





Itchen Abbas Primary School Scheme of Work for Art and DT








Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning.

Threshold concept symbol	Threshold concept title and descriptor	NC aim it links to
	Develop ideas This concept involves understanding how ideas develop through an artistic Process using critique and evaluation of own work and others.	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experience. • Evaluate and analyse creative works using the language of art, craft and design.
	Develop artistic vocabulary. This concept involves understanding and developing the vocabulary and terminology surrounding art, craft and design.	<ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design.
	Master techniques. This concept involves developing and enhancing skills through exploration and experimentation to express and communicate ideas.	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experience. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	Be inspired. This concept involves learning about and from the artistic process and techniques of great artists culturally and throughout history.	<ul style="list-style-type: none"> • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.













In our school, PSHE and RSE is embedded throughout our wider curriculum. These are the Threshold Concepts.

Itchen Abbas Primary School Scheme of Work for Art and DT





Threshold concept symbol	Threshold concept title and descriptor
	Keeping myself safe This concept involves knowing the importance of and how to stay safe both online and with personal safety. It includes understanding who to talk to and when.
	Making and maintaining healthy relationships This concept is about understanding how to be a friend and what skills and qualities friends need to have and demonstrate over time. It involves understanding what a healthy relationship is and how to respond and protect yourself and others when a relationship is healthy. It is also about having a healthy relationship with yourself.
	Health and wellbeing This concept is about understanding and maintaining good physical and mental health. It includes understanding the positive impact of physical and wellbeing activities have on the body and mind.
	Living in the wider world To learn to be tolerant and show acceptance towards others. To understand the importance of living in an inclusive society and the responsible role we all play within it. To know how to show good citizenship towards others.

Squirrels Cycle A (Yr R)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Our Area		<p>Activities: Map drawings, painting with various colours, landscape paintings/pastel pictures.</p> <ul style="list-style-type: none"> Painting & drawing Year R – children are taught to name, choose and match primary and secondary colours (and explore other colours through colour mixing). Children hold and control a variety of media and use them to make and repeat various lines. Children use lines to create shapes, patterns and textures. 	What are the names of the colours that you know? How can you make green? Orange? Purple? What primary colour is the lightest?	Primary, secondary, tertiary, tone, mix, hue, tint, tone, shade, sketch.



Itchen Abbas Primary School Scheme of Work for Art and DT


Autumn 2	Nature Art	 	<ul style="list-style-type: none"> Artists, craftsmakers, designers: Ton Schulten, Claude Monet (compare artists work) Kandinsky (only colour mixing). 	<p>What is an artist? What illustrators do you know of? What paintings have you seen? Where were they?</p> <p>Yr 1s – what artists can you remember from last year? What artwork were they famous for?</p>	Mud, natural material, build, sculpt, compare, arrange, shapes.
		  	<p>Activities – produce group and individual nature sculptures using resources outside, exploring dyes from plants to create art using nature, artwork using leaves. Build using toy materials following instructions.</p> <ul style="list-style-type: none"> Sculpture Year R – Children mould and create simple shapes with malleable materials, develop the language to describe structures achieved. 		
		 	<p>Arts, craftsmakers, designers – Tim Pugh</p> <ul style="list-style-type: none"> 	<p>What artist did you explore last half term? How are they similar different?</p>	
Spring 1	Toys	  	<p>Activities – Weaving and knitting to make warm fabrics. Design and sew a toy – bean bag/teddy bear.</p> <ul style="list-style-type: none"> Textiles Year R – Children collect and classify fabrics and threads into colours and different textures, hold scissors and cut fabrics and threads. 	<p>What do we use fabric for? How do you think it is joined together?</p>	Sew, join, weave, warp, thread, texture, classify/sort, texture, cut, needle, wool, stitch.
		 	<ul style="list-style-type: none"> Arts, craftsmakers, designers – Ty Warner – beanie baby designer. 	<p>Last term you explored Ton Schulten and Claude Monet. How did your paintings and drawings look similar to their work? How will Ty Warner influence your designs?</p>	

Itchen Abbas Primary School Scheme of Work for Art and DT













Spring 2	China		<p>Activities – Observational drawings of objects (paying attention to detail), painting/drawing outside on tiles, use art apps to create pictures, use cameras to take pictures of outdoor art.</p> <ul style="list-style-type: none"> • Painting and drawing Year R – Children describe people, objects and places using simple art specific language especially related to colour and shape, use lines to create shapes, patterns and textures. • Art and ICT Year R – Children use paint packages to make pictures, select and name colours for paint activities, begin to use digital cameras to record own work, stick photographs in sketchbooks or learning journals, begin to use an art package as a medium. • 	<p>Last term you used pencils and paper to sketch maps. How did you draw curved/straight lines?</p>	
			<ul style="list-style-type: none"> • Arts, craftmakers, designers – Paul Cezanne fruit paintings 	<p>Last term you explored Claude Monet, how was his work similar/different? What do you notice about the colours he uses?</p>	
Summer 1	Vehicles		<p>Activities – Children explore landscapes with magazine collages, ripped paper landscapes. Create group collage using images from the internet, create art with paint app and print to add to collage, nature walks to collect photos of landscapes to use in art collages.</p> <ul style="list-style-type: none"> • Collage year R – Children hold and cut a range of materials, tear paper into strips and simple shapes, classify materials into textures and colours. 	<p>How could we use ripped paper to make a picture? How could we use ICT for our artwork?</p> <p>Last term we used an app to create our own artwork, how did it work? How was it different to art on paper?</p>	<p>Collage, rip/tear, landscape, media, layer, material, glue, sticking, photo, video.</p>
			<ul style="list-style-type: none"> • Arts, craftmakers, designers – Ben Lewis Giles (collage artist – explore landscape pictures). 	<p>Does this artist remind you of any illustrators? Other artists?</p>	

Itchen Abbas Primary School Scheme of Work for Art and DT





Summer 2	Trees		<p>Activities – Handprint trees, large scale pontillism (see BBC clip) create splatter tree, print/ create rubbings with natural resources (leaves, sticks etc).</p> <ul style="list-style-type: none"> • Printmaking Year R – Children load and object with paint and print it, make rubbings from textures objects, recognise pattern in natural and man-made objects. • Painting and drawing Year R – Children use lines to create shapes, patterns and textures, securing Autumn 1 objectives. • 	What do trees look like? Are they all the same? Why are they important? What do trees feel like?	
			<ul style="list-style-type: none"> • Arts, craftmakers, designers –Revisit Kandinsky trees, Ruth Bailey splatter trees (compare artists). 	How does the artwork make you feel? How are the artists similar/different? Do they remind you of any artists/places that you know?	

Squirrels Cycle B (Yr R)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Portraits/ Self-portraits.		<p>Activities – Drawing of portraits, self-portraits, take photographs and turn into Picasso style portrait.</p> <ul style="list-style-type: none"> • Painting and drawing Year R –Children hold and control a variety of media and use them to make and repeat various lines. Children use lines to create shapes, patterns and textures. • Art and ICT Year R – Children create papers using a paint programme to cut and add to collage work, take and use photographs to add to collage work, 	<p>Look in mirrors – what do you notice about your face? Look at a friends – how is their face similar/different to yours?</p>	<p>Portrait, self-portrait, sketching, shading, tone, cubism, sculpture.</p>



Itchen Abbas Primary School Scheme of Work for Art and DT




Autumn 2	Christmas	 	<ul style="list-style-type: none"> Arts, craftmakers, designers – Joan Miro (sculptures), Picasso (compare how they portray people in different ways). 	How does Picasso’s artwork make you feel? Why?		How does P feel? Why? Year 1s – La artists, can Were they a How are the Miro/Picass
		  	<ul style="list-style-type: none"> Activities – learn to print with a variety of resources natural and man-made to create a front cover print for a Christmas card (including bubbles, foam, potatoes etc), explore monoprints with wax crayons. Printmaking Year R – Children load and object with paint and print it, make a range of other print, e.g from bubbles. 	What designs might we use for Christmas time? What happens when you pop a bubble?		
		 	<ul style="list-style-type: none"> Arts, craftmakers, designers – explore card prints. 	Compare. Which do you prefer? Why?		
Spring 1	Spring-Weather	  	<ul style="list-style-type: none"> Activities – Tissue paper spring picture collage. Collage Year R – Children apply adhesive sparingly and place glued surfaces together accurately, hold and cut a range of materials, tear paper into strips and simple shapes, classify materials into textures and colours. 	What do we know about spring time? What flowers can you see? How do we cut materials? What is the safest way of holding scissors?	Collage, bleed, glue, spread, tear/rip, cut/shape, twist, layer.	
		 	<ul style="list-style-type: none"> Arts, craftmakers, designers – Victoria Bellas Carter. 	What do you notice about her work? What do you like/dislike? How will you use her work to influence your design?		

Itchen Abbas Primary School Scheme of Work for Art and DT









Spring 2	Great Fire of London		<p>Activities – Pastel fire backdrops with black paper house silhouettes, junk model tudor houses to begin topic then set fire to outside.</p> <ul style="list-style-type: none"> • Collage – secure previous learning in Spring 1. • Sculpture Year R – Children combine boxes and other materials to create junk models. • • 	<p>What do we know about the Great Fire of London? What did the houses look like?</p> <p>How do we create junk models? How do two materials stick together?</p>	
Summer 1	Spring-Animals		<p>Activities – Clay spring animal sculptures, DT – pop up cards.</p> <ul style="list-style-type: none"> • Sculpture Year R – Children mould and create simple shapes with malleable materials, use simple tools to cut, shape and impress patterns and textures in a range of materials, develop the language to describe structures achieved. 	<p>How can we change the shape of clay? How have you made objects using playdough?</p>	Mould, create, sculpt, patterns, lines, fold, material, twist, stick, bend.
			<ul style="list-style-type: none"> • Arts, craftmakers, designers – explore Winchester sculpture ‘Hampshire Hog’ by David Kemp. 	<p>In the Autumn term we looked at the sculptor Joan Miro – what was her work like? Is it similar/different to David Kemp? How?</p>	
Summer 2	Plants		<p>Activities – Create a fabric bag with painting, explore tie dye technique and create a handkerchief/ sharpie flower design, make a bead bracelet/necklace, explore tie dye technique and create a handkerchief.</p> <ul style="list-style-type: none"> • Textiles Year R – Children collect and classify fabrics and threads into colours and different textures, hold scissors and cut fabrics and threads, thread beads onto lace or string. 	<p>What is a bag? What is it used for? What patterns do you see on bags? Why? How could they be made?</p>	

Itchen Abbas Primary School Scheme of Work for Art and DT









		 	Arts, craftmakers, designers – Cath Kidson, revisit Kandinsky and use of colours.	Look at the designer – what is similar in her work? Do you like it or not? Why?	
--	--	--	---	---	--

Hedgehog s Cycle A (Yr 1 & 2)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Artist Study	  	<p>Activities – Produce a space landscape using techniques taught in pencil and painting.</p> <ul style="list-style-type: none"> • Year 1’s- Drawing How to hold a pencil. Pencil pressure light when sketching. “Draw it light until it’s right” Use pencils to draw lines of different lengths and thickness and show patterns using lines. Know there are different grade pencils to produce different tones. • Year 1’s-Painting How to hold a paint brush. Use thick and thin brushes to make lines and shapes. Use white or black to make tints or shades. Make a colour wheel (PLT). • Year 2’s- Drawing From year 1 targets year 2 will select grades of pencils to produce different tones. Vary tones from pencil pressure. Begin to use tone to create an illusion of three dimensions. PLT task Experiment with mark making- hatching, cross hatching, stippling. 	In Squirrels you developed your drawing and painting skills, what tools did you use? What kind of paints did you use? What happens when you mix the primary colours? What are the secondary colours?	Tone, strokes, texture, pattern, cut, effect, hue, layer. Thickness, lengths, cross hatching, hatching, stippling





Itchen Abbas Primary School Scheme of Work for Art and DT

Autumn 2 DT focus- Sewing Christmas Stockings			<ul style="list-style-type: none"> Year 2- Painting Use white or black to make tints or shades and use techniques taught in Year 1. PLT task create a wheel mixing primary colours to make secondary colours. 		
		 	Linked to Topic of Space Exploration. Painting from space.		
		  	<ul style="list-style-type: none"> Continue to practice sketching skills from Autumn 1 into Autumn 2 when designing stockings. 		
Spring 1	Portraits	  	<p>Activities- To produce a self portrait (pencil first then painting)</p> <p>Year 1's-Drawing To use simple grids to support with accurate proportions and positions of facial details.</p> <p>Year 1's-Painting To use thin and thick brushes to create lines and shape. Use white and black to colours to make tints.</p> <p>Year 2's- Drawing Continue to use techniques from year 1. Sketch horizontal grid lines and use simple grids to support with accurate proportions of facial details.</p>	In squirrels you would have been taught to create observational drawings and drawing more detailed pictures of people and objects.	Sketch, position, accurate, lines, shape proportions, tints, tones



Itchen Abbas Primary School Scheme of Work for Art and DT

Spring 2	DT Focus Junk modelling to create a cabin from titanic	  	<ul style="list-style-type: none"> Year 2's Painting Use black and white tints or shades. 		
			<ul style="list-style-type: none"> Use drawing techniques taught in Autumn 1 to support designing for DT project. 		
Summer 1	Plants	  	<p>Activities – To create a collage of your own from reading the book 'Window' by Jeannie Baker.</p> <p>Use drawing techniques taught from Autumn 1. Use hard copy of progressions of Art skills if unsure.</p> <p>Year 1's- Collage Mix materials to create texture e.g overlapping and montage. Understand that collage is a form of artwork that is by by assembling/ combining different pieces of materials to create a new work of art.</p> <ul style="list-style-type: none"> Year 2's- Collage As well as using techniques from year 1 children in year 2 will plan a collage design and consider lines, shape, space and colour. 	In Squirrels you would have learnt to explore different techniques to join materials (glue stick, pva glue)	Picture, arrange, crop, image, collage, materials, lines, shape, space, colour
Summer 2	Childhood throughout the years	 	<ul style="list-style-type: none"> Still continue to master techniques learnt over the year. 		





Itchen Abbas Primary School Scheme of Work for Art and DT

Hedgehogs Cycle B (Yr 1 & 2)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	DT Focus		<p>Activities – Produce starry night scene with silhouette of a Stone Age village.</p> <ul style="list-style-type: none"> Drawing and painting Year 2 - Children use lines and marks to create an increasing range of shapes, patterns and textures, work to the size of the paper or surface, make drawings and paintings to show increasing detail, context and use of the visual elements. 	<p>In Squirrels you explored silhouette pictures of Great Fire of London – what effect did this have?</p> <p>In Squirrels you developed your drawing and painting skills, what tools did you use? What kind of paints did you use? What happens when you mix the primary colours? What are the secondary colours?</p>	<p>Collage, material, adhesive/stick, arrange, effect, visual, colours, artist, brush strokes, bold/bright hues, mixing, surrealism.</p>
					
			<ul style="list-style-type: none"> Collage Year 2 – Children cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately. 		<p>Tone, strokes, texture, pattern, cut, silhouette, effect, hue, layer.</p>
Autumn 2	Moving Toy		<p>PLT Ideas- 1) Colour wheel showing cool and warm colours. 2) Practise adding white or dark to a colour to show different shades of tone. 3) Practise shading using a range of skills like hatching, cross hatching etc.</p>		



Itchen Abbas Primary School Scheme of Work for Art and DT

			<p>4) Research artist who have created pictures of space. Select the one they like most and explain why to a partner.</p>		
Spring 1	Easter		<p>Activities – Easter tile printing (making an Easter card).</p> <ul style="list-style-type: none"> Printmaking Year 2 – Children make a simple printing block from polystyrene tiles or similar, ink up a block and print regular and irregular patterns. <p>PLT Ideas 1) Look at the printing of Andy Warhol and discuss his style of painting. Compare to another artist that does printing. What the same and differences. 2) Practise printing using equipment from Squirrels like their rollers or bring in potatoes so they can create their own stamp for printing.</p> <ul style="list-style-type: none"> 3) Discuss with a partner your printing ideas and have a go sketching it out. 	In Squirrels you printed Easter cards, how did you design your tile? What materials did you use? How did you stick your printing materials to the tile?	Print, ink, cover, peel, tiles, stick, curved, straight, repeat, bright/bold, computer, effect, pop art.
Spring 2	Space Pizza's (DT) focus Cooking		<ul style="list-style-type: none"> Arts, craftmakers, designers – Andy Warhol, Roy Lichtenstein - pop art. 	Last term you explored the artist Friday Kahlo, why she use bright colours? Why do you think the patterns are repeated?	
			<ul style="list-style-type: none"> Activities- Create a design a New York Pizza company with logo and a pizza. Use a range of media to create your pizza such as colour, patter, texture, line, shape. (Look at DT planning) 		


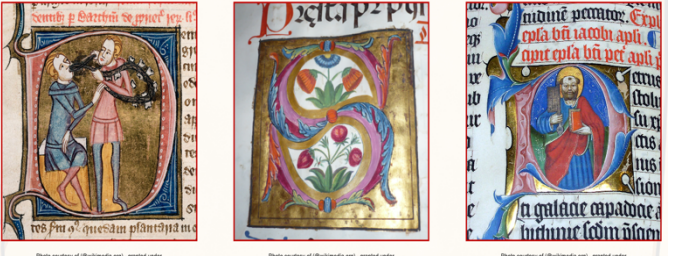
Itchen Abbas Primary School Scheme of Work for Art and DT

Summer 1	Cooking- DT focus		<ul style="list-style-type: none"> • 		
Summer 2	Local artist study	   	<p>Children will learn from a local artist around our local area. Children will learn the artist's techniques and style. They will create a piece of art using the style of the artist.</p> <p>PLT Ideas- 1) Research the artist and his style. 2) Practise the artist techniques</p>	<p>In Squirrels you explored landscape collages, what materials did you use? What is a landscape? What are scenic landscapes?</p>	

Itchen Abbas Primary School Scheme of Work for Art and DT

Otters Cycle A (Yr 3 & 4)	Unit of Work Title	Thresh old Conce	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Foil Printing		Activities – Foil printing, <ul style="list-style-type: none"> • Printmaking- In printing, use materials, tools and techniques with some control to create a ‘clean’ print. • Make a printing block and use it to print a repeating pattern. • Understand the principles of negative and positive relief prints. 	In Squirrels you made animal sculptures. How did you manage the air modelling materials? What happened when the sculpture dried? How did you decorate your work? Year 3s – Last year you made clay crabs. How did you manage the clay, what helped/didn’t help strengthen the structure? What did you use to decorate? You also completing tile printing – how did you design and make your tiles? What materials did you use?	Mould, shape, press, pinch, wet, dry, print, carve, media, tools, material, pattern, manipulate.
Autumn 2	Mosaics- Matisse collage		<ul style="list-style-type: none"> • Activities –mosaics, Matisse style collage to show something about Italy. <ul style="list-style-type: none"> • Collage – Children tear paper to pre-determined strips and shapes, apply adhesive sparingly and stick shapes down accurately. • Use previous knowledge taught about collages from years 1 and 2. (Teachers to look at progression of Art skills copy to support them) 	Last term you completed Jeannie Baker collages, what materials did you use? What effect were you trying to make? How did you layer your materials? What effect did this have? What artists do you like/dislike why? How does the art make you feel? Why? Year 3s – how is this work similar to Frida Kahlo/pop art/Optical art (bright colours)?	Collage, media, paper, strip, shape, design, patterns.

Itchen Abbas Primary School Scheme of Work for Art and DT

<p>Spring 1</p>	<p>Anglo Saxon sketches</p>		<p>Activities – Saxon sketches using pastels, charcoal, sketching pencils inspired by Lindisfarne gospels.</p> <ul style="list-style-type: none"> ● Research Lindisfarne gospels creations. Look at the work they have created particularly the patterns. Children will sketch their own Anglo Saxon sketch and then use pastels or charcoal to the final piece. ● Year 3- Drawing Continue to use techniques taught over the years and build on them. Children will use a range of pencils and mark making techniques to create tone. They will understand the importance of looking closely and frequently when carry our observational drawing, checking lines, shape. ● Year 4- Drawing Continue to use techniques taught over the years building on previous techniques. Children will produce more accurate drawings by understanding the importance of looking closely and frequently when carry out observational drawings. ● PLT ideas 1- Research what is Lindisfarne gospel and what they create. Research how they created these pictures. What are they made of? What do they represent? Children to select their favourite picture. Print and write about what they like about it and why. ● PLT 2- Practice creating their own ideas using the same effect of Lindisfarne thinking about what colours they use. Practice using a range of mixed media (pencils, watercolour, acrylic. Decide which one is best to use. 	<p>In Hedgehogs you used charcoal and pastels to create cave paintings, what effects can you remember? What happens when you smudge the lines?</p>  <p><small>Photo courtesy of @wikimedia.org - granted under creative commons license - attribution</small></p>	<p>Complementary, contrasting colours, orientation, tessellate, sketch, charcoal, outline, repeating pattern.</p>
<p>Spring 2</p>	<p>Local Artist study and visit</p>			<p>Lindisfarne gospels creations</p>	

Itchen Abbas Primary School Scheme of Work for Art and DT

- PLT 3- Use the letter of their first name, design and create own idea using the Lindisfarne gospel as inspiration. Children can use template from Twinkl to help children feeling less creative. Children could start with the template first. Twinkl PowerPoint of lettering (illuminated letters).




Activities- Create a painting celebrating the environment linking to Topic using John Dyers techniques.

- Research John Dyer’s paintings and find out about techniques he uses. Think about the range of colours etc.
- Year 3- **Drawing** Sketching. Use techniques previously taught in Year 1/ 2. Use initial sketching as preparation for painting.
- Year 3- **Painting** When paining think about colours used by the artist. Does he use a lot of tints or tones of a colour. Use techniques of black and white to change tones and your colour wheel to help.
- Year 4- **Drawing** Sketching. Use techniques known and build on them. Continue to create more accurate lines and shape in drawings. Follow year 3 with using initial sketching as preparation for painting.
- Year 4-**Painting** Use same techniques as year 3 but try to use similar colours to John Dyer.
- PLT ideas 1 Look at John Dyer’s paintings. Have one printed for each child. What do they notice about the paintings he creates. What are they of? What colours does he use? What do you like




John Dyer

Itchen Abbas Primary School Scheme of Work for Art and DT



			<p>and dislike about it? Does it remind you of any artist or places?</p> <ul style="list-style-type: none"> • PLT 2-From Geography topic what would you say is your favourite natural wonder in the world. Find a picture on ipad. Print off. Explain why? • PLT 3 From the picture you have of your favourite natural wonder sketch out key features. Style in own way. You might want to add animals etc like John Dyer. 		
			<ul style="list-style-type: none"> • Links to Geography- Natural resources 		
Summer 1	Making a Viking boat DT focus		<ul style="list-style-type: none"> • Children to explore using ICT what a Viking boat looked like. Children will design their own boats thinking about what materials they will use to make it. 		Wood, Wood Glue, fabric, dowel rods,
Summer 2	Perspective Drawing	 <p>Activities: Draw a landscape from our local area. Take a photo of the landscape as a basis to sketch at school. Use water colour to create final piece.</p> <ul style="list-style-type: none"> • Year 3- Drawing Children will sketch a preliminary design in preparation for painting. They will notice the effect of light on objects e.g buildings, trees etc. Have an understanding that these changes depending on viewpoint/direction. Children will produce more accurate drawings by understanding the importance of looking closely when carrying out observational drawing. • Year 3- Painting Children will use a variety of paint brushes and paint with control to produce well defined images. Children to use washes for background. 			

Itchen Abbas Primary School Scheme of Work for Art and DT








			<ul style="list-style-type: none"> Year 4-Drawing Children to continue practice techniques taught in Year 3 and start to improve mastery of art and design techniques in the use of lines with a wide range of pencils. Year 4- Painting Continue to master techniques from previous years. Select and mix colours according to intentions. 		
--	--	--	---	--	--

Otters Cycle B (Yr 3 & 4)	Unit of Work Title	Thresh old Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Mayan Masks		<p>Activities – Mayans collage mask, compare to African tribal masks (aboriginal art)</p> <ul style="list-style-type: none"> Arts, craftmakers, designers, architects – n/a <p>Collage Year 4 - Children cut complex shapes from a range of materials with some accuracy, change the surface of materials, tear paper to pre-determined strips and shapes, change the surface of materials, apply adhesive sparingly.</p> <p>PLT Ideas- 1) Colour wheel showing cool and warm colours. 2) Practise adding white or dark to a colour to show different shades of tone. 3) Practise shading using a range of skills like hatching, cross hatching etc. 4) Research the different types of tribal masks and select the one that interest you the most. Copy and explain why.</p>	<p>What colours or patterns represent the mayans? Why do you think these colours were used?</p> <p>In Hedgehogs you made collages using different materials, how did you layer them? What effect did this have?</p>	<p>Collage, mask, visual elements, textures, patterns, colours, thickness, materials.</p> <p>3D, design, create, everyday objects, realistic, mixed media, materials, evaluate, diorama, miniature, represent.</p>
Autumn 2	Rainforest Diorama				





Itchen Abbas Primary School Scheme of Work for Art and DT

			•		
			<p>Activities – Rainforest Diorama using different materials, including everyday objects.</p> <ul style="list-style-type: none"> • Drawing and painting - Children begin to match the approach to the scale of the work, describe what they have achieved and how it is produced using art language. • Sculpture – Children use a wider range of simple tools to cut, create simple shapes from paper and card. <p>PLT Ideas- 1) Children to practise making levers, sliders so that they can make objects move in their box. 2) Children to draw and sketch what they would include in their diorama. Research animals etc from ipad. 3) Children to have a go at making their objects with paper and card.</p>	In Hedgehogs you made Titanic junk model cabins. How did you plan your designs? What materials did you use to create the objects in your cabins? Did you change your designs or materials? Why?	
Spring 1	Artist Study- Banksy Designer		<p>•</p> <p>Activities – Create a Banksy style stencil for printing. Design an outfit based on famous designers – use images online, materials to plan and design, explore mock-ups and designs using ICT.</p> <ul style="list-style-type: none"> • Art and ICT- Children develop a system for organising images of own art work and collected images, critically evaluate work and its effectiveness and fitness for purpose, use ICT to respond to an artists’ work. • Printmaking – Children make a more complex style printing block by applying card, string, 	<p>What do you know about street art? Is these are near you? Have you ever used stencils for art before? When? What did you produce?</p> <p>How are clothes made? Are there any designers that you know of? Who?</p>	Printing, block, designer, materials, mock up, repeated patterns, stencil, transfer, image, scan, tessellated, orientation.


Itchen Abbas Primary School Scheme of Work for Art and DT

Spring 2	Arcimboldo Study		<p>wool etc, ink up a block and print regular and irregular prints, develop offset prints that investigate a range of tessellated approaches, develop the art language to enable them to indentify and talk about pattern and texture in natural and made objects, relate their work to the work of other artists and describe how these prints could have been made, develop their own repeated patterns using the computer.</p>		<p>Picture, arrange, crop, edit, photograph, video, image, collage.</p>
		 	<ul style="list-style-type: none"> Arts, craftmakers, designers, architects – Coco Chanel, Vivienne Westwood, Banksy. 	<p>How do you feel about the outfits, which do you like/dislike? Why?</p>	
		  	<p>Activities – Produce face picture using fruits/ vegetables and pictures from the internet/ photographs.</p> <ul style="list-style-type: none"> Art and ICT – Children combine and/or change digital photographs in a paint package, combine photographs with other techniques. 	<p>In Squirrels you used the iPads to create your own artwork. How did you use them? (painting app, photography).</p>	
		 	<ul style="list-style-type: none"> Arts, craftmakers, designers – Arcimboldo study 	<p>In Squirrels you explored an artist who worked with fruit (Cezanne) how is his work similar/different?</p>	


Itchen Abbas Primary School Scheme of Work for Art and DT

Summer 1	Mixed Media art		<p>Activities – Produce a Claude Monet Scene scene with silhouette of a Stone Age village.</p> <ul style="list-style-type: none"> • Drawing and painting – Children use and control more specialist media to explore ways in which they can be applied to achieve particular effects, identify key visual elements in their work and in the work of others, begin to adapt colours to achieve tonal effects, patterns and textures. • Collage – Children apply adhesive sparingly and stick shapes down accurately, cut complex shapes from a range of materials with some accuracy. 	<p>In Squirrels you explored silhouette pictures of Great Fire of London – what effect did this have?</p> <p>In Squirrels you developed your drawing and painting skills, what tools did you use? What kind of paints did you use? What happens when you mix the primary colours? What are the secondary colours?</p>	Tone, strokes, texture, pattern, cut, silhouette, effect, hue, layer.
			<ul style="list-style-type: none"> • Arts, craftmakers, designers – Claude Monet 	<p>Year 3s – last year you explored the artist Houksai – how was his work similar or different?</p>	
Summer 2	Nature		<p>Activities – Create a large scale piece of art outside using natural resources – compare artists. Create a wire sculpture with wire, tights and layers of paint.</p> <ul style="list-style-type: none"> • Sculpture- Children design and create planned sculptures from single and combined media using a wide range of simple tools to cut, shape and impress patterns and textures. 	<p>In Squirrels you used natural resources to create artwork outside. What materials could you use to make a piece of art?</p>	Sculpture, structure, natural resources, layer, stiffen, mould, suggest, represent.
			<ul style="list-style-type: none"> • Arts, craftmakers, designers, architects – Andy Goldsworthy (compare to Ben Lewis Giles), Barbara Hepworth (compare to Henry Moore). 	<p>How does Andy Goldsworthy inspire your artwork? Which of his pieces do you like best? Why? What does the art suggest/represent?</p>	


Itchen Abbas Primary School Scheme of Work for Art and DT

			<p>show form, emotion, movement and perspective.</p> <ul style="list-style-type: none"> ● Year 5- Painting Use skills from pervious years about colour, like hues, tints, tones and shades. Select and mix colours according to the colours used in Frida Khalo’s paintings. ● Year 6- Drawing Use previous knowledge taught for self portraits. Use grids to support with accurate sketching of facial details and form. Use lines, shape and tonal contrasts to show form using a range of drawing media and techniques. ● Year 6-Painting Apply knowledge of colour washing, colour mixing and tone, keeping brushstrokes inside lines. 		
Spring 1	Egyptian Pharaoh Collage		<p>Activities – Egyptian Pharaoh Collage</p> <ul style="list-style-type: none"> ● Year 5- Drawing Experiment with a range of media for drawing and mark making, ● Year 6- Drawing Continue to experiment with a range of media for drawing and mark making. ● Year 5- Painting Select and mix colours according to intentions. ● Year 6- Painting Use painting skills in combination with digital media. ● Year 5/6- Collage In collage, combine visual and tactile qualities (i.e. cutting, tearing, layering and combining materials, media and techniques). 	<p>In squirrels you made a collage about the weather using collage. You would off cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately, tear paper into strips and shapes with some accuracy, classify materials into colours and surface textures.</p> <p>In Hedgehogs you created a Stone Age Starry night using materials to create a silhouette. You cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately.</p>	<p>design, pattern, create, form, shape, slip, clay, mold, materials, inspire, texture, sketch, observe, expressive, define, space, proportion, traditional, abstract, modern, colour, acrylic paint, Brusho, pigment powder paint, oil pastels, fine liner pen, Sharpie pen, blend, drawing,</p>
Spring 2					

Itchen Abbas Primary School Scheme of Work for Art and DT

Hieroglyphics		<p>Embellish work with further techniques and media for chosen effect, and according to their properties.</p> <p>Use A4 size piece of calico fabric</p> <p>Use digital media to edit, combine and enhance with other media.</p> <ul style="list-style-type: none"> • PLT ideas 1- What do you already know about Pharaoh? How did they dress particularly on their heads. Research and sketch some of them. Which one do you like the best and why? Think about colours. • PLT 2- From a Hieroglyphics sheet practice trying to write your name. • PLT 3- Children to create own pharaoh head piece. Practice using mixed media, cloth, paints. • 		pencil, fabric, calico, sculpting tools, artist, style.
		<ul style="list-style-type: none"> • <p>Activities – create own string hieroglyphics tile, make own code in group to create a hieroglyphics message by sketching/ ink symbols.</p> <ul style="list-style-type: none"> • Printmaking – Children build a complex printing block by applying card, string, wool etc, develop their own repeat patterns using the computer, develop the art language to enable them to identify and talk about pattern and texture in natural and made objects. • Drawing and painting – consolidate skills above. 	<p>In Hedgehogs you created Easter cards and decorated them with string prints. How did you design and make your tiles? Did you change your designs? Why?</p> <p>Year 5s – last year you made polystyrene tiles, how did you carve your designs? What did you use when you printed them?</p>	

Itchen Abbas Primary School Scheme of Work for Art and DT

			•		
			•		
Summer 1/2	Sculpture-Drawbridges		• Look at DT folder for threshold concepts		
			•		
			•		
Foxes Cycle B & (Yr 5/6)	Unit of Work Title	Threshold Concepts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1/2	Greece		<p>Activities – Create mixed media art based on Greek artist, use ICT to design art/ research artists that use mixed media art. Sculpting clay pots.</p> <ul style="list-style-type: none"> • Drawing and painting - Children work with a wide range of more specialist media and to mix to achieve desired effects, use the primary colours and black and white, to mix a full range of hues and tones, compose work and plan the effective use of available space, describe what they have produced using a wide range of art specific processes of working in the context of the key elements. • Collage – Children accurately cut complex shapes from a range of materials, use more specialist cutting equipment and adhesives, alter and amend a range of surfaces to create new textures appropriate to the work. • Art and ICT - Children use photographs and digital images as starting points for art work, combine an image in ICT with other art 	<p>In Hedgehogs and Otters, you researched your design for your cave paintings and broaches. How did you use the search engine? How did these inspire your ideas?</p> <ul style="list-style-type: none"> • In Otters you made Egyptian coil pots, how did you make these? What did you do when designing and adapting them? 	<p>Mixed media, research, artist, ICT, collage, complex shapes, representation, layer, emotion.</p>

Itchen Abbas Primary School Scheme of Work for Art and DT






materials, use a photo editing software to manipulate images.

- Sculpture - Children design and create planned sculptures from single and combined media using a wide range of simple tools to cut, shape and impress patterns and textures.



PLT Ideas- 1) Colour wheel showing cool and warm colours.
2) Practise adding white or dark to a colour to show different shades of tone.
3) Practise shading using a range of skills like hatching, cross hatching etc.
4) Research artists that use mixed media and write about it.
5) Children to research Greek art to see how they can incorporate using mixed media.
6) Children to sketch out their own ideas.

-

Itchen Abbas Primary School Scheme of Work for Art and DT

		 	<ul style="list-style-type: none"> Arts, craftmakers, designers, architects – Vassilis Karakatsanis 	<p>What mixed media artists do you know of? How does their artwork make you feel? What do the colours and shapes remind you of?</p>	
Spring 1	London	  	<p>Activities – Create a Dearsley Stained Glass Windows Parliament Collage.</p> <ul style="list-style-type: none"> Collage Year 6 – secure objectives in Autumn term. 	<p>Have you been to Winchester Cathedral? Have you seen the windows? What do they show? Why do you think this?</p>	<p>Stained glass window, collage, symbolise, architects, structure, buildings, see language above.</p>
Spring 2	Design and create electronic games		<ul style="list-style-type: none"> Arts, craftmakers, designers, architects – Norman Foster (Gherkin) compare to Charles Barry and Augustus Pugin, Sir Christopher Wren (St Pauls cathedral, Houses of parliament) 	<p>In Otters you explored architects that built famous bridges. Do any of them remind you of London buildings? Were any materials/designs similar?</p>	
			<ul style="list-style-type: none"> Look at DT folder for threshold concepts 		
			<ul style="list-style-type: none"> 		

Itchen Abbas Primary School Scheme of Work for Art and DT

Summer 1	Textiles/ Sculpture		<p>Activities – Produce a presentation/video about artist Brendan Jamison, create a small scale sculpture with obscure materials (sugar cubes, wool, etc). Complete group sculpture – can link to other areas of the curriculum – add this to presentation/ video.</p> <ul style="list-style-type: none"> • Sculpture – Children design and create planned sculptures from single and combined media and carving using appropriate materials. • Art and ICT – Children use ICT to respond to an artists’ work, use photographs and digital images as starting points for art work, select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience reviewing and developing their presentation to make it suitable for a different audience. 	<p>In Hedgehogs and Squirrels you made clay sculptures. How did you manipulate the material? How did you add detail to your sculptures? What tools did you use to carve?</p> <p>Year 5s – Last year you made paper mache animal sculptures. How did you add extra detail?</p>	<p>Sculpture, adhesives, build, replicate, structure, represent, material, carve, compare, contrast, text, image, graphics, font, size, document, software, presentation, source.</p>
Summer 2	DT Focus (Creating WW2 Shelter)		<ul style="list-style-type: none"> • Arts, craftmakers, designers, architects – Brendan Jamison. 	<p>What other sculptures do you know? How is his work similar/different to the other sculptors that you know? How does his artwork make you feel?</p>	
			<ul style="list-style-type: none"> • Look at DT threshold concepts 		
			<ul style="list-style-type: none"> • 		