information using digital cameras, video recorders.

Continue to use simple graphics packages to create images and effects with:

- Lines by changing the size of brushes in response to ideas.
- Shapes using eraser, shape and fill tools.
- Colours and Texture using simple filters to manipulate and create images.

Use basic selection and cropping tools.

Term 2 – making play dough models of food / vegetables

Term 5 – making a clay frog – exploring carving

Term 1 – taking selfies



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Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.

Discuss own work and others work, expressing thoughts and feelings.

Identify changes they might make or how their work could be developed further.

Term 2 – Andy Warhol – Pop Art

Term 3 – Jackson Pollock – comparing with Andy Warhol

Term 4 – Kerby Rosane

Term 5 – Margaret Flockton

Katie Scott – botanical drawings