

New Seaham Academy Art and Design scheme of work

Class : 2

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design and Technology Taught		
Autumn 2	Collage- Produce work from healthy food.	<ul style="list-style-type: none"> • Experiment with cutting and sticking, developing skills with scissors. • Develop a collage piece from a simple drawing of a scene by selecting and sticking on paper. • Collect collage materials from nature to form a landscape. Could be stuck onto a background or could be a temporary outdoor collage on the ground. • Explore texture through forming rubbings on ranging surfaces. 	
Spring 1	Design and Technology Taught		
Spring 2	Sculptures- re-cycled theme e.g. Bridges, three billy goats gruff.	<ul style="list-style-type: none"> • Consider meaning of 2D/3D terminology. Experiment with properties of different materials to see if they can fold, bend and be squashed. Begin to consider how two or more materials can be connected to form simple structures. • Create simple designs based from given images of sculptures such as Chinese dragons. using a given structure or template add detail to group cardboard structure by cutting and sticking pieces onto base and contributing to detail. 	

		<ul style="list-style-type: none"> • Begin to form own simple 3D pieces by sticking together tubes/cardboard using masking tape and padding out with scrunched up newspaper where necessary then covering with papier mache. • Look at the work of designer Isambard Kingdom Brunel and describe the differences and similarities between their work and how it links to the children's work. 	
Summer 1	Design and Technology Taught		
Summer 2	Observational drawing/Self portrait Colour- Primary and secondary	<ul style="list-style-type: none"> • Controlled use of line to create simple forms from observations. • Drawing to show some detail inside of line and can colour with line. • Recognise and name primary colours and recognise and name most secondary colours. • Hold a larger paint brush correctly and can make lighter, darker, thicker, thinner, consider consistency with applying paint. • Hold a larger paint brush correctly able to make marks with paint using a variety of tools. • Creating shades of colour, naming shades e.g. lime green. • Creating different textures and patterns using thick paint. (swirls, parallel lines, corkscrews, waves) 	

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Class : 3

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Collage- based on a scene.	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Develop cutting skills through use of scissors. • Collect collage materials from nature to form a landscape. • Develop tearing, cutting and layering paper to form imaginative landscapes using collected rubbings. • Look at work of artist Max Ernst and Andy Goldsworthy and describe the differences and similarities between their work and how it links to the children's work. 	
Spring 1	Design Technology Taught		
Spring 2	Drawing and painting- explore colour.	<ul style="list-style-type: none"> • Recognise and name primary and secondary colours. • Creating shades of colour and naming shades e.g. lime green and can work with warm and cool colour families. • Draw from observation of objects using outline and some inside detail. • Use drawings as a basis to form a scene by building up and can show scale to show larger/smaller. • Apply simple colour washes to form backgrounds to be painted upon when dry. 	

		<ul style="list-style-type: none"> • Creating different textures and patterns using thick paint with a variety of tools. (Paintbrush, lollipop sticks, straws, sponges, etc.) 	
Summer 1	Design Technology Taught		
Summer 2	Printing- using different techniques. Block Printing.	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Create block prints/marks based upon given images using plant materials, exploring colour chose and amount of paint applied. • Create a simple pattern using block prints. • Develop controlled printing against outlines using fingers or cut out shapes. 	

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Class : 4

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Printing Collage - History Topic Medieval Castle.	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Use a variety of materials to take prints from to show a range of textures. • Form prints from low relief building upon cardboard using images/shapes that children have drawn and cut out and to make a pattern. • Introduce matchbox printing to explore possibilities and lines that can be created. • Collect collage materials from nature to form a landscape. • Look at work of artist Henri Matisse and describe the differences and similarities between their work and how it links to the children's work. • Develop tearing, cutting and layering paper to form imaginative landscapes using collected rubbings. 	
Spring 1	Design Technology Taught		
Spring 2	Drawing and Painting - Animals in art.	<ul style="list-style-type: none"> • Draw from observation of objects/pictures using outline and some inside detail and top use drawings as a basis to form a scene by building up. • Stick figures built up to show movement. 	

		<ul style="list-style-type: none"> • Use of charcoal to make marks/wax crayon/oil pastels to form surface to scrape images into • Making marks using simple tools, experimental works (cotton buds, straws etc) • Use a colour wash over a range of materials (leaves, fabric, corrugated card...) to show a range of textures and apply simple colour washes to form backgrounds to be painted upon when dry. • Starting to explore the relationship between colour and moods/feelings. 	
Summer 1	Design Technology Taught		
Summer 2	3D sculpture - Train/Train station.	<ul style="list-style-type: none"> • Discuss ideas of 3D work by artists such as Barbara Hepworth and Anthony Gormley. • Look at range of models as starting points for children's designs which will be built into simple clay structures using pinching clay, rolling, twisting and scratching into clay. • Use clay to form models based upon observations of 3D forms such as shells. • Form 3D paper laminate group models based upon a focus theme and using visual stimulus to help young people create simple designs. 	

New Seaham Academy Art and Design scheme of work

Class : 5

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Moving figures Movement- painting techniques.	<ul style="list-style-type: none"> • Mix and match colours and to lighten and darken tones using black and white. • Experiment working with ranging brushes (from larger strokes for colour washes working in one direction, shorter strokes/dabbing for detail or swirls to show movement). • Form colours working from direct observations of objects and create more abstract paintings by experimenting with scale or unexpected colour palettes (e.g. blues for leaves, greens or purples for different skin tones). • When forming paintings children can cut out and layer painted pieces and are aware of background, foreground, overlap, behind and between. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
Spring 1	Design Technology Taught		
Spring 2	Design Technology Taught	•	

Summer 1	Design Technology Taught		
Summer 2	Print- landscapes/buildings subject matter.	<ul style="list-style-type: none"> • Introduction to roller and ink paintings. Use of simple block shapes formed by children. • Look at the work of artist Andy Warhol and describe the differences and similarities between their work and how it links to the children's work. • Blend two colours of ink when printing. • Take prints from other objects using roller and ink (leaves, fabrics, corrugated card...) to show texture, trying out different coloured backgrounds. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	

New Seaham Academy Art and Design scheme of work

Class : 6

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Drawing - using a range of techniques	<ul style="list-style-type: none"> • Increasing observation of shape and line from both primary and secondary sources. • Use of tone in drawings (charcoals, graded pencils to show cross hatching, pointillism, use of rubber to highlight). • Use of tracing to begin creating tessellations and repeated patterns of an image. • Creation of drawings on ranging scales from huge group pieces to tiny personal detailed responses. • To create sketch books to record their observations and use them to review and revisit ideas. 	
Spring 1	Textiles-design and produce a tapestry linked to history.	<ul style="list-style-type: none"> • Look at the work of craftmaker Monika Correa and describe the differences and similarities between their work and how it links to the children's work. • Introduce batik techniques. • Polycotton printing using small model pieces. • Develop individual collages into group pieces and transformation of a space through collage installation. • To create sketch books to record their observations and use them to review and revisit ideas. 	

<p>Spring 2</p>	<p>Printing- Monoprinting. Prints based on Roman art/culture/structures.</p>	<ul style="list-style-type: none"> • Revisit and develop batik techniques showing added detail onto designs. • Create string prints which experiment with line. Form low relief printing blocks with string design on (string stuck onto cardboard using pva glue). Form repeated patterns, directions, tessellations and overlays. • Form tube string prints cylindrical tubes to create continuous patterns, develop work by layering different colours. • Experienced with impressed printing into clay. • Look at the work of artist Jerry Di Falco and describe the differences and similarities between their work and how it links to the children's work. • To create sketch books to record their observations and use them to review and revisit ideas. 	
<p>Summer 1</p>	<p>Design Technology Taught</p>		
<p>Summer 2</p>	<p>Sculpture - Roman structures link to history topic.</p>	<ul style="list-style-type: none"> • Clay work developed through forming clay base relief and building up layers. Technique of joining pieces using scratch and slip should be covered so that parts do not separate when dry. Texture and pattern should be evident in work through use of different tools and manipulation using fingers. • Introduction of modelling materials such as modroc to solidify forms created through designs into sketchbooks, which children have created. Once dry colour can be painted on. Group sculptures work well on larger scale. 	

		<p>Simple sculptures of human forms using pipe cleaners or wire can be developed based upon observational skills.</p> <ul style="list-style-type: none">• To create sketch books to record their observations and use them to review and revisit ideas.	
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New Seaham Academy Art and Design scheme of work

Class : 7

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Drawing- using a range of techniques.	<ul style="list-style-type: none">• First hand observational drawings from ranging viewpoints including images taken using digital camera (experiment with distances, birds eye view).• Introduce fore, middle, backgrounds, focal points.• Explore drawing using ranging mediums (charcoal, chalk, thick marker pens/ink, graded pencils) from life and imagination into ranging colour/textured and sized backgrounds.• Develop observational sections of drawings using viewfinders.• Transform drawings into more abstract pieces by experimenting with scales and sections of pieces.• Look at the work of artist Picasso and describe the differences and similarities between their work and others and how it links to their work.• Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years.• To create sketch books to record their observations and use them to review and revisit ideas.	

<p>Spring 1</p>	<p>Textiles and collage-design and produce a tapestry linked to history.</p>	<ul style="list-style-type: none"> • Learn to make felt showing colour and pattern (based upon researched felt artefacts). • Revisit and develop batik techniques showing added detail onto designs. • Use a range of starting points for collages, beginning to think in a more abstract way through developing observational drawings using viewfinders. Invite learners to create mood pages into sketchbooks to consider colours and mediums to be used in pieces. Work on a range of scales including larger pieces. • Develop individual collages into group pieces and transformation of a space through collage installation. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
<p>Spring 2</p>	<p>Printing- Viking scene. Colour-using a variety of painting techniques.</p>	<ul style="list-style-type: none"> • Use of images and forms created in sketchbooks to create polystyrene blocks to polyprint using roller and inks. • Use of roller and ink on different surfaces to create low relief printing blocks (corrugated card, foil, craft papers). • Demonstrate tessellations and colour overlay in printing work onto ranging backgrounds. • Introduction to monoprinting (one off image to create an immediate image: Roll out a thin layer of ink onto printing surface, lay A4 paper over the top, lay another sheet of paper and onto it mark an image using pencil, consider both the drawing and the print). 	<p>Outdoors: Can you find some items in nature to use in your print?</p>

		<ul style="list-style-type: none"> • Look at the work of artists David Hockney or Bryan Wynter and describe the differences and similarities between their work and others and how it links to their work. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
Summer 1	Design Technology Taught		
Summer 2	Sculpture- Anglo Saxon helmet/jewellery.	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Clay work developed through forming clay base relief and building up layers. Technique of joining pieces using scratch and slip should be covered so that parts do not separate when dry. Texture and pattern should be evident in work through use of different tools and manipulation using fingers. • Introduction of modelling materials such as modroc to solidify forms created through designs into sketchbooks, which children have created. Once dry colour can be painted on. Group sculptures work well on larger scale. Simple sculptures of human forms using pipe cleaners or wire can be developed based upon observational skills. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. 	Outdoors: draw outside

		<ul style="list-style-type: none">• To create sketch books to record their observations and use them to review and revisit ideas.	
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New Seaham Academy Art and Design scheme of work

Class : 8

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Drawing - using a range of techniques. From culture based on history topic.	<ul style="list-style-type: none">• To explore/critique work of an artist and to plan and design their own work from an example.• First hand observational drawings from ranging viewpoints including images taken using digital camera (experiment with distances, birds eye view).• Recap perspective/fore, middle, backgrounds, focal points.• Proportions if studying portraits/caricatures.• Explore drawing using ranging mediums (charcoal, chalk, thick marker pens/ink, graded pencils) from life and imagination into ranging colour/textured and sized backgrounds.• Creation of free hand forms to layer, rotate, tessellate.• Transform drawings into more abstract pieces by experimenting with scales and sections of pieces.• Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years.• To create sketch books to record their observations and use them to review and revisit ideas.	

<p>Spring 1</p>	<p>Textiles-record an event through fabric, eg: Henry VIII and his wives.</p>	<ul style="list-style-type: none"> • Introduce fabric blocking printing; consider adinkra cloth from Ashanti of Ghana as example of technique. • Look at the work of Craft maker Joanna Kinnersly-Taylor and describe the differences and similarities between their work and how it links to the children's work. • Introduce tie dye techniques to create two coloured dyed pieces. • Investigate how many ways fabric can be changed (cutting, sticking, ironing, creasing, rolling, knotting, tying, weaving, fraying, stitching, marking, tearing). • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
<p>Spring 2</p>	<p>Collage- to depict a moving image.</p>	<ul style="list-style-type: none"> • Look at the work of artist Ekua Holmes and describe the differences and similarities between their work and how it links to the children's work. • Respond to wide ranging visual starting points to form a collage (papers, fabrics, wools, stitching, printing, craft materials), encourage creation of mood board and colour charts before beginning work. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
<p>Summer 1</p>	<p>Design Technology Taught</p>		

<p>Summer 2</p>	<p>Sculpture - Link to History and Tudor exploration.</p>	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Group sculptures that explore structure using rolls of newspaper and masking tape. Lines within lines. Structures such as bridges can also be constructed and solidified using modroc. • Formation of masks based upon individual designs showing use of low relief to build upon layers, design ideas should be taken from ranging cultures and traditions and should build in awareness of collage material properties. • Consider work of contemporary artist Cornelia Parker and use of objects around us to form sculptures. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
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New Seaham Academy Art and Design scheme of work

Class : 9

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Autumn 1	Design Technology Taught		
Autumn 2	Plant drawing- Observational drawings and develop section details. Printing- continents of the world/physical feature.	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Observe sections of objects/abstract views. • Form tessellations, repeated patterns to show movement/motion. • Show tonal qualities in drawings (cross hatching, pointillism, sidestroke, use of rubber to draw) • Look at the work of artist Igor Lukyanov and describe the differences and similarities between their work and how it links to the children's work. • Experience of screen printing. • Design and create motifs and shapes. Inscribe into neoprene sheets, cut out and stick into cardboard. Use these to repeat prints to cover larger areas. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
Spring 1	Design Technology Taught		

<p>Spring 2</p>	<p>Textiles- record an event using fabric as a media.</p>	<ul style="list-style-type: none"> • To explore/critique work of an artist and to plan and design their own work from an example. • Consider natural sources as starting points for design work. Artists such as Claude Lorrain, Poussin, Jan Beaney. • Could be used as starting points. Collecting photos and working outdoors can support work on circular weaving boards with teeth cut around edges with wools. Weaving onto trees and branches could also be explored. • Develop stitching into hessian with wools and large needles. • Consider fabric manipulation techniques through building up pieces using circular embroidery frames. Techniques could include gathering fabrics into spirals when stitching them, plating and pleating fabrics. • Form detailed designs which are developed into batik pieces. Quilted batik pieces can be created through use of circular embroidery frames, added wadding and stitched detail. • Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years. • To create sketch books to record their observations and use them to review and revisit ideas. 	
<p>Summer 1</p>	<p>Design Technology Taught</p>	<ul style="list-style-type: none"> • 	

Summer 2	Sculpture- based on any aspect, eg: bomb shelter. Or South American art.	<ul style="list-style-type: none">• To explore/critique work of an artist and to plan and design their own work from an example.• Research of 3D forms through collecting visual stimuli to inform design. Use of craft knives to score and manipulate mounting board into form.• Manipulate wire to explore malleable qualities before beginning work.• Build upon use of wire to create armature forms and pad out using newspaper before covering in Modroc.• Look at the work of artist and designer Alberto Giacometti and describe the differences and similarities between their work and how it links to the children's work.• Develop a deeper understanding and mastery through the use of techniques and skills that have been learnt from previous years.• To create sketch books to record their observations and use them to review and revisit ideas.	
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