An Daras

Multi Academy Trust



An Daras Multi Academy Trust Windmill Hill Academy, Launceston

Integrated Curriculum Scheme of Work - 2014		
Domain of Learning:	Art	
National Curriculum Subjects:	Art	
Domain Leader:	Vicky Callcut	
Agreed and Approved:		
Leader In Year Review Dates:		
Related Documents and Guidance:	National Curriculum 14	
	Dimensions Skill Ladders 14	
	Art Policy 15	
	Art Curriculum Statement 15	

Curriculum Statement	At Windmill Hill Academy, we believe that Art education stimulates creativity and imagination whilst giving each child unique opportunities to develop intellectually, emotionally, physically and socially. Therefore, we believe that it should be taught as an individual subject as well as incorporated other curriculum lessons. It is also important to note that at both Key Stages, Art can provide children with a necessary insight into a variety of cultures and traditions, both local and global Below you will find an overview of what your child will be expected to learn in each of the Key Stages.
	In Key Stage 1 , over a two-year cycle, children will work with a range of different materials creatively, learning to use a variety of techniques for drawing, painting and sculpting. Throughout the course of the programme of study, children will consider aspects such as colour, pattern, texture, line, shape, form and space, and discover how to use these effectively. Children will use technologies to produce / manipulate images, and will also learn about the work of a range of artists, craft makers and designers. All children will use a sketchbook to record ideas and observations and will be encouraged to evaluate their work and that of others, in a positive manner.
	In Key Stage 2 the children will learn to improve their mastery of techniques learnt in KS1, exploring a variety of more specific drawing, painting and sculpting techniques. They will use a wider range of materials, and for a wider range of purposes. Children will use technology to produce and change images, patterns and decorative pieces of work. They will record their observations and ideas, using these to review and evaluate improvements effectively. They will also learn about key artistic figures throughout history. Children continue their sketchbook from KS1.
	Progression in art will be assessed through the pupils' sketch books, which pass with the child to the next year group, along with display pieces and photographic evidence. An assessment of ability and attitude to learning is recorded on the child's annual report to parents, and discussed at parent/teacher meetings.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Throughout all areas of	f KS1 Art :					
	tists' work, and real objec		iese.			
	ons about content, form a					
	tional / international aspo	ects of artists' work.		1	Latta Ca ali	
KS1 Year A	Shiver Me Timbers! Collage		Can we Fix it? Yes we Can!		Let's Cook Fabric (Tie Dye)	
	Art Skill: Design		Digital Media		Art Skill: Make	
	, a contain Decingh		Art Skill: Evaluate			
A. Nat	P176 -177		P176 -177		P176 -177	
Curriculum 14						
B. Academy Aims	ADMAT: Accelerating		ADMAT: Accelerating		ADMAT: Accelerating	
Link	and sustaining		and sustaining		and sustaining	
	children's progress,		children's progress,		children's progress,	
	ensuring achievement		ensuring achievement		ensuring achievement	
	gaps for		gaps for		gaps for	
	disadvantaged		disadvantaged		disadvantaged	
	children are		children are		children are	
	addressed and		addressed and		addressed and	
	ensuring children are		ensuring children are		ensuring children are	
	equipped for the next		equipped for the next		equipped for the next	
	phase of learning and		phase of learning and		phase of learning and	
	creating an enjoyable		creating an enjoyable		creating an enjoyable	
	and creative		and creative		and creative	
	curriculum that meets		curriculum that meets		curriculum that meets	
	the learning needs of		the learning needs of		the learning needs of	
	children.		children.		children.	
	WHA: Challenge and		WHA: Challenge and		WHA: Challenge and	
	creativity.		creativity.		creativity.	
C. Scheme	Scottish Boarders		Scottish Boarders		Scottish Boarders	
Reference	used to support long		used to support long		used to support long	
NEIEIEILE	term coverage		term coverage		term coverage	

D. Key Knowledg	1 I can use a range of	Art Skill: Evaluate	I can use a range of	(
	materials to design	Aims: To produce	materials creatively	
	and make products	creative work,	to design and make	
	3 I develop a wide	exploring ideas and	products	
	range of art and	recording their	I can develop a range	
	design techniques	experiences	of art and design	
	including colour,	Top evaluate and	techniques in using	
	pattern, textures,	analyse creative	colour pattern,	
	line, shape, form and	works using the	texture, line, shape,	
	space	language of art, craft	form and space	
	4 I know about the	and design	I know about the	
	work of a range of	I know about great	work of a range of	
	artists describing	artists, craft makers	artists and designers,	
	differences and	and designers, and	describing the	
	similarities between	understand the	differences and	
	different artist and	historical and cultural	similarities between	
	making links to my	development of their	different practices	
	work	art forms	and disciplines, and	
		Subject Content: I can	making links to their	
		use a range of	work	
		materials creativity to		
		design and make		
		products		
		I can develop a wide		
		range fo art and		
		design techniques to		
		using colour, pattern,		
		texture, line, shape,		
		form and space		
		I can talk about that		
		work of a range of		
		artists, crafts makers		
		and designers		
		describing the		
		differences and		
		similarities between		
		different practices		
		and disciplines, and		
		making links to their		
		own work		

	DDAMUNIC	DAINTING			20	540010
E. Key Skills and	DRAWING	PAINTING	COLLAGE	PRINTING	3D Cambing class with a	FABRIC Weave with different
Understanding	Use a range of tools – pencils, graphite,	Use primary colours only and mix a variety	Carefully cut and tear shapes from paper.	Print with found	Combine clay with a painting.	
Year 1	black felt pen, white	of oranges, greens &	Glue shapes onto a	objects. Create pictures from	Create a clay tile.	paper textures. Sew a simple bag and
	chalk, coloured	purples in paint.	drawn background.	primary colours.	Make a picture with	create a design on it.
	chalks.	Use the mixed colours	Appreciate torn	Make simple block	impressed shapes.	Make wrap weaving
	Create line patterns.	in painted and blown	edges.	and repeat patterns,	Make a papier mache	with cold or warm
	Make observational	pictures,	Use shapes to create	using tones of	object and decorate	colours.
	drawings of objects.	incorporating wax	a picture.	secondary colour.	with a print or collage	Make a fabric collage
	Create fantasy	crayons.	Use primary coloured	secondary colour.	pattern.	picture, including
	drawings.	Develop control of	tissue to create		Draw objects and	fraying fabric.
	Develop mark making	paint with brushes	secondary colours in		make mini-models	in a ying rabite.
	through experiment	and blowing.	a picture.		using salt dough.	
	and discovery.	and blothing.			using sure dougin	
F. Key Skills and	DRAWING	PAINTING	COLLAGE	PRINTING	3D	FABRIC
	Use a range of tools –	Mix orange, green,	Use fabric	Make block, transfer	Create textured clay	Choose a variety of
Understanding	pencils, graphite,	and purple; also	appropriately in the	and press print	tiles.	appropriate materials
Year 2	black felt pen, white	shades of grey, blue	design of a picture.	designs, evenly	Learn coil pot	to create a class
	chalk, coloured chalks	and green (secondary	Combine different	printed in a	technique.	landscape picture.
	and soft pastels.	colour wheel).	media to create an	controlled manner.	Draw shape outlines	Weave with control
	Understand how to	Control paint by using	appropriately scaled	Use colour in	onto a pot.	on a board.
	create a variety of	small brushes	collage.	interesting and varied	Make distinct	Develop a fabric
	textures.	delicately, by using a	Show an ability to	ways, experimenting	patterns with	collage.
	Develop knowledge	spatula or by blowing	select and control	with different	impressed shapes.	Make a wax crayon
	of landscape by using	to create texture.	materials.	coloured papers to	Make paper mache	batik picture.
	line and texture to		Show emotion	print on.	relief pictures.	Create mood through
	draw from life and		through use of colour.	Learn marbling	Select appropriate	a choice of colours.
	photographs.			technique and use in	colours.	Learn the technique
				a product eg		of tie-dye through
				bookmaking.		winding thread /
						string around cloth,
						and dying with 2
						primary colours to
			-			create 3 colours.
G. Cross	Use of ICT	Use of ICT	Use of a range of ICT	Use of ICT	Use of ICT	Use of ICT
Curricular Links	Using project work as		programmes and	Music	Link with science to	PSHE
(Core non-	a stimulus to create a		understanding of the	Geography	understand how dyes	
negotiable	piece of Art		terms of compare and		work	
-			contrast.			
standards)						

H. Assessment	Formative	Formative	Formative	Formative	Formative	Formative
Pathway	assessment against					
. attitudy	key skills and					
	understanding.	understanding.	understanding.	understanding.	understanding.	understanding.
	End of unit "product"					
Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 Year B		Superheroes!	Walking with the	Green Fingers		
		Drawing and Painting	Dinosaurs	Sculpture		
		Art Skill: Evaluate	Printing	Art Skill: Design		
			Art Skill: Make			
A.Nat Curriculum		P176 -177	P176 -177	P176 -177		
14						
B. Academy Aims		ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating		ADMAT: Accelerating
Link		and sustaining	and sustaining	and sustaining		and sustaining
		children's progress,	children's progress,	children's progress,		children's progress,
		ensuring achievement	ensuring achievement	ensuring achievement		ensuring achievement
		gaps for	gaps for	gaps for		gaps for
		disadvantaged	disadvantaged	disadvantaged		disadvantaged
		children are	children are	children are		children are
		addressed and	addressed and	addressed and		addressed and
		ensuring children are	ensuring children are	ensuring children are		ensuring children are
		equipped for the next	equipped for the next	equipped for the next		equipped for the next
		phase of learning and	phase of learning and	phase of learning and		phase of learning and
		creating an enjoyable	creating an enjoyable	creating an enjoyable		creating an enjoyable
		and creative	and creative	and creative		and creative
		curriculum that meets	curriculum that meets	curriculum that meets		curriculum that meets
		the learning needs of	the learning needs of	the learning needs of		the learning needs of
		children.	children.	children.		children.
		WHA: Challenge and	WHA: Challenge and	WHA: Challenge and		WHA: Challenge and
		creativity.	creativity.	creativity.		creativity.
		,				
C. Scheme		Scottish Boarders	Scottish Boarders	Scottish Boarders		
Reference		used to support long	used to support long	used to support long		
		term coverage	term coverage	term coverage		

D.Key Knowledge		Drawing and Painting	Printing	Sculpture		
		Art Skill: Evaluate	Art Skill: Make	Art Skill: Design		
		(comic strips)	(Fossils)	I can use a range of		
		I can use drawing	I can use a range of	materials creatively		
		painting to develop	materials creatively	to design and make		
		and share my ideas,	to design and make	products		
		experiences and	products	I can use sculpture to		
		imagination	I can develop a wide	develop and share		
		I can develop a wide	range of art and	ideas, experiences		
		range of art and	design techniques in	and imagination		
		design techniques in	using colour, pattern,	I can develop a range		
		using colour, pattern,	texture, line, shape,	of art and design		
		texture, line, shape,	form and space	techniques in shape,		
		form and space	I know about the	form and texture		
		I know about the	work of a range of	I know about the		
		work of a range of	artists, craftmakers	work of a range of		
		artists describing the	and designers,	crftasmakers and		
		differences and	describing the	designers, describing		
		similarities between	differences and	the differences and		
		different practises	similarities between	similarities between		
		and disciplines and	different practices	different practices		
		making links to their	and disciplines and	and disciplines and		
		own work	making links to their	making links to their		
			own work	own work		
E. Key Skills and	DRAWING	PAINTING	COLLAGE	PRINTING	3D	FABRIC
Understanding	Use a range of tools –	Use primary colours	Carefully cut and tear	Print with found	Combine clay with a	Weave with different
-	pencils, graphite,	only and mix a variety	shapes from paper.	objects.	painting.	paper textures.
Year 1	black felt pen, white	of oranges, greens &	Glue shapes onto a	Create pictures from	Create a clay tile.	Sew a simple bag and
	chalk, coloured	purples in paint.	drawn background.	primary colours.	Make a picture with	create a design on it.
	chalks.	Use the mixed colours	Appreciate torn	Make simple block	impressed shapes.	Make wrap weaving
	Create line patterns.	in painted and blown	edges.	and repeat patterns,	Make a papier mache	with cold or warm
	Make observational	pictures,	Use shapes to create	using tones of	object and decorate	colours.
	drawings of objects.	incorporating wax	a picture.	secondary colour.	with a print or collage	Make a fabric collage
	Create fantasy	crayons.	Use primary coloured		pattern.	picture, including
	drawings.	Develop control of	tissue to create		Draw objects and	fraying fabric.
	Develop mark making	paint with brushes	secondary colours in		make mini-models	
	through experiment	and blowing.	a picture.		using salt dough.	
	and discovery.				asing suit abagin	
	und discovery.					

F. Key Skills and	DRAWING	PAINTING	COLLAGE	PRINTING	3D	FABRIC
Understanding	Use a range of tools –	Mix orange, green,	Use fabric	Make block, transfer	Create textured clay	Choose a variety of
Year 2	pencils, graphite,	and purple; also	appropriately in the	and press print	tiles.	appropriate materials
	black felt pen, white	shades of grey, blue	design of a picture.	designs, evenly	Learn coil pot	to create a class
	chalk, coloured chalks	and green (secondary	Combine different	printed in a	technique.	landscape picture.
	and soft pastels.	colour wheel).	media to create an	controlled manner.	Draw shape outlines	Weave with control
	Understand how to	Control paint by using	appropriately scaled	Use colour in	onto a pot.	on a board.
	create a variety of	small brushes	collage.	interesting and varied	Make distinct	Develop a fabric
	textures.	delicately, by using a	Show an ability to	ways, experimenting	patterns with	collage.
	Develop knowledge	spatula or by blowing	select and control	with different	impressed shapes.	Make a wax crayon
	of landscape by using	to create texture.	materials.	coloured papers to	Make papier mache	batik picture.
	line and texture to		Show emotion	print on.	relief pictures.	Create mood through
	draw from life and		through use of colour.	Learn marbling	Select appropriate	a choice of colours.
	photographs.			technique and use in	colours.	Learn the technique
				a product eg		of tie-dye through
				bookmaking.		winding thread /
						string around cloth,
						and dying with 2
						primary colours to
	Use of ICT	Use of ICT	Use of ICT	Use of ICT	Use of ICT	create 3 colours. Use of ICT
G. Cross	Use of ICT				PSHE	PSHE
Curricular Links		Using the project and English writing to	Links to project and understanding of the	Links to project and understanding of	PSHE	PSHE
(Core non-		inspire their Art	history of dinosuars	shape and space		
negotiable		inspire then Art	filstory of unlosuals	shape and space		
standards)						
H. Assessment	Formative	Formative	Formative	Formative	Formative	Formative
Pathway	assessment against	assessment against	assessment against	assessment against	assessment against	assessment against
Tatliway	key skills and	key skills and	key skills and	key skills and	key skills and	key skills and
	understanding.	understanding.	understanding.	understanding.	understanding.	understanding.
	End of unit "product"	End of unit "product"	End of unit "product"	End of unit "product"	End of unit "product"	End of unit "product"
I. Years A/B	ICT					
•		/ drawing in digital art pro	ogrammes.			
	Collect photos for a the	eme.				
	Make images - photoco	py onto acetate / use lay	ering and colouring.			
	Create simple images o	n photographic paper (co	lourgraphic).			
	Use a camera to record	images.				
	Make a photograph col	lage to explore positive a	nd negative.	Spr 2	Sum 1	Sum 2

				1	1				
3– Unit Title	Drawing	Painting	Printing	Collage	3D	Fabric			
A. Nat Curriculum	(Page refs)								
14	(-0,								
	ADMAT: Accolorating	ADMAT: Accelerating	ADMAT: Accelerating	ADNAT: Accelerating	ADNAT: Accelerating	ADMAT: Accelerating			
B. Academy Aims	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating			
Link	and sustaining	and sustaining	and sustaining	and sustaining	and sustaining	and sustaining			
	children's progress,	children's progress,	children's progress,	children's progress,	children's progress,	children's progress,			
	ensuring achievement gaps for	ensuring achievement gaps for	ensuring achievement gaps for	ensuring achievement gaps for	ensuring achievement gaps for	ensuring achievement gaps for			
	• •	01	disadvantaged	disadvantaged	disadvantaged	disadvantaged			
	disadvantaged children are	disadvantaged children are	children are	children are	children are	children are			
	addressed and	addressed and	addressed and	addressed and	addressed and	addressed and			
	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are			
	equipped for the next	equipped for the	equipped for the	equipped for the	equipped for the	equipped for the			
	phase of learning and	next phase of	next phase of	next phase of	next phase of	next phase of			
	creating an enjoyable	learning and creating	learning and creating	learning and creating	learning and creating	learning and creating			
	and creative	an enjoyable and	an enjoyable and	an enjoyable and	an enjoyable and	an enjoyable and			
	curriculum that meets	creative curriculum	creative curriculum	creative curriculum	creative curriculum	creative curriculum			
	the learning needs of	that meets the	that meets the	that meets the	that meets the	that meets the			
	children.	learning needs of	learning needs of	learning needs of	learning needs of	learning needs of			
	WHA: Challenge and	children.	children.	children.	children.	children.			
	creativity.	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and			
	creativity.	creativity.	creativity.	creativity.	creativity.	creativity.			
		creativity.	creativity.	cieativity.	cieativity.	creativity.			
C. Scheme	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders			
Reference									
D. Key Knowledge	DRAWING Aut 1	PAINTING Aut 1	PRINTING Spring 1	COLLAGE Spring 1	3D	FABRIC			
					Summer 1	Summer 1			
	Look at examples of artists' work, research the artists' background, experiences and other work. Record findings.								
	Look at real objects and relate own work to these.								
	Look at real objects and	d relate own work to the	se.						
	-	d relate own work to the ed questions about conte							
	Ask and answer detaile	ed questions about conte	ent, form and process.						
	Ask and answer detaile		ent, form and process.						
	Ask and answer detaile Include cultural and na ICT	ed questions about conte	ent, form and process. Dects of artists' work.						
	Ask and answer detaile Include cultural and na ICT Animation : make a flic	ed questions about conte itional / international asp :k book / animated mode	ent, form and process. Dects of artists' work. Pels / pin hole camera.	eg paper, fabric etc.					
F. Key Skills and	Ask and answer detaile Include cultural and na <u>ICT</u> Animation : make a flic Photocopy art : transfe	ed questions about conte tional / international asp k book / animated mode ers / acetate / collage / - 0	ent, form and process. Dects of artists' work. Pels / pin hole camera.	1	Create real-life and	Weave & understand			
E. Key Skills and	Ask and answer detaile Include cultural and na ICT Animation : make a flic Photocopy art : transfe Create line, pattern &	ed questions about content tional / international asp tk book / animated mode ers / acetate / collage / - o Mix & use a range of	ent, form and process. Dects of artists' work. The pin hole camera. Onto different materials,	Appreciate the					
E. Key Skills and Understanding	Ask and answer detaile Include cultural and na <u>ICT</u> Animation : make a flic Photocopy art : transfe	ed questions about conte tional / international asp k book / animated mode ers / acetate / collage / - 0	ent, form and process. Dects of artists' work. els / pin hole camera. onto different materials, Make and use a	1	Create real-life and giant-sized objects from previous	Weave & understand warp & weft technique.			

	observation, in small & large scale. Create an abstract design based on their observational drawings. Create an imaginative drawing.	tints. Understand that a tint is adding white & shade is adding black. Mix a range of skin colours. Develop use of shades & tints to colour or decorate drawings & create paintings – imaginary, silhouette & observed.	Understand the potential of adding other elements to print. Allow colours to mix on a page. Make a printed linear design, and a press print.	with reasonable accuracy. Choose appropriate textures for subject matter. Give an idea of shape and distance. Mix translucent materials to gain colour mixes.	papier mache, cardboard and paper. Use tools appropriately. Decorate using impressions printed on a surface, and paint realistically, using correct colours.	appropriately. Select interesting textured and coloured fabrics to create pictures. Identify cool / warm backgrounds. Use observational drawings to design fabric pictures. Understand the batik process with paste resist. Control the use of dyes when painting fabric.
F. Cross Curricular Links (Core non- negotiable standards)	English – drawing a new dungeon *History; Iron Age cave paintings Computing: use the internet and web-based tools as a source of information		*Art- Multicultural Me wish you were her posters Computing: use the internet and web-based tools as a source of information		Literacy *History – designing a Roman shield Mosaic pictures Computing: use the internet and web-based tools as a source of information	
G. Assessment Pathway	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"
Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	Drawing	Painting	Collage	Printing	3D	Fabric
A. Nat Curriculum 14	(Page refs)					
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for

	disadvantaged	disadvantaged	disadvantaged	disadvantaged	disadvantaged	disadvantaged
	children are	children are	children are	children are	children are	children are
	addressed and	addressed and	addressed and	addressed and	addressed and	addressed and
	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are
	equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next
	phase of learning and	phase of learning and	phase of learning and	phase of learning and	phase of learning and	phase of learning and
	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable
	and creative	and creative	and creative	and creative	and creative	and creative
	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets
	the learning needs of	the learning needs of	the learning needs of	the learning needs of	the learning needs of	the learning needs of
	children.	children.	children.	children.	children.	children.
	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and
	creativity.	creativity.	creativity.	creativity.	creativity.	creativity.
C Calcana	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders
C. Scheme	Scottish Dorders	SCOULISH DUILUEIS	SCOULISH DUILLEIS	SCOULISH DUILLEIS	SCOLLISH DUILLEIS	Scottisti Doruers
Reference						
D. Key Knowledge	DRAWING	PAINTING	COLLAGE	PRINTING	3D	FABRIC
	Look at real objects and	l relate own work to thes	e.	iences and other work. Re	ecord findings.	
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi	l relate own work to thes d questions about conten ional / international aspe th scale – miniature peop	e. It, form and process.		ecord findings.	
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope	I relate own work to thes d questions about conten ional / international aspe th scale – miniature peop mages in digital art.	e. it, form and process. ects of artists' work. ple placed in the environn	nent.		
E. Key Skills and	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal &	I relate own work to thes d questions about conten ional / international aspe th scale – miniature peop mages in digital art. Mix autumnal colours	e. It, form and process. ects of artists' work. De placed in the environr Create a variety of	nent. Create transfer, block,	Make a clay object	
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create	I relate own work to thes d questions about conten- tional / international aspe th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting	e. It, form and process. Sects of artists' work. Deplaced in the environr Create a variety of collages using a	nent. Create transfer, block, offset and paper strip	Make a clay object using pinch / thumb	Create an image or
E. Key Skills and Understanding	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of	I relate own work to thes d questions about conten- cional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary	e. It, form and process. Sects of artists' work. Deplaced in the environn Create a variety of collages using a variety of techniques:	nent. Create transfer, block, offset and paper strip prints.	Make a clay object using pinch / thumb pot technique,	object.
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and	I relate own work to thes d questions about conten- tional / international aspe th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel).	e. It, form and process. Sects of artists' work. Dele placed in the environn Create a variety of collages using a variety of techniques: Make symmetrical	nent. Create transfer, block, offset and paper strip prints. Use observational	Make a clay object using pinch / thumb pot technique, blending attached	object. Make a larger than
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone.	I relate own work to thes d questions about conten- tional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito	e. It, form and process. Acts of artists' work. The placed in the environn Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing	nent. Create transfer, block, offset and paper strip prints. Use observational and preliminary	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength.	object. Make a larger than life fabric collage
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and	I relate own work to thes d questions about conten- tional / international aspe th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel).	e. It, form and process. Sects of artists' work. Dele placed in the environn Create a variety of collages using a variety of techniques: Make symmetrical	nent. Create transfer, block, offset and paper strip prints. Use observational	Make a clay object using pinch / thumb pot technique, blending attached	object. Make a larger than life fabric collage
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone. Blend charcoal &	I relate own work to thes d questions about conten- tional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito technique.	e. It, form and process. Sects of artists' work. De placed in the environn Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing and by cutting paper.	nent. Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly	object. Make a larger than life fabric collage from an observational
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone. Blend charcoal & chalk.	I relate own work to thes d questions about conten- tional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito technique. Mix tones of grey and use thin watery paint as a base atmosphere	e. It, form and process. Sects of artists' work. Dele placed in the environn Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing and by cutting paper. Explore qualities of	nent. Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as stimulation.	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly textured clas relief	object. Make a larger than life fabric collage from an observational colour study.
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone. Blend charcoal & chalk. Make observational drawings of an object to show shape &	I relate own work to thes d questions about conten- tional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito technique. Mix tones of grey and use thin watery paint as a base atmosphere (watercolours).	e. It, form and process. Sects of artists' work. The placed in the environm Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing and by cutting paper. Explore qualities of materials and use them effectively. Make small scale	nent. Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as stimulation. Create repeat patterns, using 2 primary colours, &	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly textured clas relief tile from an observational drawing.	object. Make a larger than life fabric collage from an observational colour study. Understand thhe difference between natural and
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone. Blend charcoal & chalk. Make observational drawings of an object to show shape & pattern.	I relate own work to thes d questions about conten- tional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito technique. Mix tones of grey and use thin watery paint as a base atmosphere (watercolours). Use collage and paint	e. It, form and process. Sects of artists' work. The placed in the environm Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing and by cutting paper. Explore qualities of materials and use them effectively. Make small scale collages from	nent. Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as stimulation. Create repeat patterns, using 2 primary colours, & their secondary	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly textured clas relief tile from an observational drawing. Create a sculpture	object. Make a larger than life fabric collage from an observational colour study. Understand thhe difference between natural and expressive colour and
-	Look at real objects and Ask and answer detailed Include cultural and nat ICT Photography playing wi Use digital microscope i Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone. Blend charcoal & chalk. Make observational drawings of an object to show shape &	I relate own work to thes d questions about conten- tional / international aspe- th scale – miniature peop mages in digital art. Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito technique. Mix tones of grey and use thin watery paint as a base atmosphere (watercolours).	e. It, form and process. Sects of artists' work. The placed in the environm Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing and by cutting paper. Explore qualities of materials and use them effectively. Make small scale	nent. Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as stimulation. Create repeat patterns, using 2 primary colours, &	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly textured clas relief tile from an observational drawing.	object. Make a larger than life fabric collage from an observational colour study. Understand thhe difference between natural and

	own version of object to meet a brief. Combine painted backgrounds with drawing in felt pen.	Create a design using warm or cold colours and curved or straight lines.	Use torn paper.		drawing, of part of the human body. Use cardboard materials to create an object.	Make and control wax battik technique, with colour, to create mood. Learn felt making techniques and create an image or object. Board weave, string warp, wool / cotton weft, an image based on a simplified painting.
F. Cross Curricular Links (Core non- negotiable standards)						punting.
G. Assessment Pathway	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"
Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5– Unit Title	Drawing	Painting	Collage	Printing	3D	Fabric
A. Nat Curriculum 14	(Page refs)					
B. Academy Aims	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating
Link	and sustaining	and sustaining	and sustaining	and sustaining	and sustaining	and sustaining
	children's progress,	children's progress,	children's progress,	children's progress,	children's progress,	children's progress,
	ensuring achievement	ensuring achievement	ensuring achievement	ensuring achievement	ensuring achievement	ensuring achievement
			gaps for	gaps for	gaps for	gaps for
	gaps for	gaps for	• •	• .	• •	
	disadvantaged	disadvantaged	disadvantaged	disadvantaged	disadvantaged	disadvantaged
	• •	• •	• •	• .	• •	

	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are		
	equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next		
	phase of learning and	phase of learning and	phase of learning and	phase of learning and	phase of learning and	phase of learning and		
	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable		
	and creative	and creative	and creative	and creative	and creative	and creative		
	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meet		
	the learning needs of	the learning needs of	the learning needs of	the learning needs of	the learning needs of	the learning needs of		
	children.	children.	children.	children.	children.	children.		
	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and	WHA: Challenge and		
	creativity.	creativity.	creativity.	creativity.	creativity.	creativity.		
	cicativity.	cicativity.	creativity.	ciculivity.	ciculivity.	cicativity.		
C. Scheme	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders		
						beettish berders		
Reference	DD AMUNIC	DAINT		DDINITINIC	25	FADDIO		
D. Key Knowledge	DRAWING	PAINT	COLLAGE	PRINTING	3D	FABRIC		
		Look at examples of artists' work, research the artists' background, experiences and other work. Record findings.						
	Look at examples of art	ists' work, research the a	rtists' background, exper	iences and other work. R	ecord findings.			
	-	l ists' work, research the a d relate own work to thes		iences and other work. R	ecord findings.			
	Look at real objects and		e.	iences and other work. R	ecord findings.			
	Look at real objects and Ask and answer detailed	d relate own work to thes	e. ht, form and process.	iences and other work. R	ecord findings.			
	Look at real objects and Ask and answer detailed Include cultural and nat ICT	d relate own work to thes d questions about conter tional / international aspe	e. ht, form and process. ects of artists' work.					
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D	d relate own work to thes d questions about conter tional / international aspe d images – plasticine mod	e. ht, form and process. ects of artists' work. els, small toys, drawings	iences and other work. R / paintings on different m				
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D	d relate own work to thes d questions about conter tional / international aspe o images – plasticine mod Maker / video camera e	e. at, form and process. acts of artists' work. els, small toys, drawings tc.	/ paintings on different m	naterials.			
E. Key Skills and	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create	d relate own work to thes d questions about conter tional / international aspe o images – plasticine mod Maker / video camera e Mix paints to match	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic	/ paintings on different m Create mood with a		Create a large group		
E. Key Skills and Understanding	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone,	d relate own work to thes d questions about conter tional / international aspe) images – plasticine mod Maker / video camera e Mix paints to match the colours in real	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a	/ paintings on different m Create mood with a transfer print, using	naterials. Select part of a picture and	collage based on a		
E. Key Skills and Understanding	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern	d relate own work to thes d questions about conter tional / international aspe o images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects.	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face.	/ paintings on different m Create mood with a transfer print, using line and colour.	Select part of a picture and reproduce a pencil	collage based on a painting, using tones		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of	d relate own work to thes d questions about conter tional / international aspe d images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic	e. It, form and process. Ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print	Select part of a picture and reproduce a pencil drawing of it.	collage based on a painting, using tones of colour & texture		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each	d relate own work to thes d questions about conter tional / international aspe o images – plasticine mod e Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper	e. at, form and process. acts of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage,	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay	collage based on a painting, using tones of colour & texture with care.		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square).	d relate own work to thes d questions about conter tional / international aspe o images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these	e. at, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the	collage based on a painting, using tones of colour & texture with care. Create an image		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from	d relate own work to thes d questions about conter tional / international aspe d mages – plasticine mod d Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours.	e. at, form and process. acts of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials.	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing.	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings.	d relate own work to thes d questions about conter tional / international aspe 0 images – plasticine mod e Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour.	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings. Use chalk on black,	d relate own work to thes d questions about conter tional / international aspe 0 images – plasticine mod e Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly and apply with a	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D symmetrical face	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour. Create a mon-print	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay sculpture from	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap weaving and collage.		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings. Use chalk on black, and charcoal on white	d relate own work to thes d questions about conter tional / international aspe D images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly and apply with a spatula in the style of	e. It, form and process. Ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D symmetrical face showing feeling, from	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour. Create a mon-print from an observational	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay sculpture from paintings / drawings.	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap weaving and collage. Learn the cold or hot		
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	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings. Use chalk on black, and charcoal on white paper, to create observational	d relate own work to thes d questions about conter tional / international aspe D images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly and apply with a spatula in the style of a well-known artist. Design a class	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D symmetrical face showing feeling, from card. Create a portrait	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour. Create a mon-print from an observational line drawing. Use plastic to make	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay sculpture from paintings / drawings. Create an abstract 3D papier mache image	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap weaving and collage. Learn the cold or hot wax method and create an abstract		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings. Use chalk on black, and charcoal on white paper, to create observational drawings.	d relate own work to thes d questions about conter tional / international aspe D images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly and apply with a spatula in the style of a well-known artist. Design a class alphabet based on a	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D symmetrical face showing feeling, from card. Create a portrait using appropriate	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour. Create a mon-print from an observational line drawing. Use plastic to make an interesting print	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay sculpture from paintings / drawings. Create an abstract 3D papier mache image on paper, from	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap weaving and collage. Learn the cold or hot wax method and create an abstract batik design.		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings. Use chalk on black, and charcoal on white paper, to create observational drawings. Use water soluble	d relate own work to thes d questions about conter tional / international aspe D images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly and apply with a spatula in the style of a well-known artist. Design a class alphabet based on a theme, painting each	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D symmetrical face showing feeling, from card. Create a portrait using appropriate materials to show	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour. Create a mon-print from an observational line drawing. Use plastic to make an interesting print with various textures.	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay sculpture from paintings / drawings. Create an abstract 3D papier mache image on paper, from paintings / drawings.	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap weaving and collage. Learn the cold or hot wax method and create an abstract batik design. Colour a batik image		
	Look at real objects and Ask and answer detailed Include cultural and nat ICT Animate using 2 and 3D Create film using Movie Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square). Create a collage from pencil drawings. Use chalk on black, and charcoal on white paper, to create observational drawings.	d relate own work to thes d questions about conter tional / international aspe D images – plasticine mod Maker / video camera e Mix paints to match the colours in real objects. Make a realistic collage from paper painted with these colours. Use colours thickly and apply with a spatula in the style of a well-known artist. Design a class alphabet based on a	e. ht, form and process. ects of artists' work. els, small toys, drawings tc. Create a mosaic picture of part of a face. Interpret a portrait painting in collage, using appropriate materials. Create a 3D symmetrical face showing feeling, from card. Create a portrait using appropriate	/ paintings on different m Create mood with a transfer print, using line and colour. Create a press print from observational drawing, enhancing mood with line and colour. Create a mon-print from an observational line drawing. Use plastic to make an interesting print	Select part of a picture and reproduce a pencil drawing of it. Create a textured clay tile based on the drawing. Create a 3D clay sculpture from paintings / drawings. Create an abstract 3D papier mache image on paper, from	collage based on a painting, using tones of colour & texture with care. Create an image inspired by part of a painting, using wrap weaving and collage. Learn the cold or hot wax method and create an abstract batik design.		

	drawings and learn the wash technique. Design a label, for an item which is clear and eye-catching. Create a still-life in the style of a well- known artist.	Design a carrier bag which reflects the name, colour and products of a given shop.		image. Create mono-prints on fabric with plastic sheets and screen printing ink.	tissue papers. Create sculptures – willow / wire / wood etc.	some areas to overlap. Make a 3D object from batik design.
F. Cross Curricular Links (Core non- negotiable standards)	Maths – explore patterns using tessellation, reflection and rotation		Topic – Chinese symbols DT – mechanical toy – adding designs to finished product		Science – properties of materials Computing – we are artists – using artwork within designed building PE – OAA – Wild Tribe – making art in the outdoors	
G. Assessment Pathway	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2		
6– Unit Title								
0- Onic Title	Drawing	Painting	Collage	Printing	3D	Fabric		
		_	_	_				
A. Nat	(Page refs)							
Curriculum 14								
B. Academy Aims	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating	ADMAT: Accelerating		
Link	and sustaining	and sustaining	and sustaining	and sustaining	and sustaining	and sustaining		
	children's progress,	children's progress,	children's progress,	children's progress,	children's progress,	children's progress,		
	ensuring achievement	ensuring achievement	ensuring achievement	ensuring achievement	ensuring achievement	ensuring achievement		
	gaps for	gaps for	gaps for	gaps for	gaps for	gaps for		
	disadvantaged	disadvantaged	disadvantaged	disadvantaged	disadvantaged	disadvantaged		
	children are	children are	children are	children are	children are	children are		
	addressed and	addressed and	addressed and	addressed and	addressed and	addressed and		
	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are	ensuring children are		
	equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next		
	phase of learning and	phase of learning and	phase of learning and	phase of learning and	phase of learning and	phase of learning and		
	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable	creating an enjoyable		
	and creative	and creative	and creative	and creative	and creative	and creative		
	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets	curriculum that meets		
	the learning needs of	the learning needs of	the learning needs of	the learning needs of	the learning needs of	the learning needs of		
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	creativity.	creativity.	creativity.	creativity.	creativity.	creativity.		
C. Scheme	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders		
Reference								
D. Key Knowledge	DRAWING	PAINTING	COLLAGE	PRINTING	3D	FABRIC		
. Key Kilowieuge	Look at examples of artists' work, research the artists' background, experiences and other work. Record findings.							
	Look at real objects and relate own work to these.							
	Ask and answer detailed questions about content, form and process.							
	Include cultural and national / international aspects of artists' work.							
	ICT							
	Use digital photos of own hand made images, altered and manipulated in a layering ICT programme (Paint.net)							
	Collect and use own im	ages.						

E. Key Skills and Understanding	Observe and record human bodies through a range of experiences : Observe and record a hand, in line only, then in tone only, then in tone only, then in line and tone showing shape, form and texture. Complete half a black and white picture of a face, using charcoal and white chalk. Make quick figure drawings from observation, in fine and bold media. Make a portrait in chalks and charcoal, creating texture in the marks. Produce a distorted self-portrait. Create a collage and drawn portrait in the	Produce a portrait of a partner using tones of grey which emphasise the dark & light of the head. Use a spatula / spreader to apply paint. Mix paint to match the subtle colour of someone or something. Produce a painting that captures the colour, tone and texture of an object. Design and paint an object, creating humour in the design.	Use art straws / card to create a 3D picture based on a painting. Create a stained glass window effect picture, using overlapping tissue to create colours and outline in black pen. Use observational drawings of natural objects to create a wool / string collage showing texture and pattern. Combine mixtures of materials to create a collage based on a painting / drawing. Use the drawing of a group of objects to create shapes cut from tissue, and layered to create an abstract collage.	Create a transfer print combining sharp line and soft colour. Mix coloured chalks with black / white, to create tones & tints. Use these in drawing. Understand how to make an abstract design. Make a controlled repeat pattern, experimenting with different ways to join blocks. Make positive and negative mono-prints, based on a painting.	Design objects using paintings etc as inspiration. Form curved and straight-sided blocks out of clay. Blend shapes of clay carefully and effectively to make a larger object. Cut and model clay to the required shape and texture. Combine cardboard and papier mache to create a carefully made sculpture, creating mood through the colours used.	Use wrap and board weaving to represent reflections observed in drawing. Use batik technique to create a multi- layered image : Use wax resist on plain fabric, paint with dyes, re-wax and re-paint. Learn screen-printing technique and create a 2-layered print with cut newsprint block on screen. Create a soft sculpture, cutting and joining patterns and embellishing components.
F. Cross Curricular Links (Core non- negotiable standards)	drawn portrait in the style of a well-known artist. History – WW2 lead figures Computing – researching artist	Computing – researching artist	History – Ancient Greek designs Computing – researching artist	Computing – researching artist Geography – Extreme weather	Computing – researching artist History – Islamic Civilisations	Computing – researching artist Maths - reflections
G. Assessment Pathway	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"	Formative assessment against key skills and understanding. End of unit "product"