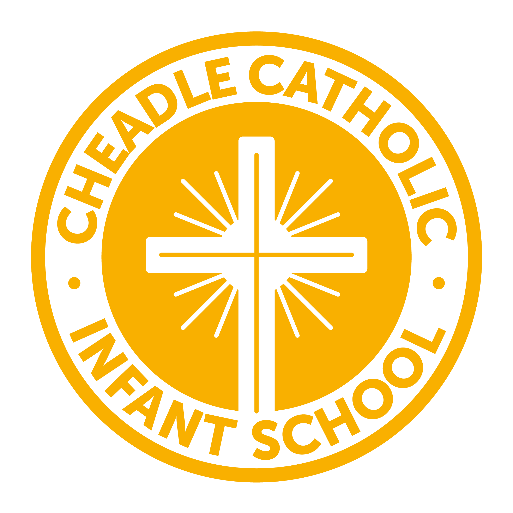
Cheadle Catholic Infant School

Scheme of Work for Art & Design Key Stage 1



*‘At Cheadle Catholic Infant School, we love and respect each other. We love to learn and let our inner light shine brightly in all that we do.’*

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| What our children say about Art & Design  Senan (Nursery) “I like colouring in and drawing.”  Hattie (Reception) “I love doing art the best. I like making things.”  Liam (Year 1) “Art is good because we get to draw and paint.”  Summer (Year 2) “Art is where you draw and do nice things and take your time.” |
| Cheadle Catholic Infant School essentials for this subject: (Intent)  We want our children…   * **To have a love of art and to enjoy engaging in art activities.** * **To feel happy and confident during art lessons.** * **To be creative and make their own decisions.** * **To experience a range of art resources and explore new art techniques.** * **To be inspired by other artists and one another.**   **In our school we want…**   * **To have a high level of art skills reinforced in art lessons and evidenced in books.** * **To encourage pupils to experiment, invent and create their own works of art and craft.** * **To encourage pupils to become increasingly proficient at drawing, painting and sculpture.** * **To learn new artistic techniques and provide opportunities to learn new crafts.** * **To develop a language of art by exploring the work of other artists, craft people and designers.** * **To have high quality books that show clear progression.** * **A clear end point - The children know what they are learning and why. (Why this? Why now?)** |

Year 1

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| **AUTUMN 1**  **TOPIC: Ourselves-Pablo Picasso**  **CCIS ESSENTIALS:** | | |
| **STATUTORY REQUIREMENTS** | **KEY QUESTIONS** | **ACTIVITIES** |
| **Pupils should be taught …**   * **to use a range of materials creatively to design and make products.** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** * **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** | * **What is a portrait?** * **Who is Pablo Picasso?** * **What do you think of Pablo Picasso’s portraits?** * **Can you explain why you do or do not like them?** * **Can you draw a portrait of yourself?** * **Can you look closely and in detail?** * **Can you evaluate your own sketch? What do you like about your sketch? What would you change about your sketch?** * **Can you name the primary colours?** * **Which colours can you make from the 3 primary colours?** * **Can you mix the secondary colours using only the primary colours?** * **Can you create tints by adding white?** * **Can you create shades by adding black?** * **Can you paint a portrait of a friend?** * **What colours will you need?** * **Can you mix your own colours?** * **Can you create a group composition?** * **Can you sketch parts of your face from different angles?** * **Can you cut out the sketches and use them to make different compositions?** * **Can you sketch a face in the cubist style like Picasso?** * **Can you draw your favourite sketch on a larger scale?** * **Which medium would you like to use to colour your sketch?** * **Can you evaluate your picture against Picasso’s work?** * **What aspects are like Picasso’s work?** * **What aspects are different?** * **What would you change?** | **Week 1**   * **Introduce the topic ‘Ourselves.’** * **Talk to the children about the meaning of the word portrait. What is a portrait?** * **Introduce the artist Pablo Picasso and explain that he is a famous artist who often painted portraits. Find out information about him and his work.** * **Provide opportunities for the children to look at examples of Picasso’s portraits and to discuss in groups. Can they talk about whether they like them or not, and explain why? Explain that everyone is entitled to an opinion about art and that it doesn’t matter if your view differs from someone else.** * **Ask the children to spend time looking at the finer details of each part of their face in the mirror.** * **Can they sketch a portrait of their own face using a pencil?** * **Can the children evaluate their own sketch? Can they think about what they could do to improve next time?**   **Week 2**   * **Look at the colour wheel. Discuss Primary colours. Talk about how the secondary colours are made from the Primary colours.**      * **Explain to the children that today they are going to practise mixing the Primary colours to create the secondary colours. Provide plenty of opportunity to experiment with colour mixing making a variety of colours.** * **Explain that we can create tints of a specific colour by adding white to make the colour lighter. We can also make shades of a colour by adding black to make the colour darker. Teacher to model how this can be achieved. Allow time for pupils to experiment with this for themselves.** * **Spend time talking to the children about the colours they have created and how they can mix them to create different colours and different tones.**   **Week 3**   * **Recap colour mixing from the previous lesson. Remind the children about the colour wheel. Ask the children to identify the primary and secondary colours. How can we create the secondary colours from the primary colours? Ask the children to explain how we create tints and shades using white and black paint.** * **Provide the children with a palette to mix their own colours. Can they paint picture of their choice using the skills they have learnt about colour mixing, tints and shades?**   **Week 4**   * **Provide the children with opportunities to create a group piece of art exploring the concept of Cubism. Children to look at images of facial features from different angles and arrange them to make a piece of work similar to that of Picasso’s.** * **Provide opportunities for the children to experiment using mirrors to draw parts of their face from different angles.**   **Week 5**   * **Recap the work of Pablo Picasso. Think about how Picasso drew parts of the face from different angles.** * **Children to play the game ‘Roll a Picasso.’** * **Children to draw the images they roll and use these to create their own composition.**   **Week 6**   * **Recap the previous lessons work on cubist compositions. Each child may choose his/her favourite composition to replicate on a larger scale using a black fine liner pen.** * **Recap the cubist images painted by Picasso and look at his use of colour. Explain that he used bold colours, e.g. bright reds, yellows, blues and many of the secondary colours also.** * **To replicate this intensity of colour the children can choose to use a medium of their choice e.g. felt pens, pastels or paints to colour their image.** * **Once the work is complete, the children will have the opportunity to evaluate their piece of work against the artist’s work by looking at the similarities and differences.** |
| SPRING Topic: Flowers & Plants – Printing & Weaving | | |
| STATUTORY REQUIREMENTS | KEY QUESTIONS | ACTIVITIES |
| Pupils should be taught …   * to use a range of materials creatively to design and make products. * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | * **What is weaving?** * **What is a loom?** * **Can you weave using wool & ribbons?** * **Can you print a pattern using natural objects?** * **What is block printing?** * **Can you create your own simple flower/plant pattern?** * **Who is Barbara Hepworth?** * **Can you identify things that you could do better with next time? Can you create your own 3D sculpture?** * **Can you create a group sculpture?** * **Can you evaluate your own and other’s work?** * **Can you identify things that worked well?** | **Week 1**   * **Introduce the topic ‘Flowers and Plants.’ Explain that during this topic, we will be focussing on the techniques of weaving and printing.** * **Demonstrate the technique of weaving for the children to watch using card and ribbon. Explain that weaving is the interlacing of two sets of threads usually at right angles. The lengthwise yarns are called the warp; the crosswise yarns are called the weft.** * **To create their own weaving using a cardboard loom, wool, ribbons.**   **Week 2**   * **Show the children images of an artists’ work where they have printed using natural objects.** * **Using natural materials e.g. leaves, sticks, pieces of bark, show the children how we can use them to print by dipping them in coloured paints. Think about the different ways we can arrange them on the paper to create patterns.** * **Look at examples of some of the completed work. What worked well? What patterns have been created?**   **Week 3**   * **Explain to the children that today we are going to do block printing. We are going to continue to think about how to create patterns as in the previous lesson. Show some examples of the block printing technique.** * **The children will look at images of flowers and plants and choose one to draw onto the polystyrene sheet. The children may want to draw some simple patterns around the image also.** * **The children will choose a colour of paint to use to cover the polystyrene sheet using a paint roller. Once the sheet is covered with paint, they will print the image onto paper.**   **Week 4**   * **Learn about the artist Barbara Hepworth. Find out facts about her and look at pieces of her work.** * **Look at the flower sculptures created by Barbara Hepworth and discuss. Ask the children to think about whether they like her work, giving reasons for their answers.**   **Week 5**   * **The children will have the opportunity to create their own flower sculpture using air drying clay. They may choose to add other materials to their dough e.g. a pipe cleaner to create a stem, tissue paper to create leaves, a button for the centre of the flower. The children can put their flowers together and arrange them like Barbara Hepworth.** * **Children to peer evaluate their sculptures. Look around the room at what others have made. Look at using positive comments to peer review and think about ways to improve your own work based on others’ suggestions.** * **Explain to the children that we are going to create a 3D flower sculpture like the artist during forest school. The children will work in groups for this activity. Show the children how to mould the dough to create the shape of the petals. Explain that other materials can be added to the dough to create different textures and effects.** |
| **SUMMER**  **TOPIC: Seaside Holidays**  **CCIS ESSENTIALS:** | | |
| **STATUTORY REQUIREMENTS** | **KEY QUESTIONS** | **ACTIVITIES** |
| **Pupils should be taught**   * **to use a range of materials creatively to design and make products.** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** * **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** | * **What is a seaside landscape?** * **What can you see in the pictures?** * **Can you draw from memory?** * **Can you draw from imagination?** * **What is the horizon?** * **Can you draw lines to create a horizon and the sea?** * **What is composition?** * **Where will you position your pictures on the page?** * **What textures do you think you would feel in this scene?** * **Can you find textures to represent objects in the picture?** * **How can we create different shades of colour?** * **Can you add white to create lighter tints?** * **Can you add black to create different shades?** * **Can you mix the colours used in the picture to replicate Van Gogh’s art?** * **Have you mixed your colours successfully?** * **How can I create texture?** * **What do you like about your work?** * **How does it compare to Van Gogh’s work?** * **Would you change anything?** | **WEEK 1**   * **To introduce the topic ‘Seaside Holidays.’** * **Look at a range of seaside images from a range of artists e.g. Elizabeth Lennie, ‘Le Lavandou’ by Renoir, ‘Boy on the Sand’ by Joaquin Sorolla. Discuss what can be seen in these pictures?** * **To draw from memory and from imagination, objects that you might see at the seaside.** * **Cut out the objects and explain that we are going to create a seaside landscape.** * **Show the children how to draw lines to create a horizon line and the sea.** * **Children to create a beach scene using their drawings, thinking carefully about composition of where the objects should be placed on the paper. Photograph each composition and keep the children’s drawings in an envelope to be used later in Week 6.**   **WEEK 2**   * **To think about a piece of art by Van Gogh called ‘Fishing Boats on the Beach at Saintes-Maries-de-la-Mer’ and look at the pictures of artwork by Elizabeth Lennie.** * **Discuss the pictures looking at the images they can see. Imagine they are at the beach and think about what sounds might be heard and how objects in the picture might feel e.g. the sand, the boats etc.** * **Explain that in this lesson they are going to try to produce textures they would find at the beach.** * **Look at a range of objects that can be used to create texture e.g. blue cellophane, scrap materials, tin foil, cotton wool, sand, lentils, rice, match sticks etc.** * **Children to find textures from the objects provided to represent the items in the picture and stick them to a photocopy of Van Gogh’s painting in black and white.**   **WEEK 3**   * **Explain to the children that this week we will be exploring how to create different tints and shades of blue and yellow to represent the sea, the sky and the sand.** * **Look again at the pictures and ask the children to look closely at the colours used for the sea, the sky and the sand. Explain that the artists sometimes used different shades of blue to represent the sea and the sky and different shades of yellow to create the sand.** * **Remind the children how to create tints by adding white paint and a small amount of black to create darker shades of blue and yellow.** * **Provide opportunity for the children to experiment creating tints and shades of yellow and blue and by adding water to allow the colours to mix.**   **WEEK 4**   * **Revisit the pictures created by Elizabeth Lennie. Recap how to create different shades of blue and yellow. Explain to the children that today we are going to create a seaside landscape using paint.** * **Children to use a pencil to create a horizon line and a line for the sea.** * **Children to use their knowledge of creating tints and shades to paint the sea, the sky and the sand on their picture.** * **Children to evaluate their use of tints and shades compared to Elizabeth Lennie. Think about the ways in which they are the same and the ways in which they are different.**   **WEEK 5**   * **The children will return to their work from week 2. Look at Elizabeth Lennie’s pictures and look at the colours used to paint the sky, the sea, the sand and the boats and discuss.** * **Mix poster coloured paint to create the same colours thinking about how to create tints and shades and use either a paintbrush or a sponge to apply paint over the textured surfaces.** * **Children to evaluate their work against Elizabeth Lennie’s art. Think about whether they have mixed their colours successfully and whether they would change anything about it?**   **WEEK 6**   * **Look at the painted seaside landscapes the children created in Week 4. Children to add their drawings to the picture thinking about their composition using PVA glue.** * **The children can add texture to their landscapes by adding e.g. cotton wool for the clouds, pieces of fabric for beach towels, sand, glitter, buttons etc.** * **When the pictures are complete, provide time for the children to look at each other’s work and evaluate.** |

**YEAR 2**

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| **AUTUMN**  **TOPIC: Painting the Weather**  **CCIS ESSENTIALS:** | | |
| **STATUTORY REQUIREMENTS** | **KEY QUESTIONS** | **ACTIVITIES** |
| **Pupils should be taught …**   * **to use a range of materials creatively to design and make products.** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** * **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** | * **What is the weather like today?** * **Who is Claude Monet?** * **Can you guess the weather in his paintings?** * **What are the Primary colours?** * **What are the secondary colours?** * **Which colours are warm colours?** * **Which colours are cool colours?** * **Which colours would you use to show warm weather?** * **Which colours would you use to show cooler weather?** * **How do we paint different shades of blue?** * **How can we create different effects using paint?** * **Which utensils could we use?** * **Which techniques do you think are the most effective to create clouds and rain?** * **Can you draw a raindrop?** * **Can you draw a puddle?** * **What is wax resist?** * **Can you create the colours in a rainbow?** * **Can you paint a weather picture inspired by Monet?** | **WEEK 1**   * **Introduce the topic ‘Painting the weather’** * **Look at some pieces of work by the artist Claude Monet. Learn some facts about the artist. Can you guess the weather in each picture? What do you notice about his work? Reflect on the colours used.** * **Look at the colour wheel and recap the Primary and Secondary colours.** * **Discuss warm and cool colours and why this might be?** * **In sketchbooks record warm and cools colours using paint and then label.**   **WEEK 2**   * **Look at Monet’s art and identify all the different shades of blue he has used.** * **Show the children how to create tints and shades using paint. Tints are created by adding white and shades are created by adding black.** * **Ask the children to record and name all the shades of blue they have created.**   **WEEK 3**   * **Children to investigate utensils and equipment that can be used to create clouds and rain.** * **Teacher to show the children the following utensils/equipment and techniques needed to use them. Use the following: blue sugar paper, sponges and tin foil to create clouds using white paint. Paintbrushes tapped together to created splashes of rain using white/blue paint. Small piece of card and white paint to print along the thin edge to create heavy rainfall.** * **Children to use their sketchbooks to experiment with all the above utensils and techniques. Label each recording to explain the technique used.**   **WEEK 4**   * **Look at paintings of rainy weather by Monet and discuss.** * **Learn how to draw raindrops and puddles** * **Practise the wax resist technique, raindrops and water patterns with oil pastels and blue paint- discover that thin, dark paint works best.**   **WEEK 5**   * **Children to look at images of rainbows and discuss the colours within.** * **Discuss which Primary colours make secondary colours and recap how to create tints and shades.** * **Children to experiment mixing paint colours to create the colours in a rainbow.**   **WEEK 6**   * **Children to create their own weather painting inspired by the style of Monet.** * **Children to look at all the pieces of art created by their peers and then evaluate their piece. Think about what they did well and what they think could be improved next time?** |
| **SPRING**  **TOPIC: Drawing, Portraits & Still Life- Arcimboldo**  **CCIS ESSENTIALS:** | | |
| **STATUTORY REQUIREMENTS** | **KEY QUESTIONS** | **ACTIVITIES** |
| **Pupils should be taught …**   * **to use a range of materials creatively to design and make products.** * **to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.** * **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** | * **Who is Arcimboldo?** * **What is a portrait?** * **Can you sketch a portrait in the same style?** * **How can I create light strokes with my pencil?** * **Why do you think Arcimboldo used these colours?** * **What mood has he created in his paintings?** * **How can we create different effects using coloured pencils?** * **How can we create different textures?** * **Can we create a whole class piece of art?** * **What is still life?** * **What is a composition?** * **Can we make marks on different surfaces?** * **What drawing implements/media can we use?** * **What is your favourite composition?** * **What do you like about your art?** * **What would you do differently next time?** | **WEEK 1**   * **Introduce the topic to the children** * **Look at the work of Arcimboldo. Talk about how the pictures are composed.** * **Look at and try to sketch some portraits in the style of Arcimboldo.** * **Focus- sketching with light strokes.**   **WEEK 2**   * **Look at more of Arcimboldo’s work and discuss the colours used and the moods created.** * **Look at a variety of different types of fruit and their textures.** * **Demonstrate how to create different effects using coloured pencils to try and create these textures.**   **WEEK 3**   * **All children bring in a piece of fruit. Create a whole class collaborative portrait using the fruit. Talk about composition and relate to last week’s discussion.** * **Individually sketch the fruit face, thinking about shapes and size of the fruits.** * **Use coloured pencils to colour the fruit and try to show different textures using techniques from last week.**   **WEEK 4**   * **Move onto still life pieces of work. Look at some good examples (female artist Frida Kahlo, Paul Cezanne). Talk about composition.** * **Give children two or three pieces of fruit and encourage them to come up with their own compositions. Make three or four compositions, photograph each one and put in a pic collage. Decide which they like best and evaluate why.**   **WEEK 5**   * **Children look at their favourite composition from last week and experiment to create their favourite effect.** * **Different types of paper (brown paper, newspaper, tin foil, plain paper).** * **Different types of mark making (felt tips, biros, charcoal as well as the pencil/ pencil crayons).**   **WEEK 6**   * **Use their choice of composition, paper and mark making to create their own final still life drawing.** * **Evaluate their final piece explaining their choices, why they made them and what they think of the overall effect.** |
| **SUMMER**  **TOPIC: Japan**  **CCIS ESSENTIALS:** | | |
| **STATUTORY REQUIREMENTS** | **KEY QUESTIONS** | **ACTIVITIES** |
| **Pupils should be taught …**   * **to use a range of materials creatively to design and make products.** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** * **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** | * **What patterns do we see on animals?** * **Can you draw some of these patterns?** * **What is sculpture?** * **Can you create a model of an animal from tin foil?** * **Can you use your hands to mould different shapes?** * **Can you make a sculpture using salt dough?** * **Can you use tools to create details in your salt dough?** * **Can you create a pattern on your animal sculpture?** * **What do you like about your model?** * **What did you find difficult?** * **What would you change if you were to do this activity again?** * **What do you notice about your model after it has been baked?** * **Can you use sandpaper to create a smooth surface on your model?** * **Can you paint your sculpture?** * **What colours will you need?** * **Can you paint the animals’ pattern onto the surface?** * **How do you think the finished result looks?** * **What changes might you make in the future?** | **WEEK 1**   * **Introduce the topic ‘Japan’**   **WEEK 2**  **Week 3**  **Week 4** |