

The Mead School Art Scheme of work for 2015-16

- The Suffolk Scheme of work can be found on the staff drive which contains resources and ideas for all of the units.
- Some units have been adapted to compliment topic work.
- Please feel free to add your own outcomes and ideas to the relevant sections.
- All photographic evidence is welcome.

Long Term Plan 2015-16
Art Overview

	Autumn		Spring		Summer	
Year 1	<p><u>Collage</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Andrew Goldsworthy • Richard Long • Patrick Heron <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Working with found materials. • Developing overlapping and sticking skills. • Selecting and sorting according to texture and contrasting materials. <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Collaged response to the work of Patrick Heron. • Response to Andrew Goldsworthy. • Response to Patrick Heron. • Building a bird's nest. 	<p><u>Textiles</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Michael Brennand Wood • Kaffe Fassett <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Weavings • Knottings • Embellishing fabric <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Wall hangings 	<p><u>Painting</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Jasper John <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Mixing paint. • Applying paint using selected brush strokes. • Using a story as a starting point for an image. <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Paintings showing controlled brush strokes. • Painting of an imaginary dragon/ alien. 	<p><u>Drawing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Book illustrators <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Exploring mark • making • Making tools for • mark making <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Surface finger drawing • Hairy McClary and friends" • three little pigs 	<p><u>Print Making</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Aboriginal art. • Japanese print <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Negative stencil • printing • Clay slab block • Collograph block <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Examples of the techniques. 	<p><u>3D</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Andy Goldsworthy • Richard Long <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Develop understanding of line shape colour and pattern. • Learning techniques of pinching and pulling clay and decorating the surface. <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • found and natural objects to make lines • Clay pebbles • impressions in clay • Clay tiles • Plaster casts.

Year 2	<p><u>Collage</u></p> <p><u>Key artists:</u></p> <ul style="list-style-type: none"> •Henri Matisse •Bridget Riley •Kurt Schwitters <p><u>Key skills:</u></p> <ul style="list-style-type: none"> •Painting •Colour mixing •Tearing and cutting •Sorting, selecting and sticking <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> •Primary and secondary colours mixing •Images based on class animal •Paper collage •Mixed media collage •Non art collage 	<p><u>Printing</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> •Looking at animal prints •Search images – animal skin inspired prints <p><u>Key skills:</u></p> <ul style="list-style-type: none"> •Tearing positive and negative stencils •3 colour printing •Clay slab prints •Overlaying colours <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> •positive and negative stencils for printing •To use layering and overlapping •create and use clay slabs •Printing using found objects 	<p><u>Painting</u></p> <p><u>Key artists:</u></p> <ul style="list-style-type: none"> •Holst - The Planets •Kandinsky •Great Fire paintings <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> •Responding to music •Developing brush control •Creating patterns through colour and shape •Creating surfaces for painting <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> •Mood wall/sculpture - display created from painting in response to music •Kandinsky style abstract paintings using hot colours/ cold colours 	<p><u>Drawing</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> •Illustrators – Owl who was afraid of the dark •Paul Howard & Owl Babies •Patricia Benson <p><u>Key skills:</u></p> <ul style="list-style-type: none"> •Observational drawings •Drawing and mark making in response to music •Represent texture through a range of marks <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> •Exploration in mark making •A black and white picture of an owl •Drawing still life arrangements 	<p><u>Textiles</u></p> <p><u>Key artists:</u></p> <ul style="list-style-type: none"> •Portraits of Elizabeth 1 <p><u>Key skills:</u></p> <ul style="list-style-type: none"> •Dip dyeing fabrics •Rubbing •Relief printing •Wrapping colours <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> •Individual work in sketch books of dyeing and rubbing •Collaborative class project using range of techniques 	<p><u>3D</u></p> <p><u>Key artists</u></p> <ul style="list-style-type: none"> •Aboriginal art <p><u>Key skills:</u></p> <ul style="list-style-type: none"> •Developing the use of symbols •Rolling and inlaying clay •Pinching and pulling clay •Selecting colours •Producing designs •Applying surface design onto a 3D object <p><u>Key outcome</u></p> <ul style="list-style-type: none"> •3D didgeridoo
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Year 3	<p><u>Painting</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> • Vincent Van Gogh • Sean Scully • Landscape artists <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Collecting ideas for development • Colour mixing • Using specific painting techniques • Compare and contrast images • Sgraffito <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Colour mixing with primary colours • Tint and tone • Recreation of Van Gogh's Starry Night • Sky observations • Recreation of Sean Scully's work • Demonstration of Sgraffito as a technique 	<p><u>3D</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> • Howard Hodgkin <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Use gummed brown tape to produce a form • Collect and use visual information to develop ideas • Transpose 2d designs into 3d forms • Clays slabs and inlay • 3d paper work <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Collect visual information using sketchbooks and ICT. • Transfer designs onto a 3D artefact. • Roll and form clay slabs and inlay different coloured clays. • Transpose 2D viewfinder pencil drawings of natural forms into clay slab designs • Using paper forms to produce a 3D relief surface. • Develop forming and sticking techniques. 	<p><u>Collage</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> • Paul Klee • Victor Vasarely • Henri Matisse <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Mixing primary and complimentary colours • Cutting and sticking skills • Arranging thick and thin stripes • Positive and negative imagery <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Responses to key artists' work • Compositions using lines and spaces • Paper cut images relating to natural images 	<p><u>Printing</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> • Albrecht Durer <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Using an ink roller • Understanding texture in printing • Monoprinting • Developing ideas <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Recreate natural environmental textures e.g. bark, grass, leaves, twigs in a range of printing techniques 	<p><u>Drawing</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> • Vincent Van Gogh • Kaffe Fassett, Zandra Rhodes - Textile printers <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Creating graphic marks • Tone is light and dark • Increasing the scale of an image • Explore the elements of pattern • Transposing imagery between medium <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Using different marks and tones to create a design • To draw the Hippocrump and overwork with colour • Develop part of a pattern 	<p><u>Textiles</u></p> <p><u>Key Artists</u></p> <ul style="list-style-type: none"> • Various ethnic designs • Tudor paintings <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Selecting and recording • Dipping and dyeing techniques • Collograph, block and relief printing • using ICT to create patterns <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • using sketchbooks for recording • dip dyed fabric backgrounds, printed using collograph blocks and Plasticene stamps • Using ICT to scan and manipulate designs
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<p>Year 4</p> <p><i>National Gallery visit Spring term</i></p>	<p><u>Collage</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Henri Matisse • Francis Bacon • Andy Warhol <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Describing the body positions of figures in motion using torn paper • Understanding and exploring the translucent nature of tissue papers • Using photos and everyday objects as a starting point for work • Using different media and techniques to collage • Overworking identical designs to produce unique state imagery <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Collage response to Henri Matisse • Collage response to Francis Bacon portraits • Packaging response to Andy Warhol 	<p><u>3D</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Ancient Roman artefacts <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Casting 3D forms • Investigation of different designs of shoes and match these to purpose • Collecting information to help with ideas • Selecting and using appropriate materials and processes • Adapt, modify and refine work in progress • Experimenting with clay coils to make a 3D form • Referencing work from other times, styles and cultures • Using glue and fabric over a mould to produce 3D artefacts <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Shoes from brown tape – possibly based on roman footwear • Clay -coiled oil lamp/ vase or amphora • Fabric forming – Gorgan heads 	<p><u>Painting</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • J.M.W. Turner • Georgia O’Keefe • Claude Monet <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Selecting, constructing and working on a multi-shaped and textured surface • Mixing colours and selecting appropriate brushes • Using fine brushes to produce careful, marks onto painted shapes • Using contrasting tones of colour • Exploring the application of colour reflecting the style of Georgia O’Keefe • Developing and modifying work as it progresses. • Using the wash technique of wet on wet <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Painting on different Surfaces • Overpainting using small brushes and brush strokes • Response to the work of studied key artists 	<p><u>Drawing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • John Brunson <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Responding to a story as a starting point for imaginative work. • Applying experience of drawing materials and processes • Selecting and composing images, developing analytical observational skills • Exploring line and colour combinations • Developing analytical skills and fine pencil control • Producing thick and thin lines and a variety of tonal qualities <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Imaginative drawings • Linear drawings • Response to the work of John Brunson • Lace drawings 	<p><u>Printing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • African/ South American artists <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Investigating African printmaking • Exploring and developing designs • Transposing monoprint designs into Press Print • Making and surface printing with a collograph block • Repeat printing • Using relief blocks to rotate and flip images • Printing on different surfaces • Comparing different techniques <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • South American prints • Monoprints, press print relief blocks, collographs based on rainforest theme animals and plants 	<p><u>Textiles</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Michael Brennand-Wood <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Printing thick and thin lines on fabric • Dip dyed and resist techniques • Linear markings in natural forms • Mixed media • Develop knotting, threading and binding techniques • Develop ideas based on the work of Michael Brennand-Wood <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Rug in the picture • Monoprinting on Fabric • Dip dye surfaces + linear designs • Cross stitching/ embroidery • Talking textiles
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Year 5	<p><u>Textiles</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Jean Davywinter • Batik artists <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Developing understanding of materials and processes. • Developing an understanding of wax resist and control of tjanting tools. <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Wall hangings –based on flags of the world. • fabric relief panels • Batik designs based on Jean Davywinter 	<p><u>3D</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Alberto Giacometti • WWI remembrance <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Developing observational skills to record figurative form • Developing understanding of modroc as a sculptural material • Reviewing own work and that of others • Using PVA glue and tissue to produce a translucent paper form • Developing construction techniques using clay slabs <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • 3D Modroc Figure • Translucent 3D pot • Clay remembrance pots 	<p><u>Printing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Michael Rothenstein • Dale Devereux-Barker • John Brunsdon • Belinda King. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Learning the process of reduction printing using Press Print and primary colours • Recording and reflecting on prints • Combining processes • already learned to produce an overlaid printed image <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • A reduction block press print- based on Vikings/ Anglo Saxons 	<p><u>Drawing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Hundertwasser • Frank Auerbach. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Observational drawings • Developing layering techniques • Using imagination and to draw the unknown • Selecting and enlarging drawings • Using a variety of mark makers to develop work • Experimenting with the use of rubbers to draw in the negative • Using positive and negative drawing techniques <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Layered drawings based on Hundertwasswer • Self-portraits working in the negative –based on Auerbach • Imaginative drawings based on Viking/ Anglo-Saxon patterns 	<p><u>Collage</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Dale Devereux-Barker- • Various collage works <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Layering and overworking • Selecting and recording from observation • Selecting materials by colour and texture • Adapting and modifying work and commenting on the work of others • Developing understanding of symbols to represent meaning. <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Drawing of nature-biome • Collage of biome • Collage of map symbols-based on Dale Devereux-Barker 	<p><u>Painting</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Chris Ofili • Fauvism artists e.g. Derain, Matisse <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Multi-layering with a variety of media • Developing control of tools and techniques • Collecting visual information for ideas • Understanding the use of contrasting, adjacent colours • Knowing about vibrant and unrealistic ‘Fauvist’ colours • Mixing and matching colours and patterns <p><u>Key Outcomes</u></p> <ul style="list-style-type: none"> • Multi-layered painting in response to Chris Ofili-based on animals discovered by seafarers • Fauvism paintings – of landscape/seascape • Painting focusing on mixing/matching colours.
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<p>Year 6</p>	<p><u>3D</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Henri Moore • Craftspeople and designers from different times and cultures <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Recording first hand observations directly into clay. • Developing forming skills. • Researching and designing. • Modifying and refining work as it progresses. • Developing casting techniques. • Selecting and assembling cast forms. <p><u>Key outcomes</u></p> <ul style="list-style-type: none"> • Clay-reclining figure based on Moore • Mother and child – based on family photo • Clay pendants- based on cultures/family history • Masks from brown Gummed tape- based on carnival 	<p><u>Printing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Chinwe Chukwuogo Roy • Ancient Egyptian art <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Selecting and recording from observation. • Exploring ideas as starting point for further work. • Transferring work into another medium • Developing unique state prints using reduction blocks and coloured tissue. • Comparing ideas and adapting their work • Understanding the batik process. <p><u>Key outcomes</u></p> <ul style="list-style-type: none"> • Drawings of natural forms • Unique state press prints based on Ancient Egyptian tomb paintings/cartouche • Batik design based on Ancient Egyptian patterns. • Batik design based on Chinwe Chukwuogo -Roy 	<p><u>Drawing</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Matisse, Picasso, Gainsborough, Modigliani, Schnabel, Bacon, Rembrandt, Van Gogh <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Detailed observational drawings • Enlarging drawings and develop using selected media to • Reviewing and modifying work • Understanding the importance of tone in portraits • Exploring methods and media used by portrait artists <p><u>Key outcomes</u></p> <ul style="list-style-type: none"> • Drawing fruit or vegetables • Scaled up drawings • Portrait of famous person • Portrait based on artists studied 	<p><u>Textiles</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Norman Foster • North American Indians • Stone age weaving <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Selecting and recording information. • Developing and transposing linear designs onto: relief print blocks and dyed backgrounds • Adapting and modifying work • Developing batik • Designing and developing intricate weaving skills • Multimedia weaving <p><u>Key outcomes</u></p> <ul style="list-style-type: none"> • Dip dyed material • Architectural press prints in response to Norman Foster • Hand drawn linear design in response to Stonehenge/stone age housing • Punchinella /stone age weaving with natural materials 	<p><u>Collage</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Gustav Klimt • Pablo Picasso <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Developing use of simple geometric shapes • Developing control of tools and techniques • Selecting suitable materials • Describing 3D form on a 2D surface • Applying knowledge of Cubists • Making modifications as work progresses <p><u>Key outcomes</u></p> <ul style="list-style-type: none"> • Collaged response to Gustav klimt • Developing design • Building up designs • Cubist figurative images based on Picasso • Developing cubist responses • Stone age village 	<p><u>Painting</u></p> <p><u>Key Artist</u></p> <ul style="list-style-type: none"> • Patrick Heron • Patrick Caulfield • Cubist artists e.g. Pablo Picasso, Georges Braque <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Understanding Patrick Heron’s use of natural forms as a starting point for his images. • Understand colour, shape and space • Concentrating on outlines of objects to produce simple linear drawings. <p><u>Key outcomes</u></p> <ul style="list-style-type: none"> • Painting in response to Patrick Heron • Painting in response to Patrick Caulfield • Cubist Style painting
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