



An Daras Multi Academy Trust
Windmill Hill Academy, Launceston

Integrated Curriculum Scheme of Work - 2014	
Domain of Learning:	<i>Art</i>
National Curriculum Subjects:	<i>Art</i>
Domain Leader:	<i>Vicky Callcut</i>
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 KS1 Art : Look at examples of artists' work, and real objects. Relate own work to these. Ask and answer questions about content, form and process. Include cultural and national / international aspects of artists' work.						
KS1 Year A	Shiver Me Timbers! Collage Art Skill: Design		Can we Fix it? Yes we Can! Digital Media Art Skill: Evaluate		Let's Cook Fabric (Tie Dye) Art Skill: Make	
A. Nat Curriculum 14	P176 -177		P176 -177		P176 -177	
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.		ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.		ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	
C. Scheme Reference	Scottish Borders used to support long term coverage		Scottish Borders used to support long term coverage		Scottish Borders used to support long term coverage	

<p>D. Key Knowledge</p>	<p>1 I can use a range of materials to design and make products 3 I develop a wide range of art and design techniques including colour, pattern, textures, line, shape, form and space 4 I know about the work of a range of artists describing differences and similarities between different artist and making links to my work</p>		<p><u>Art Skill: Evaluate</u> Aims: To produce creative work, exploring ideas and recording their experiences Top evaluate and analyse creative works using the language of art, craft and design I know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Subject Content: I can use a range of 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</p>		<p>I can use a range of materials creatively to design and make products I can develop a range of art and design techniques in using colour pattern, texture, line, shape, form and space I know about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their work</p>	
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E. Key Skills and Understanding Year 1	DRAWING Use a range of tools – pencils, graphite, black felt pen, white chalk, coloured chalks. Create line patterns. Make observational drawings of objects. Create fantasy drawings. Develop mark making through experiment and discovery.	PAINTING Use primary colours only and mix a variety of oranges, greens & purples in paint. Use the mixed colours in painted and blown pictures, incorporating wax crayons. Develop control of paint with brushes and blowing.	COLLAGE Carefully cut and tear shapes from paper. Glue shapes onto a drawn background. Appreciate torn edges. Use shapes to create a picture. Use primary coloured tissue to create secondary colours in a picture.	PRINTING Print with found objects. Create pictures from primary colours. Make simple block and repeat patterns, using tones of secondary colour.	3D Combine clay with a painting. Create a clay tile. Make a picture with impressed shapes. Make a papier mache object and decorate with a print or collage pattern. Draw objects and make mini-models using salt dough.	FABRIC Weave with different paper textures. Sew a simple bag and create a design on it. Make wrap weaving with cold or warm colours. Make a fabric collage picture, including fraying fabric.
F. Key Skills and Understanding Year 2	DRAWING Use a range of tools – pencils, graphite, black felt pen, white chalk, coloured chalks and soft pastels. Understand how to create a variety of textures. Develop knowledge of landscape by using line and texture to draw from life and photographs.	PAINTING Mix orange, green, and purple; also shades of grey, blue and green (secondary colour wheel). Control paint by using small brushes delicately, by using a spatula or by blowing to create texture.	COLLAGE Use fabric appropriately in the design of a picture. Combine different media to create an appropriately scaled collage. Show an ability to select and control materials. Show emotion through use of colour.	PRINTING Make block, transfer and press print designs, evenly printed in a controlled manner. Use colour in interesting and varied ways, experimenting with different coloured papers to print on. Learn marbling technique and use in a product eg bookmaking.	3D Create textured clay tiles. Learn coil pot technique. Draw shape outlines onto a pot. Make distinct patterns with impressed shapes. Make paper mache relief pictures. Select appropriate colours.	FABRIC Choose a variety of appropriate materials to create a class landscape picture. Weave with control on a board. Develop a fabric collage. Make a wax crayon batik picture. Create mood through a choice of colours. Learn the technique of tie-dye through winding thread / string around cloth, and dying with 2 primary colours to create 3 colours.
G. Cross Curricular Links (Core non-negotiable standards)	Use of ICT Using project work as a stimulus to create a piece of Art	Use of ICT	Use of a range of ICT programmes and understanding of the terms of compare and contrast.	Use of ICT Music Geography	Use of ICT Link with science to understand how dyes work	Use of ICT PSHE

H. 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
KS1 Year B		Superheroes! Drawing and Painting Art Skill: Evaluate	Walking with the Dinosaurs Printing Art Skill: Make	Green Fingers Sculpture Art Skill: Design		
A. Nat Curriculum 14		P176 -177	P176 -177	P176 -177		
B. Academy Aims Link		ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.		ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.
C. Scheme Reference		Scottish Borders used to support long term coverage	Scottish Borders used to support long term coverage	Scottish Borders used to support long term coverage		

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

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

3– Unit Title	<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Collage</i>	<i>3D</i>	<i>Fabric</i>
A. Nat Curriculum 14	(Page refs)					
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children's progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.
C. Scheme Reference	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders
D. Key Knowledge	DRAWING Aut 1	PAINTING Aut 1	PRINTING Spring 1	COLLAGE Spring 1	3D Summer 1	FABRIC Summer 1
	<p>Look at examples of artists' work, research the artists' background, experiences and other work. Record findings.</p> <p>Look at real objects and relate own work to these.</p> <p>Ask and answer detailed questions about content, form and process.</p> <p>Include cultural and national / international aspects of artists' work.</p> <p><u>ICT</u></p> <p>Animation : make a flick book / animated models / pin hole camera.</p> <p>Photocopy art : transfers / acetate / collage / - onto different materials, eg paper, fabric etc.</p>					
E. Key Skills and Understanding	Create line, pattern & tone with pencil & chalk / charcoal. Use these skills to	Mix & use a range of secondary colour tones. Use primary colours	Make and use a stencil in a controlled manner, building a picture in stages or	Appreciate the importance of outline in silhouettes. Handle materials –	Create real-life and giant-sized objects from previous observational	Weave & understand warp & weft technique. Select colours and

	draw from observation, in small & large scale. Create an abstract design based on their observational drawings. Create an imaginative drawing.	and mix a range of 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.	layers. 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.	tear & cut shapes with reasonable accuracy. Choose appropriate textures for subject matter. Give an idea of shape and distance. Mix translucent materials to gain colour mixes.	drawings, using clays, papier mache, cardboard and paper. Use tools appropriately. Decorate using impressions printed on a surface, and paint realistically, using correct colours.	textures 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	<i>Drawing</i>	<i>Painting</i>	<i>Collage</i>	<i>Printing</i>	<i>3D</i>	<i>Fabric</i>
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 children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.
C. Scheme Reference	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders
D. Key Knowledge	DRAWING	PAINTING	COLLAGE	PRINTING	3D	FABRIC
	<p>Look at examples of artists' work, research the artists' background, experiences and other work. Record findings.</p> <p>Look at real objects and relate own work to these.</p> <p>Ask and answer detailed questions about content, form and process.</p> <p>Include cultural and national / international aspects of artists' work.</p> <p><u>ICT</u></p> <p>Photography playing with scale – miniature people placed in the environment.</p> <p>Use digital microscope images in digital art.</p>					
E. Key Skills and Understanding	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. Develop a new drawing to design	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 to create objects and reflections.	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 observational drawings of an object.	Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as stimulation. Create repeat patterns, using 2 primary colours, & their secondary colour. Create stencils.	Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly textured clay relief tile from an observational drawing. Create a sculpture from an observational	Create an image or object. Make a larger than life fabric collage from an observational colour study. Understand the difference between natural and expressive colour and make collages relating to both.

	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)						
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	<i>Drawing</i>	<i>Painting</i>	<i>Collage</i>	<i>Printing</i>	<i>3D</i>	<i>Fabric</i>
A. Nat Curriculum 14	(Page refs)					
B. Academy Aims Link	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and

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C. Scheme Reference	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders
D. Key Knowledge	DRAWING	PAINT	COLLAGE	PRINTING	3D	FABRIC
	<p>Look at examples of artists' work, research the artists' background, experiences and other work. Record findings.</p> <p>Look at real objects and relate own work to these.</p> <p>Ask and answer detailed questions about content, form and process.</p> <p>Include cultural and national / international aspects of artists' work.</p> <p><u>ICT</u></p> <p>Animate using 2 and 3D images – plasticine models, small toys, drawings / paintings on different materials.</p> <p>Create film using Movie Maker / video camera etc.</p>					
E. Key Skills and Understanding	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 fine liner pens to make observational	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 letter smoothly and carefully.	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 character.	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. Use the plastic print to create a distorted	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. Colour the papier mache model with	Create a large group 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 with no more than 3 dye colours, allowing

	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	<i>Drawing</i>	<i>Painting</i>	<i>Collage</i>	<i>Printing</i>	<i>3D</i>	<i>Fabric</i>
A. Nat Curriculum 14	(Page refs)					
B. Academy Aims Link	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.	ADMAT: Accelerating and sustaining children’s progress, ensuring achievement gaps for disadvantaged children are addressed and ensuring children are equipped for the next phase of learning and creating an enjoyable and creative curriculum that meets the learning needs of children. WHA: Challenge and creativity.
C. Scheme Reference	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders	Scottish Borders
D. Key Knowledge	DRAWING PAINTING COLLAGE PRINTING 3D FABRIC 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 images.					

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