



Broadmayne First School Art Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Drawing:</b> - Hold a pencil effectively            - Begin to show accuracy and care when drawing.            - Make observations and draw pictures of animals and plants</p> <p><b>Painting:</b> - Use a range of small tools, including paint brushes</p> <p><b>Printing:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>Craft:</b> - Use a range of small tools, including scissors            - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>Digital:</b></p> <p><b>Arts &amp; Craftspeople:</b> - Can say what they like about the work of others</p> <p><b>Evaluation:</b> - Share their creations, explaining the process they have used.</p>					
	<p><b>Drawing:</b> - Hold a pencil effectively</p> <p><b>Painting:</b> - Use a range of small tools, including paint brushes</p> <p><b>Craft:</b> - Use a range of small tools, including scissors</p> <p>Artists - Van Gogh (Sunflowers)</p>	<p><b>Printing:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (pumpkin prints, resist painting spider webs - links to RE)</p> <p><b>Craft:</b> - Use a range of small tools, including scissors            - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function            Salt dough Divas for Diwali - links to RE</p>	<p><b>Painting:</b> - Use a range of small tools, including paint brushes.</p> <p>Painting Scottish mountains.</p> <p>In the woods - using natural resources to paint with</p>	<p><b>Drawing:</b>            - Hold a pencil effectively            - Begin to show accuracy and care when drawing.            - Make observations and draw pictures of animals and plants</p> <p>Draw/paint spring flowers - links to science</p> <p><b>Painting:</b> - Use a range of small tools, including paint brushes</p> <p>Colour mixing to make flames - links to RE</p>	<p><b>Craft:</b> - Use a range of small tools, including scissors            - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Making salt dough/clay minibeasts - links to science</p>	<p><b>Printing:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - superhero logo?</p> <p><b>Drawing:</b>            - Hold a pencil effectively            - Begin to show accuracy and care when drawing.            - Make observations and draw pictures of animals and plants</p>

- Drawing:** - Can use a variety of media including pencils, rubbers, crayons, pastels, felt-tips, chalk
  - Can match and draw lines and marks from observation
- Painting:** - Be able to mix secondary colours and match colours
  - Use a variety of tools and techniques, diff brush sizes and diff surfaces
- Printing:** - Make a clean simple print with a range of materials (onto diff surfaces incl fabric)
  - Be able to choose materials to print their own picture and explain reasons for their choices.
- Craft:** - Cut, form, tear, join and shape a range of materials (such as modelling clay, card, fabric, plastic, wire, found and natural) to create forms they have designed, invented or seen.
  - Use simple 2D shapes to create a 3D form
  - Select and use colours, shapes, textures and images from a range of sources to create images
  - Discuss and develop ideas about how to create and attach - fold, crumple, tear, overlap
- Digital:** - Can take photos with digital cameras taking care to frame the shot to capture the detail they want.
- Arts & Craftspeople:** - Can describe the content and the feelings & emotions conveyed by the work.
- Evaluation:** - Share their creations, explaining the process they have used.
  - Explain what they like and dislike about their work.

Portrait (baseline)  
2d Shape  
Plasticine printmaking,

**Printing:** - Make a clean simple print with a range of materials (onto diff surfaces incl fabric) - Be able to choose materials to print their own picture and explain reasons for their choices

**Craft:** - Cut, form, tear, join and shape a range of materials (such as modelling clay, card, fabric, plastic, wire, found and natural) to create forms they have designed, invented or seen.  
- Select and use colours, shapes, textures and images from a range of sources to create images

**Firework night, Autumn leaves (observation and wax resist), Xmas cards**

**Drawing:** - Can use a variety of media including pencils, rubbers, crayons, pastels, felt-tips, chalk  
- Can match and draw lines and marks from observation.

**Painting:** - Be able to mix secondary colours and match colours.  
- Use a variety of tools and techniques, diff brush sizes and diff surfaces

**Calendars, 3d space rockets**

**Painting :-** - Use a variety of tools and techniques, diff brush sizes and diff surfaces

**Craft:** - Cut, form, tear, join and shape a range of materials (such as modelling clay, card, fabric, plastic, wire, found and natural) to create forms they have designed, invented or seen.  
- Use simple 2D shapes to create a 3D form

**Evaluation:** - Share their creations, explaining the process

**Drawing spirals and spiral snails, Easter cards**

**Drawing:** - Can use a variety of media including pencils, rubbers, crayons, pastels, felt-tips, chalk  
- Can match and draw lines and marks from observation

**Craft:** - Cut, form, tear, join and shape a range of materials  
- Select and use colours, shapes, textures and images from a range of sources to create images  
- Discuss and develop ideas about how to create and attach - fold, crumple, tear,

**Charcoal, drawing like a caveman. Designing homes.**

**Drawing:** - Can use a variety of media including pencils, rubbers, crayons, pastels, felt-tips, chalk  
- Can match and draw lines and marks from observation

**Digital:** - Can take photos with digital cameras taking care to frame the shot to capture the detail they want.

**Evaluation:** - Share their creations, explaining the process they have used.  
- Explain

**Diorama of an African savannah. Drawing feathers and making sculptural birds**

**Craft:** - Cut, form, tear, join and shape a range of materials (such as modelling clay, card, fabric, plastic, wire, found and natural) to create forms they have designed, invented or seen.  
- Use simple 2D shapes to create a 3D form  
- Select and use colours, shapes, textures and images from a range of sources to create images  
- Discuss and develop ideas about how to create and attach - fold, crumple, tear, overlap

**Arts & Craftspeople:** - Can describe the content and the feelings & emotions conveyed by the work.

Artists: Paul Klee

they have used.  
- Explain what they like and dislike about their work.

overlap  
**Arts & Craftspeople:** - Can describe the content and the feelings & emotions conveyed by the work.

Artist: Henri Matisse

what they like and dislike about their work.

**Drawing:** - Can use a variety of media including pencils, rubbers, crayons, pastels, felt-tips, chalk  
- Can match and draw lines and marks from observation

**Evaluation:** - Share their creations, explaining the process they have used.  
Explain what they like and dislike about their work.

- Drawing:** - Can control pressure to create lighter or darker tones and marks.
  - Draw detail through pattern, lines and textures.
  - Able to shade areas neatly without spaces & gaps.
- Painting:** - Can mix secondary colours and make colours lighter and darker
  - Can paint neatly and carefully with neat edges and no missing gaps
  - Can use different techniques to paint expressively such as spattering, scraping through
- Printing:** - Can create pattern using print blocks
  - Can create own printing (or motif) block
- Craft:** - Make simple plans for making, based on designs invented or seen.
  - Can decide which tasks need to be done first, allowing for drying and completion time.
  - Create fabrics by weaving
  - Change and modify fabrics by applying shapes, stitches and decoration
- Digital:** - Can take a photo and edit them using simple software for cropping and editing
- Arts & Craftspeople:** - Can use elements of artists' work and different cultures to influence their own work.
- Evaluation:** - Consider what went well and how improvements could be made.

<p><b>Painting:</b> - Can mix secondary colours and make colours lighter and darker</p> <p>- Can paint neatly and carefully with neat edges and no missing gaps</p> <p>Artists: Cezanne &amp; Kandinsky</p>	<p><b>Recycling topic</b></p> <p><b>Arts &amp; Craftspeople:</b> - Can use elements of artists' work and different cultures to influence their own work. (Picasso self portraits, Michelle Reader junk sculpture)</p> <p><b>Digital:</b> - Can take a photo and edit them using simple software for cropping and editing (ICT)</p> <p><b>Craft</b> Can decide which tasks need to be done first, allowing for drying and completion time <b>Printing:</b> - Can create pattern using print</p>	<p><b>Great Fire of London</b></p> <p><b>Craft:</b> - Make simple plans for making, based on designs invented or seen.</p>	<p><b>Nepal Topic</b></p> <p><b>Craft:-</b> Create fabrics by weaving - Change and modify fabrics by applying shapes, stitches and decoration</p> <p><b>Drawing:</b> -Draw detail through pattern, lines and textures.</p> <p><b>Printing:</b> - Can create pattern using print blocks</p>	<p><b>Seaside Holidays</b></p> <p><b>Arts &amp; Craftspeople:</b> - Can use elements of artists' work and different cultures to influence their own work.</p> <p><b>(local arts and crafts people)</b></p>	<p><b>Drawing:</b> - Can control pressure to create lighter or darker tones and marks. -Draw detail through pattern, lines and textures.</p> <p>- Able to shade areas neatly without spaces &amp; gaps.</p> <p>(Habitat/ seaside drawings)</p>
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		<p>blocks</p> <p>Artists: Pablo Picasso, (Cubist) portraits Michelle Reader - junk sculptures.</p>				
Yr3	<p><b>Drawing:</b> - Can use marks and lines to describe texture, surfaces and forms - Can blend and shade (and use a rubber to refine their work) - Can record shape and form with increasing accuracy (from first hand observation)</p> <p><b>Painting:</b> - Mix secondary / tertiary colours and tones - Use colours and tones to show depth of field for background, middleground and foreground (include techniques such as wash and layering). - Be able to experiment with and explore a variety of brush strokes and other applications</p> <p><b>Printing:</b> - Design and make own print block (using impressed or relief method - collograph) based on patterns - Print using two colours - Be able to adapt and improve designs and prints</p> <p><b>Craft:</b> - - Can use papier mache to create a mask - Can create surface patterns and textures in malleable materials including <a href="#">clay</a> - Can create a fabric with a pattern, weaving without gaps or felting</p> <p><b>Digital:</b> - Can manipulate photos to create art (using scale)</p> <p><b>Arts &amp; Craftspeople:</b> - Can verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.</p> <p><b>Evaluation:</b> - Review, revisit and evaluate their own work, using the language of art (including how improvements could be made)</p>					
	<p>Portrait (baseline) Imagination activity</p> <p><b>Light and dark - Exploring tone (link with Science)</b></p> <p><b>Drawing:</b> - Can use marks and lines to describe texture, surfaces and forms - Can blend and shade (and use a rubber to refine their work) - Can record shape and form with increasing</p>	<p><b>Landscape</b> - using tone and texture (link with WW1)</p> <p><b>Painting:</b> - Mix secondary / tertiary colours and tones - Use colours and tones to show depth of field for background, middleground and foreground (include techniques such as wash and layering).</p>	<p><b>Animals</b> - mask making (link to Stone Age)</p> <p><b>Craft:</b> - - Can use papier mache to create a mask</p> <p><b>Evaluation:</b> - Review, revisit and evaluate their own work, using the language of art (including how improvements could be made)</p>	<p><b>Plants</b>, botanical - drawing and printing (link to Science and Book Study - Anna Atkins)</p> <p><b>Printing:</b> - Design and make own print block (using impressed or relief method - collograph) based on patterns - Print using two colours - Be able to adapt and</p>	<p><b>Settings</b> - photo, green screen (link to Iron Age)</p> <p><b>Digital:</b> - Can manipulate photos to create art (using scale)</p>	<p><b>Architecture</b> - drawing, painting, perspective (Link with Romans)</p> <p><b>Drawing:</b> - Can use marks and lines to describe texture, surfaces and forms - Can blend and shade - Can record shape and form with increasing accuracy (from first hand observation)</p>

	<p>accuracy (from first hand observation)</p> <p><b>Divas</b> - clay (link to Divali)</p> <p><b>Craft</b> - Can create surface patterns and textures in malleable materials including <a href="#">clay</a></p>	<p><b>Artists:</b> Paul and John Nash</p> <p><b>Arts &amp; Craftspeople:</b> - Can verbally describe their work and the work of others</p>		<p>improve designs and prints</p> <p><b>Artists:</b> Marimekko, Angie Lewin</p> <p><b>Arts &amp; Craftspeople:</b> - Can verbally describe their work and the work of others, describing the formal elements of colour, line, shapes and patterns.</p>		<p><b>Painting:</b> - Be able to experiment with and explore a variety of brush strokes and other applications <b>Artists:</b> Stephen Lawrence, Emmie Van Biervliet <b>Arts &amp; Craftspeople:</b> - Can verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.</p>
Yr4	<p><b>Drawing:</b> - Can show proportion, scale and order (in front/behind) when drawing - Create texture with a range of drawing implements - Can record shape and form, textures and colours from first hand observation</p> <p><b>Painting:</b> - Can create different textures and effects - Can work on a range of scales with implements and picture size</p> <p><b>Printing:</b> - Can print image in different formats to create artwork ie Pop Art, (ink to digital)</p> <p><b>Craft:</b> - Use slabbing technique and dragging to join malleable materials - Can pinch out and pull out malleable material such as <a href="#">clay</a>, salt dough - Apply basic stitching techniques (running and cross) - Can use a range of stitches for different purposes and functions (to hold and attach) - Choose colours and textures for effect and suitable for the purpose.</p> <p><b>Digital:</b> - Can manipulate photos by changing elements such as colour, line, texture, effect (repeat photos in different formats)</p> <p><b>Arts &amp; Craftspeople:</b> - Can talk about the pleasure and purpose of the work of different artists, cultures using the language of art (formal elements)</p> <p><b>Evaluation:</b> - Review, revisit and evaluate their own work, using the language of art (including how improvements could be made)</p>					
	<p>(Link to Rivers - Geography)</p> <p>Yr3 - <b>Painting:</b> - Mix secondary / tertiary colours and tones - Use colours and tones to</p>	<p>(Link to Anglo Saxons - History)</p> <p>Yr3 - <b>Drawing:</b> - Can use marks and lines to describe</p>	<p>(Links to WW2 - History)</p> <p><b>Arts &amp; Craftspeople:</b> - Can talk about the pleasure and purpose</p>	<p>(Links to North America - Geography)</p> <p><b>Printing:</b> - Can print image in different formats to</p>	<p>(Links to South America - Geography)</p> <p><b>Drawing:</b> - Can show proportion, scale and order (in</p>	<p>Fashion through the ages - History</p> <p><b>Drawing:</b> - Can show proportion, scale and order (in front/behind) when drawing</p>

	<p>show depth of field for background, middleground and foreground (include techniques such as wash and layering).</p> <ul style="list-style-type: none"> <li>- Be able to experiment with and explore a variety of brush strokes and other applications</li> </ul> <p>Yr4 - <b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Can create different textures and effects</li> <li>- Can work on a range of scales with implements and picture size</li> </ul> <p>Artists - Monet</p>	<p>texture, surfaces and forms</p> <ul style="list-style-type: none"> <li>- Can blend and shade (and use a rubber to refine their work)</li> </ul> <p>Yr4 -</p> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Create texture with a range of drawing implements</li> </ul> <p><b>Craft:</b> - Use slabbing technique and dragging to join malleable materials</p> <ul style="list-style-type: none"> <li>- Can pinch out and pull out malleable material such as <a href="#">clay</a>, salt dough - Brooches</li> </ul>	<p>of the work of different artists, cultures using the language of art (formal elements)</p> <p>Propaganda posters</p> <p>Make Do and Mend</p> <p><b>Craft:</b></p> <ul style="list-style-type: none"> <li>- Apply basic stitching techniques (running and cross)</li> <li>- Can use a range of stitches for different purposes and functions (to hold and attach)</li> </ul> <p>(Tuesday's craft/wood/cooking)</p> <p><b>Craft:</b> - Use slabbing technique and dragging to join malleable materials</p> <ul style="list-style-type: none"> <li>- Can pinch out and pull out malleable material such as <a href="#">clay</a>, salt dough</li> </ul>	<p>create artwork ie Pop Art, (ink to digital)</p> <p><b>Digital:</b></p> <ul style="list-style-type: none"> <li>- Can manipulate photos by changing elements such as colour, line, texture, effect (repeat photos in different formats) (PopArt)</li> </ul> <p><b>Arts &amp; Craftspeople:</b> - Can talk about the pleasure and purpose of the work of different artists, cultures using the language of art (formal elements)</p> <p>Artists - Roy Lichtenstein, Andy Warhol)</p>	<p>front/behind) when drawing</p> <ul style="list-style-type: none"> <li>- Create texture with a range of drawing implements (Drawing Rainforest animals)</li> </ul> <p><b>Craft:</b></p> <ul style="list-style-type: none"> <li>- Apply basic stitching techniques (running and cross)</li> <li>- Can use a range of stitches for different purposes and functions (to hold and attach)</li> <li>- Choose colours and textures for effect and suitable for the purpose.</li> </ul> <p>LINKS TO DT - Rio Carnival masks</p>	<ul style="list-style-type: none"> <li>- Create texture with a range of drawing implements</li> <li>- Can record shape and form, textures and colours from first hand observation</li> </ul> <p><b>Craft:</b></p> <ul style="list-style-type: none"> <li>- Apply basic stitching techniques (running and cross)</li> <li>- Can use a range of stitches for different purposes and functions (to hold and attach)</li> <li>- Choose colours and textures for effect and suitable for the purpose.</li> </ul>
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