

Sandhurst Primary Art and Design whole school scheme of work FINAL

A key component of our art curriculum links to our class names.

Children and staff decide on a theme for the whole school class names at the end of every school year.

This theme is chosen deliberately to ensure that children explore a range of developmentally appropriate art and design skills, as well as appropriate artists, craftspeople and designers. Children and teachers then decide on their own specific class name and from September, teaching time within the first half term is spent exploring relevant art, craft and culture and working in the style of associated artists.

Completed artwork is shared in class assemblies, before being displayed in the main school corridors and stairways.

Art and Design Scheme of Work	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Key Topics</u>	Special Me! Let's Celebrate! Food Glorious Food All Aboard Animal Kingdom Land Ahoy!	Our World Time travellers including The Great Fire of London Roald Dahl focus imaginative worlds Journeys Outdoor Explorers Healthy Me	Stone Age Bronze to Iron Age The Romans Plants and Habitats Our Body Light	The Iron Man Invaders and settlers – Anglo Saxons / Vikings Forces of nature – rivers and mountains Children and War Electricity and magnets Sound	Ancient Egypt Rainforest and Maya Space Human Body	Materials Ancient Greece Evolution and Inheritance Classification of living things and adaptation. Light Electricity
<u>Planned Outcomes</u>	Drawing: Simple line drawings before each art unit. Sculpture -Modelling: Use natural and made-made materials to create an autumn diorama Sculpture-Clay: Use simple clay modelling techniques to plan, design, create	Drawing: Draw a portrait of themselves using mirrors. Change to a Picasso style portrait and create collage of different colours and overlays. Create an illustration of a fiction character	Drawing: Life drawing 15 min sketches related to body topic/portraits. Textiles: Plan, design and create a cushion cover using fabric paints, hand and machine sewing techniques. 3D form /Junk modelling: use	Drawing: Iron man pastel / charcoal/ Observational drawing Illuminated letters in Anglo Saxon style using pen and ink. Painting: Colour mixing wheel with secondary colours using powder paints.	Drawing: 15 min life drawing sketches. Painting: Comparison of rainforest artists Henri Rousseau and John Dyer. Use frames to focus and replicate a small area of Rousseau's picture and then contrast with	Drawing: variety of detailed sketches/ using mixed media. Invent and design own plant or animal – evolution – create own botanical / illustrations. 3D: Clay Design, make and glaze an Ancient

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	<p>then decorate a diva lamp using pinch pot technique and intro to clay tools to add detail.</p> <p>Collage: Whole class beach scene based on Jan Matson Create food collage in the style of Giuseppe.</p> <p>Painting: Paint still life using primary colours in the style of Frida Kahlo-watermelon.</p> <p>Printing: Study waves based on The wave by Hokusai as research for printing own waves for a class washing line. Whole class beach scene based on artist Jan Matson – paint and collage. Children to choose one piece of work to be put on the front cover of their sketch book.</p> <p>2X artist research pages –Frida Kahlo, Jan Matson and Giuseppe.</p>	<p>in style of Quentin Blake.</p> <p>Painting: Mixing and matching secondary colours using poster paints. Using water colours in style of Quentin Blake illustrations.</p> <p>Clay: Make a form of transport in clay, fire in kiln.</p> <p>Printing: Vegetable block printing.</p> <p>2X artist research pages – Henri Rousseau and Quentin Blake</p> <p>Stephen Wiltshire – art appreciation London city skylines.</p>	<p>cardboard and other materials to plan, design and make Roman armour or model villas. Make a clay coil pot</p> <p>Collage: Create a simple tile mosaic linked to their Romans topic Create a digital mosaic – using program below: Learning Playground - Make a Mosaic</p> <p>Painting: DPS-Colour mixing and colour swatches. Water colour painting of a flower- cushion.</p> <p>Visit from Magic Lantern with a focus on LIGHT in paintings.</p> <p>2X artist research pages – Georgia Okeefe and Leonardo Davinci</p>	<p>Water colours for Dragon illustration and other observational paintings.</p> <p>3D: Design, make and glaze a clay dragon.</p> <p>Creativity and Mixed Media: Make Art not War: children to create art work based on WWII learning from own conceptual ideas. Children to use mixed media collage/ paint/chalk pastels to create a silhouette Blitz picture.</p> <p>Digital art: ww2 posters/blitz</p> <p>2X artist research pages – Light artist linked to electricity - Ivan Navarro or Yayoi Kusama AND water artist- Monet or Seurat.</p>	<p>Dyer. Produce own rainforest watercolour. Design imaginary space / planet painting.</p> <p>Textiles: Design, make and print a Maya collar based on repeating pattern research.</p> <p>3D: wire armatures</p> <p>2X artist research pages – John Dyer and Antony Gormley</p>	<p>Greek Theatre mask from clay.</p> <p>Painting: Colour mixing activities – wheel and Kandisky style art.</p> <p>Design and paint own botanical painting - spring flower life cycle CC- Science</p> <p>Collage: Create own tessellation art based on Escher.</p> <p>2X artist research pages –Botanical painting varied artists and Escher</p>
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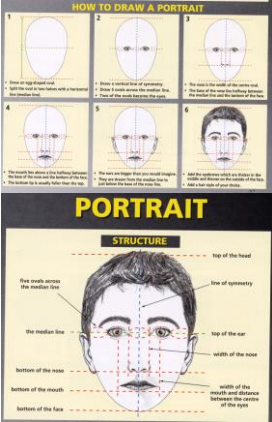

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<p><u>Creativity:</u></p> <p>Produce creative work, exploring ideas and recording experiences</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas.</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p>	<p>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.</p>	<p>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.</p>	<p>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 and processes to use in their work</p>	<p>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 and processes to use in their work</p>
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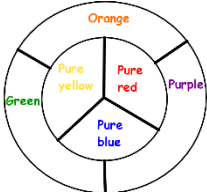


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<u>Vocabulary</u>	<p>All key vocabulary is highlighted GREEN throughout the scheme of work. Use age related vocabulary and terminology appropriate to the knowledge / skill being developed.</p>					
<p><u>Knowledge, Skills and Techniques:</u></p> <p>All knowledge is highlighted in PURPLE. All skills are written in BLACK.</p>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing (across all topics)</p>	<p>Understand drawing is a physical activity.</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Explore and experiment with mark making.</p> <p>Draw from first hand observations (fruits and veg) noting details of line, pattern, shape (form) and colour.</p>	<p>Understand that drawing tools can be held in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and 2 types of pencils Hb and 2 B</p> <p>Use a sketchbook to gather and collect artwork. Drawing one</p>	<p>Experiment with different grades of pencil - cross hatching, blending and smudging (HB to 3B) and other implements (charcoal and pen).</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Use charcoal in variety of ways when creating cave drawings.</p> <p>Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources- life</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Drawing using variety of media pastel / chalk / charcoal / pen/ink</p> <p>Develop and improve understanding and use</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, form, scale and proportion, composition and shape life drawing.</p> <p>Experiment with different pencil types (from HB to 4B) and charcoal to add detail</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, geometric, tessellate and shape. – design own plant / animal / tessellating images – Escher.</p> <p>Understand the link between Art and Science to document and classify living things.</p> <p>To create detailed technical and</p>




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		<p>part of the body in detail – hand, thumb, arm, ear, nose etc</p> <p>Continue to develop basic understanding and use of a sketchbooks and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Reference Stephen Wiltshire. Watch videos of him working Stephen Wiltshire Contemporary Artist & Illustrator – landscape, city scape and skyline, horizon. Comment on his work in sketch books.</p> <p>Experiment with the visual elements; line, shape, pattern and colour – portraits and Picasso.</p>	<p>and observational drawing. Practise observational drawing for a sustained period of time at their own level.</p> <p>Use mirrors to create a self-portrait – practise sketching eye/nose/mouth prior to portrait. Teach step by step using the portrait plan as a guide below:</p>  <p>Use different media to achieve variations in line, texture, tone, colour, shape, form and pattern. Sketch flowers.</p>	<p>of perspective via perspective research and drawings based on a street – linked to WWII -Our streets now.</p> <p>Understand terms line and shade, pattern and shape, line, form, perspective, focal point, tone and texture.</p>	<p>and shading- re-visit cross hatching blending, shading, smudging and compare outcomes of different tools used.</p> <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects - Life drawing sketches for wire project – sketching body parts and whole body with increasing accuracy in line and proportion. Simplify life drawings or observed images into shapes ready for wire sculpture. Human body armature based on Gormley.</p>	<p>botanical drawings – Evolution and inheritance.</p> <p>Continue to develop techniques with different types of pencils 4b to 2h and charcoal.</p> <p>Use a variety of mixed media for drawing e.g: pencil/pen/charcoal/ Pastels.</p> 
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		Draw an illustration of a character from a Roald Dahl book description THEN compare children's illustrations to Quentin Blake's.	Create simple technical drawings – plants labelling parts cc Science Simplify 1 flower sketch for transference to fabric for painting.			
Painting	<p>Understand we can use a variety of brushes, holding them in a variety of ways to make strokes and marks – using tip, flat, amount of pressure etc. Use and name a variety of tools and techniques including the use of different brush sizes and types E.G large round brush for bigger areas and poster paint, small-tipped brush for details and water colours.</p> <p>Match primary colours to artefacts and objects. Frida Kahlo – watermelon. Matching colours for beach scene whole class painted/ collage.</p>	<p>Work on a range of scales e.g. large brush on large paper etc. To develop colour mixing knowledge by mixing and matching primary colours to make secondary.</p> <p>Observing artefacts and objects.</p> <p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Apply and build upon colour mixing knowledge. Mix a variety of colours. Which primary colours make secondary colours: introduce the double primary colour system –E.G pure red by mixing vermillion and crimson. Understand powder paint mixed with water creates a water-based paint and the thickness is determined by the amount of powder used.</p>	<p>Continue to develop and build upon colour mixing knowledge. Match colours with increasing accuracy using the double primary colour system. Create Y4 colour wheel with secondary colours.</p>  <p>Introduce how to make black. (Crimson, Prussian blue and lemon yellow)</p> <p>Colour mixing sections with different tones of same colour.</p> <p>Understand and use more specific colour language e.g. tone /</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary colours using the Double Primary colour system, introduce terms blend and merge and shades/tints /tones/hues.</p>  <p>Create imaginative art (planet) from a variety of sources e.g look at Nasa inspired planetary art – see link below</p>	<p>Understanding of the terms tertiary complimentary and harmonious colours. Colour mixing wheel including, primary to secondary introduce term tertiary colours. Revisit term- shades/tints /tones and hue by creating Y6 complex colour wheel. Complimentary and harmonious colours. Tonal contrast and mixed media.</p>  <p>Colour mixing linked to Kandinsky colour</p>



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	<p>Colour mix yellow and blue ink to match different shades of green to represent waves for whole class printing.</p>	<p>To experiment and use watercolours for range of painting skills.</p>	<p>To know the difference between powder paint and water colours. Teach children how to mix the powder paints by phrase DIP-TAP-ROLL-MIX for powder paints.</p> <p>Create colour swatches and experiment with shade and tone / light and dark.</p>  <p>Use more specific colour language e.g. shade, tone, primary, secondary.</p> <p>To experiment with the different paints – water colours and powder paints. Experiment with mixed media of violas 1 flower using water colours and 1 with oil pastels.</p>	<p>shade/ hue and complimentary colours.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Develop and understanding of impressionism and pointillism. Understand how different artist paint water. Compare and contrast how water is painted (Monet or Seurat v's Hockney) as art appreciation lesson– comment on similarities and differences. Comment on how the different artist paint</p>	<p>Visions of the Future (nasa.gov)</p>   <p>Develop and understanding of how artists have painted the rainforest. Compare John Dyer paintings to Henri Rousseau. Create Rainforest painting – mixing colours accurately – range of tones, tints and shades in green and brown to create and atmosphere.</p>	<p>art cc with Maths Angles.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work. Understand the difference between an artistic painting and a botanical painting.</p> <p>Create own botanical painting from spring flowers (linked to science)</p> <p>Carry out preliminary studies, test and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p>
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			<p>Use a developed colour vocabulary. Work confidently on a range of scales e.g. thin brush on small painting or for detail, large brush for mixing colours etc</p> <p>Understand how artist create and use light in paintings – visit from Magic Lantern – linked to Light project.</p>	<p>water. Refer back to wave from year 2.</p>		
Printing	<p>Understand prints are made by transferring an image from one surface to another. Make marks in print with a variety of objects, including natural and made objects.</p> <p>Understand impressed printing is using pressure to make indents into a design onto a tile (polystyrene) which is inked and transferred to another material.</p>	<p>To be able to make a simple print from a vegetable. Carry out a simple block print with food items.</p> <p>Understand block printing is adding a design onto a block which is inked and transferred to another material (vegetable printing.)</p>	<p>Make indents onto foam tiles/simplify more complex observational drawings into lines and shapes for printing purposes /using a roller to load paint or ink, print into sketch and onto card for possible front of sketch books.</p>		<p>Understand relief prints are made when we print from raised images (plates). Experiment and explore with printed repeated patterns and shape, creating designs for printing- Design and create card relief printing based on Maya design for Maya inspired collar. Talk about the processes used to produce a simple print – turn design into card relief tile and print.</p>	

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	<p>Print own designed wave with polystyrene tiles add white foam details with white paint.</p> <p>Take rubbings linked to seasons – trees, leaves.</p> <p>Build a pattern and recognise pattern in the environment.</p>	<p>Apply ink or paint to a veg / fruit printing-block printing evenly and gently/know when to reload paint.</p>   <p>See vegetable printing ideas crib sheet.</p>				
<p>Textiles/Collage</p> <p>(Collage images can be used for inspiration)</p>	<p>Understand collage is the art of using elements of paper or other materials to make images/art.</p> <p>Draw a simple shape and cut around the lines. Cut around corners of basic shapes. Apply glue without waste. Cut basic shapes without a pre-drawn outline.</p>	<p>Picasso portraits – collage. Change features from own drawn portrait to make a Picasso portrait of themselves. Select a range of and use a variety of translucent medium ie: tissue paper, coloured cellophane etc. Overlap and notice colour changes.</p>	<p>Understand that we can combine collage with other disciplines such as drawing, painting and printing. Simplify observed shapes and lines into easily cut shapes for transferring onto fabric.</p> <p>Develop skills in stitching – learn basic running stitch-embroider flower details for cushions.</p>	<p>Understand the importance of weaving to Anglo Saxons.</p> <p>Create textured collages from a variety of media. Layer shapes to create interest. Create own shapes and lines to create composition – Blitz pictures.</p>	<p>Identify how Maya's use repeated patterns in textiles and clothing. See Printing – Mayan collar. To be able to add embroidery and beads to enhance and embellish a printed textile.</p>	<p>Translate more complex images or objects into shapes suitable for collage. Manipulate materials to create textures that have been observed. Cut complex shapes in various sizes to represent ideas - linked to Escher tessellation.</p>

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Make a food collage in the style of Giuseppe.



Layer shapes in a piece of work. **Cut** smaller and more intricate shapes – turning paper rather than body when cutting. Add textured paper to represent features / ideas.

Learn to use a sewing machine (under adult supervision) sew cushion together. Experiment with tie dye (back of cushion). Learn to add object with elastic bands (marbles/buttons) for tie die effect.

OR

Possible project - Georgia O'Keefe flower collage





Experiment with a range of media e.g. **overlapping, layering** Use simple applique. **Cutting, tearing, bending, folding and joining for :**

Make a simple **tile mosaic.**



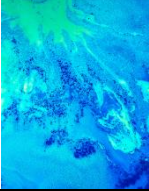

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<p>3D Form</p>	<p>Understand the use of ceramics in everyday life – crockery and lamps etc – discuss with class what everyday items are made from ceramics. Manipulate clay in a variety of ways, e.g. rolling, kneading, moulding and shaping. Begin to understand that sculpture is the name given for artwork which exists in three dimensions. (Teach the word sculpture) That clay is a soft material which finally dry/set hard. Create a simple thumb pot (diva lamp) How To Make A Pinch Pot - YouTube Art With Trista - Pinch Pot - Step By Step - YouTube Explore sculpture with a range of malleable media, especially clay. Explore pattern, line shape and texture within own sculptures.</p>	<p>Understand that when we make sculpture by moulding with our fingers it is called modelling. To experiment with clay, developing skills and techniques e.g. build on and revisit Y1 vocab pinching, smoothing, moulding, rolling etc. To make a form of transport in clay. To know firing clay in the kiln makes the clay harder and more hardwearing. Use the Tate kids' website to explore different sculpture artists. Edgar Degas, Barbara Hepworth, Alexander Calder, Tony Cragg and Richard Long</p>	<p>Join clay using slip adequately and work as independently as possible. Construction a simple clay object -make a coil pot - Romans. Use link to video below as a teaching guide. How to make a Coil Pot - YouTube To know the process of firing clay in the kiln makes the clay harder and more durable. Fire clay pot in kiln.</p>	<p>Further develop awareness of sculpture and pottery as a 3D art form. Understand the meaning of "Design through to Making" Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Begin to develop modelling skills using plasticine and clay. To understand the process of firing clay and glazing. To understand and use glazes effectively – 1 colour glaze on final fired product. Use a variety of modelling tools.</p>	<p>To understand sculpture comes in a variety of forms and requires a combination of skills that we can learnt through practice. Describe the different qualities involved in modelling, sculpture and construction. <input type="checkbox"/> Plan a sculpture through drawing and other preparatory work. Develop wire skills – represent words in wire e.g. twist, spiral, explosion etc Develop use of wire tools and pliers. Teach children how to join wire together. Develop an understanding and appreciation of British sculptors -Antony Gormley –wire figures and or Henri Moore. Understand that artists can help shape the world for the better.</p>	<p>Understand the importance of ceramics in Ancient Greek culture and how this artwork has evidenced examples of Ancient Greek beliefs and everyday life. Further, develop skills in using clay from year 4 inc. slabs, coils, slips, etc. <input type="checkbox"/> Use clay tools with increasing independence and precision. To understand and use glazes effectively – use 2/3 coloured glazes on final clay fired product.</p>
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					<p>Create wire armature sculptures.</p> 	
<p>Digital Media</p>	<p>To know there are online art programs that can be used to create different types of art. Busy things – online program – create digital art of a mixed up animal exploring shape and patterns.</p> <p>Introduce the program 2simple for drawing and painting digital art. Experiment with 2 the 2 different programs.</p>	<p>To know there are painting and drawing computer programs and experiment with these.</p> <p>To further develop ability to use 2 simple paint and drawing programs.</p> <p>Create a digital art piece -habitat picture and class name picture using the 2 simple program.</p>	<p>To begin to understand there are many different programs used by artist for the creation of digital art.</p> <p>Make a simple digital mosaic using digital software. Learning Playground - Make a Mosaic</p> <p>Design and create a digital cave painting based on real cave paintings. (Paint program- 2simple or Busythings.)</p>	<p>To know many advertising posters are made using digital technology and software today. To be able to design and create a poster with meaningful images,</p>  <p>symbols and words: create own digital WW2 poster (Dig for Britain and /or blitz pictures).</p>	<p>To continue to develop an understanding that artist can use digital media programs for the creation of digital art.</p> <p>To use a computer graphics program to design and create an Ancient Egyptian sarcophagus using a photo of the face as a death mask.</p> <p>OR</p> <p>To use a computer graphics program to design and create a digital rainforest image. Using 4 or 5 different shades / tones of green. Use</p>	<p>To begin to develop an understanding of digital media vocations (graphic design, advertising etc)linked to 3D modelling unit in computing.</p> <p>To use a computer graphics program to design, create and refine a digital image or design.</p> <p>Digital tessellation based on Escher – use internet program below Design a tessellation online (Escher-style) (theedkins.co.uk)</p>






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				 <p>OR</p> <p>Paint program to make a digital picture of water using blend tool for 4 different greens or blues.</p> 	<p>range of tools including blend tool in painting program.</p>  <p>Evaluate digital rainforest art from different artists.</p>	
<p>Sketchbooks In KS1 and 2 teachers should model sketchbook use alongside pupils.</p>	<p>Introduce sketchbooks as a place to record responses to the world (A3 size to move up to Y2)</p> <p>Understand it is owned by the pupil for experimentation and exploration.</p> <p>Design front cover for sketch book linked to artist.</p> <p>Understand some of the activities that might take place in their sketch book.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Further develop the 'sketchbook habit'</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Feel ownership of their sketchbook</p> <p>Draw, cut, stick, collect and make simple notes or words</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation and exploration. Continue to develop and refine the 'sketchbook habit'</p> <p>Introduce new A2 ring bound sketch books to move through KS2 –design front cover for sketch book linked to artist study.</p> <p>Explore and test ideas, working at their</p>	<p>Use their sketchbook for different purposes, including recording observations, planning, exploring, testing and shaping ideas.</p> <p>Understand that they are places to explore personal creativity and should be experimental.</p>	<p>Understand that sketchbooks are very personal. They are experimental and may be imperfect. They contain more than art works e.g. ideas, sketches and scribbles, words and thoughts.</p> <p>Use sketchbooks with other resources to inspire and explore.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Watch Exploring Sketch Books with whole class and discuss use Exploring Sketchbooks Animating the Archives - YouTube</p> <p>Value and cherish their sketchbook(s).</p>

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<p>To create artist research pages as a form of appreciation and introduction to a unit of work.</p>	<p>Cut and stick artist work and annotate as a class. ie drawing, cutting, sticking, collecting Begin to develop a 'sketchbook habit' Feel ownership of their sketchbook.</p> <p>Children choose a range of works from focus artist and cut and stick in sketchbooks. Annotate as a class.</p> <p>Jan Matson – beach scenes.</p> <p>Frida Kahlo – varied works</p> <p>Giuseppe – paintings (fruit and veg)</p>	<p>about experiences and feelings.</p> <p>Generate ideas in their sketchbooks.</p> <p>Children choose a range of works from focus artist and cut and stick in sketchbooks. Annotate own responses and feelings, share with class.</p> <p>Henri Rousseau – varied works</p> <p>Quentin Blake – illustrations.</p> <p>Stephen Wiltshire – cities and skylines compare skyline images of London now and in 1666. (1 x Art appreciation lesson in Autumn term linked to great fire of London).</p>	<p>own pace. Draw to show what has been seen, draw to explore, experiment and test. Collect, note and reflect on ideas.</p> <p>Children choose a range of works from focus artist and cut and stick in sketchbooks. Research artists facts during ICT annotate artists research pages with these facts.</p> <p>Georgia Okeefe – flowers and other varied works</p> <p>Leonardo Davinci – life drawings and portraits.</p> <p>Miro – linked to Spanish curriculum.</p>	<p>Write notes about artists and response feelings. Research artists lives and annotate artist research pages. Research and collect artist works, print out stick in, complete half/ half of artists' works.</p> <p>Light artist linked to electricity - Ivan Navarro or Yayoi Kusama</p> <p>Monet, Seurat or Hockney – water-based works.</p>	<p>Research artists' lives and annotate artist research pages. Research and collect artist works, print out stick in, complete half/ half of artists' works building increasing independence and choice or art works from artist.</p> <p>John Dyer – rainforest and other works.</p> <p>Anthony Gormley – wire art and figures</p>	<p>Independently use their sketchbook to investigate, develop research, test, experiment and evaluate ideas.</p> <p>Research artists lives and annotate artist research pages. Research and collect artist works, print out stick in, complete half/ half of artists' works with independence and choice or art works from artist. Respond to artworks with their own creative flair and design and experiment in the style of. Botanical paintings – varied artists. Escher – varied works including tessellation.</p>
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<p>Knowledge of artists and the development of art, craft and design</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Giuseppe -fruit paintings. Frida Kahlo -fruit paintings. Hokusai- The Great Wave. Jan Matson – beach art</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Stephen Wiltshire – Landscape and cityscape images including city skylines Visit website watch youtube video of him working and London skyline drawings.</p> <p>Quentin Blake – illustrations for Roald Dahl books and others.</p> <p>Henri Rousseau – Jungle Paintigs and Tiger in a tropical storm</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Georgia O’Keeffe’s flower paintings</p> <p>Leonard Da Vinci – figure and portrait drawing.</p> <p>Early cave paintings, their meaning and how they were created.</p> <p>Miro – abstract paintings.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Leonardo Da Vinci: The Last Supper – Easter</p>  <p>Understand that artists use a variety of media including light and sound as well as physical media to create installations.</p> <p>Ivan Navarro or Yayoi Kusama – light art.</p> <p>Monet’s or Seurat water paintings – to develop an understanding of pointillism. Compare and contrast to Hockey’s water paintings.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Researching Maya patterns for printing ideas. Understand Maya crafts culture and textile designs for clothing and body art.</p>  <p>Figure drawing- look at Kenturah Davis -Life drawing – comment on her works during figure drawing unit. Discuss lines and of body and clothing drawing. Look at shading to create 3D realistic effect.</p> 	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Exploring variety of Nativity paintings from around the world– art appreciation.</p>   <p>Research variety of botanical painters including Elizabeth Blackwell.</p> <p>Escher and his visual illusion art and tessellations.</p>
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Sandhurst Primary Art and Design whole school scheme of work FINAL

Arts thumbnails and recommended works



Frida Kahlo –

The Watermelon



Guiseppe – Food art



Hokusai: The Great Wave



Rousseau painting focus.

Quentin Blake compare own illustration to artist.



Stephen Wiltshire



London cityscape illustrations



Georgia O'Keefe



flower

Elizabeth Blackwell 1700 – botanical art



Watch videos of pottery being made.

[Handmade pottery | Creating ceramic plates - Bing video](#)

Light artist - Iván Navarro (Chillian)

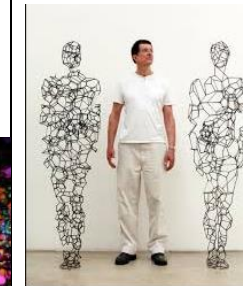


OR

Yayoi Kusama (Japanese female) infinity mirrors and lights



Kenturah Davis – figure drawing – look at these prior to figure drawing lesson as part of the Body unit of work.



Antony Gormley – wire figures and or Henri Moore

Henri Rousseau and John Dyer. Take one

Ancient Greek Theatre masks



Revisit Elizabeth Blackwell and compare to Darwin or Mary Anning. –



Sandhurst Primary Art and Design whole school scheme of work FINAL

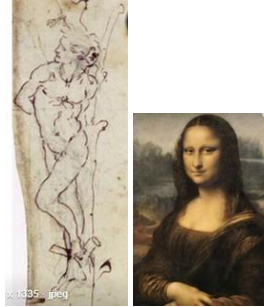
Jan Matson – beach artist



Picasso portraits
Collage / painting



Da Vinci sketches / portraits. Compare and contrast to other portrait artists.



PORTRAIT ARTISTS
Labaina Himid



Cave paintings



Miro Abstract shape art.



Hockney v's monet – compare and contrast



Monet



picture and watercolour rainforest painting

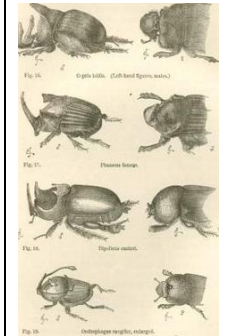


Nasa Space art for planets – link to website various artsits inspiration for own planet design.

[Space Tourism Posters](#)
[| NASA Solar System Exploration](#)



Darwin sketches



Mary Anning sketches



Kandinsky – colour mixing



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