

**SHEVINGTON FEDERATION SCHEMES OF WORK
ART AND DESIGN**

Y5 children will learn :	Autumn	Spring	Summer
To use and clarify the purpose of a viewfinder to capture images of interest that will link to intention of pupil's art and design work. Make links to the use of a camera.			
To learn about interesting starting points for a piece of art using an artist craft maker....sculptor or architect.. For example artefacts, feelings, places, people. See Y4 re Daniel Lieskind.			
To automatically use the sketchbook/moodboard as a time to reflect on the purpose and intention of a piece of art in creation.			
To understand the meaning of 'having a purposeful intention' in relation to creating their own piece of art.			
PAINTING- now beginning to make definite choice of skill to fit their intention.			
To demonstrate a knowledge about primary and secondary, warm and cold and complementary colours to create atmosphere and mood.			
To explain the use of tone in work belonging to themselves and others -it is the light and dark areas of a painting using colour or black and white.			
Build up the use of a sketch book to include initial ideas including samples of materials and media. (mood-board like)			
To secure their knowledge of parts of painting, foreground, middle and background and demonstrate the ability to paint a picture with an order in mind and show patience waiting for layers to dry.			
To maintain and use their knowledge of paint brushes and strokes.			
To be able to begin to make informed choices of the type of paint to use to achieve a desired effect from the range available in school and the be able to make the necessary consistency e.g. translucent backgrounds			
To keep their brushes clean by frequent washing and the reason for this action.			
DRAWING			
To explore use of sketching pencils to create different lines, tones, textures e.g. 2B/HB/H pencils.			
To explore and select from a range of drawing tools (pastels, chalk, charcoal, felt tips and pen and inks etc)			
To secure mark making e.g. hatching, shading, blending, and smudging making comments on effects.			
To experiment with drawing (use of opposite hand, inwards, outwards, upside down, blindfolded etc)			
To continue to develop sketching skills (smoothly, lightly, quickly with a loose wrist and with time constraints) and to investigate multiple broken lines and the building up of basic shapes to form what is being observed.			
To study photographs/pictures that contains perspective and be introduced to the vanishing point. What does it bring to the picture?			

To be introduced to reference points in drawing. (a key part to help measure points and angles)			
To discuss their feelings about lines and shapes and what they remind them of when studying a painting/drawing			
To use lines to express words.			
PRINTING:			
To be able to explain the effect created by mono prints including press print.			
To make and explain the effect of a relief print or a collograph(collage) – made from a raised block.- rich in texture See Book 5 p 44-45.			
To use a table top as a printing surface and the effects that different marks can make- mono print See Book 5 p 36-37			
To use with intention different surfaces on which to print e.g. wall paper tissue paper , brown paper and so on- be able to explain what happened.			
To build up layers of print and colours and textures.			
To work into prints using a range of media e.g. pastels chalks to create an intended effect.			
To organise their work in terms of repetition, pattern symmetry or random printing styles- pupils choice to match intention			
TEXTILES/ COLLAGE:			
To use different grades of thread and needles to create different effects including wools and make comments on effect.			
To incorporate batik or tie dye into a piece of appliqué work for a desired effect – how can they alter their cloth- Book 5 p 48-49			
To experiment with a range of media to overlap and layer to create informed and interesting colours and effects			
To increase further the range of stitches – herringbone, chain, French knots to widen the stitchery palate and so enrich the effects that can be created.			
To explore the types of paper available for example tissue paper and layering and tearing and the effects that can be achieved.			
That stuffing and padding can be used to create 3d effects.			
To explore the properties of wool such as in tree wrapping and tree tapestry and creating art outdoors Book5 p55			
To design their own weaving looms for example circular.			
DIGITAL MEDIA:			
To learn about artists who use digital media in their work			
To combine drawings photos and textures to create a collage			
To use layers to produce a composition that is rich in shape and textures see Book 5 p 72-73			
To combine text with an image and the effect this has on the composition			
To use the opacity tool			
To use the text and page layout function See Master class on Book 5 CD-Rom			
3 D WORK:			
To learn about composition by experimenting with 2 d shapes to reflect a word or concept			

To learn to translate their 2D design into a 3D design by exploring structure, space, form and balance creating plans. Before they begin discuss the work for e.g. Kandinsky to see his thought processes			
That composition means .how parts of the picture are arranged...			
Create 3D sculptures from words or feelings- link to theme or SEAL see Book 5 p 66-67			
To refer back to their plans for guidance when creating and decorating			
To share problems they encounter so that others can volunteer ideas to find alternative solutions.			
To use brown paper tape to join materials together			
To be meticulous in their work when joining. See DT for glue gun guidance			
To be introduced to the word 'plane' to describe the sides of the sculpture			
REVIEWING AND EVALUATING:			
To discuss their original intention			
To give a short presentation on how their work developed using their planning images using the correct vocabulary to describe methods used.			
To comment on improvements made and the reasons for those improvements			
To think of ideas to take their work further			
To be able to comment on a piece of art in any form and talk about the effect it has upon them using more technical language.			