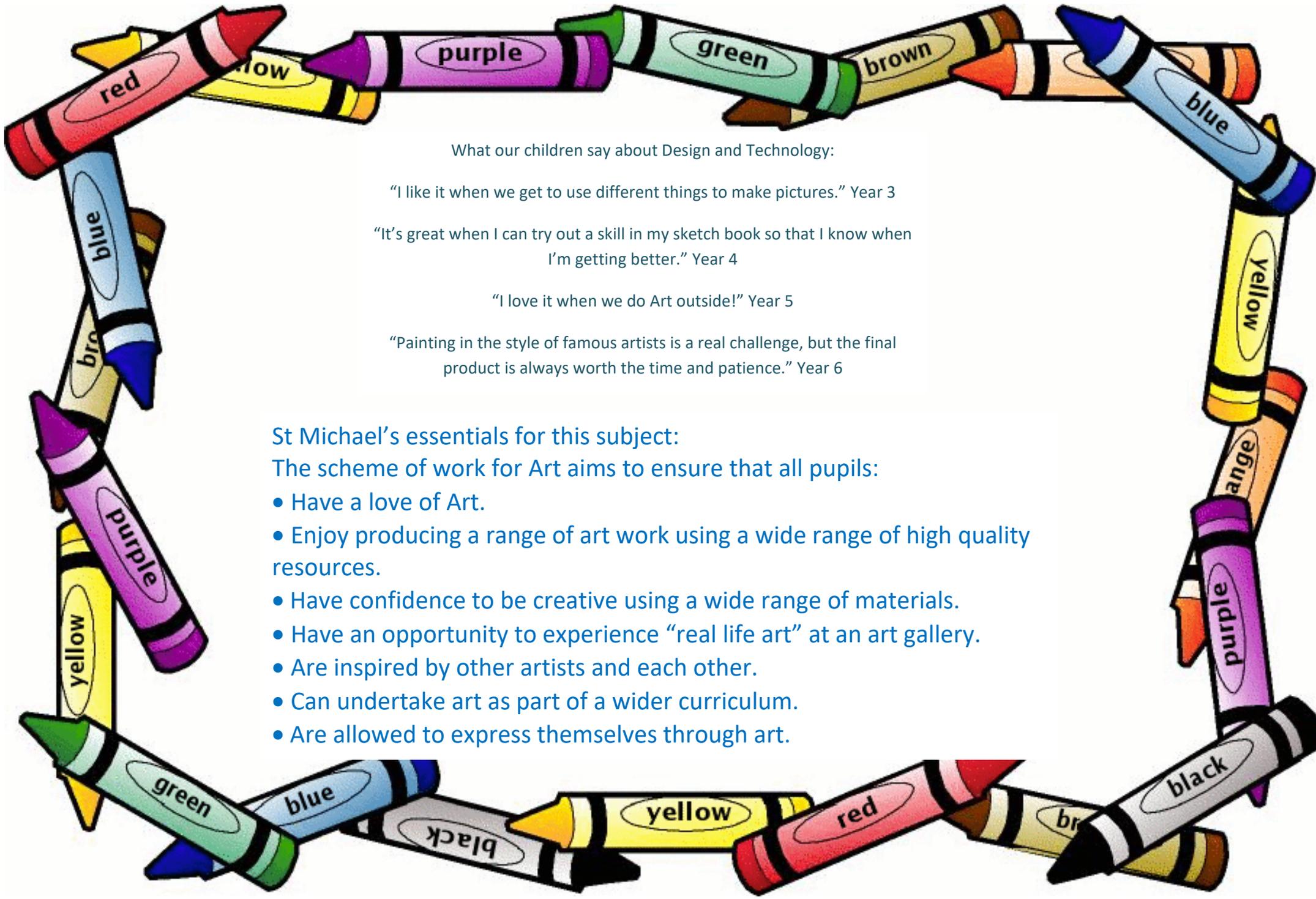


**St Michael's C of E Junior School**  
**Scheme of work for Design and Technology**



St Michael's CE Junior School

**With God's love we all achieve together**



What our children say about Design and Technology:

“I like it when we get to use different things to make pictures.” Year 3

“It’s great when I can try out a skill in my sketch book so that I know when I’m getting better.” Year 4

“I love it when we do Art outside!” Year 5

“Painting in the style of famous artists is a real challenge, but the final product is always worth the time and patience.” Year 6

St Michael’s essentials for this subject:

The scheme of work for Art aims to ensure that all pupils:

- Have a love of Art.
- Enjoy producing a range of art work using a wide range of high quality resources.
- Have confidence to be creative using a wide range of materials.
- Have an opportunity to experience “real life art” at an art gallery.
- Are inspired by other artists and each other.
- Can undertake art as part of a wider curriculum.
- Are allowed to express themselves through art.

# ART YEAR 3

Pupils should be taught to:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Line, Shape and Form</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of Art and Design techniques, including drawing</li> <li>About great artists, architects and designers in history</li> </ul>	To look closely during observational drawing	Demonstrate light and dark drawings Notice how an object can have light and dark depending on the light source	Examples of different types of drawings Sketchbooks Pencils Charcoal, chalk, range of papers Everyday objects Viewing frames
		To appreciate that 'tones' can provide depth in drawings	Experiment with chalk, charcoal, pastels and pencils	
		To draw using a range of media Use viewing frames to focus on detail	To look at how perspective is used in art work. To draw in the style of a famous artist incorporating taught techniques	
		Know that things in a composition that are further away are smaller		

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Colour</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them</li> <li>to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing and painting (e.g. pencil, paint)</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple , green, brown).</p> <p>Learn to apply paints with control and Use the correct equipment.</p> <p>Think about the composition of their work.</p>	<p>Learn that green orange and purple are secondary colours produced by mixing the 3 primary colours. Explore families of colour. How many different hues of purple can be made?</p> <p>Reinforce knowledge of lighter and darker.</p> <p>To encourage children to select own colour for background wash. Use correct brush or sponge. Learn to build up paintings using lighter tones first, and using the correct brushes and sponges for the job. Encourage to plan composition on page using thin yellow paint.</p>	<p>Painting equipment</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>about great artists, architects and designers in history.</li> </ul>	To be able to cut, scrunch, shape, tear and cut.	<p>Carving into soap, plaster of paris, lump of plasticene to produce abstract shapes.</p> <p>Sanding interesting shaped wood and adding a varnish.</p> <p>Collage</p>	<p>Soap, plaster of paris, plasticene,, clay, wood</p> <p>Ethically sourced wood, sandpaper, varnish</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Pattern</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>Create a pattern using Binca</p> <p>To weave a simple loom with wool</p> <p>To know what warp and weft are.</p>	<p>Follow simple cross stitch patterns</p> <p>To make a Loom that can be made from a paper plate.</p>	<p>Suitable fabrics and sewing equipment</p> <p>Weaving equipment</p> <p>Binca</p> <p>Paper plates</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Line, form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)</li> <li>about great artists, architects and designers in history</li> </ul>	<p>To understand that sculpture can be created by the removal of materials as well as adding them.</p> <p>To use gouging and scraping techniques.</p>	<p>To provide opportunities to produce individual and group sculpture representing on going class topic, using reclaimed materials, paper and textiles.</p> <p>Creating clay tiles or other pottery opportunities</p>	<p>Range of suitable materials, adhesives and scissors</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Pattern</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)</li> <li>about great artists, architects and designers in history</li> </ul>	<p>Top produce simple print block using card, string and other materials.</p>	<p>Make a card print block, stick pieces of card, polystyrene or neoprene to create different effects.</p>	<p>Card Examples of printing and stencilling Paints</p>

Throughout:

<p>To positively evaluate their own work and others whilst identifying areas for improvement using correct artistic terms</p>	<p>Provide opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected.</p>
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# ART YEAR 4

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Line, Shape and Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To create a wide range of tones using graded drawing pencils</p> <p>To know that things are further away are lighter and greyer.</p> <p>To Explore light and dark through use of charcoal, chalk and pastel.</p>	<p>Reinforce knowledge of what constitutes a drawing. Remind children that skills to produce a drawing can be practised and improved.</p> <p>Look at and discuss examples of drawings, look at tones in them and discuss why they have dark and light areas. Use knowledge gained to improve own observational drawings. Use coloured biro's to suggest tones. Use dots, squiggles, cross-hatching. Use sketchbooks to plan out drawing (linked to ongoing class work).</p>	<p>Drawing equipment</p> <p>Examples of drawings using tones</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Colour</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To be able to mix graduations of one colour e.g. dark green to light green by adding white a yellower greens by adding yellow.</p> <p>To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for effects.</p>	<p>Look at the colour wheel. Discuss what complementary colours are. Look at examples of art work showing contrasting colours. Discuss the effects of these colours on the feel of the art work. Make own colour wheel</p>	<p>Colour wheel Examples of work</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>pattern</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>about great artists, architects and designers in history</li> </ul>	<p>To sew a simple product using blanket stitch.</p> <p>Practise weaving techniques.</p> <p>Use a simple colour palette to create different effects.</p>	<p>A simple puppet, cushion or soft toy</p> <p>Keep records of work covered in sketchbooks</p> <p>Weaving background (create landscape or seascape)</p>	<p>Range of different fibres and fabrics.</p> <p>Weaving and sewing materials</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To explore how to layer materials and to create different effects.</p> <p>How to create tone by layering and to cut with accuracy.</p> <p>To create papier- mache sculptures and embellish with paint and paper.</p>	<p>Introduce further sculptures and the artists who have produced them. If possible use sculptures from other cultures. Use preformed masks. Use papier-mache. Embellish and produce features using scrunching up paper, wool, feathers etc.</p> <p>Teacher to demonstrate</p>	<p>Works of art Pre-formed masks Papier-mache</p>

Throughout:

To positively evaluate their own work and others whilst

Provide opportunities to discuss art works brought into the

identifying areas for improvement using correct artistic terms

classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected.

# ART YEAR 5

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Line, Shape and Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To be able to demonstrate the illusion of depth using different tones, white and black with charcoal, pastel.</p> <p>The ability to see that an illusion of depth can be created in a drawing by the use of tone and line.</p> <p>To introduce the idea of hatching.</p> <p>To use viewing frames to focus on detail and to have a basic understanding of perspective e.g. the relative size of objects in pictures</p>	<p>Reinforce knowledge of the range of use of drawings in general, and that observational drawings require a range of skills which can be improved with practise.</p> <p>Look at examples of drawings which show the use of tone and line to produce depth. Children apply the skills to their own art work.</p>	<p>Example of drawings used for a range of purposes.</p> <p>Squared paper Small objects (shells, flowers, lego bricks, nuts, screws, nuts and bolts, feathers)</p> <p>Pencils, biros, felt pens, wax crayons, pencil crayons, chalks, charcoal, pastels and inks.</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Colour</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects.</p> <p>To use black and white to make different tones of one colour. To be able to mix 3 different colours to make a colour e.g. flesh tones</p>	<p>Use knowledge of secondary and complementary to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes.</p> <p>Look at works of art and identify the foreground, mid and background colours.</p> <p>Reproduce tones and shades to reproduce the objects in 2D. Look at use of colour in perspective</p>	<p>Painting equipment</p> <p>Art examples</p> <p>Objects with different tones and shades</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To create wire sculptures and embellish to create different effects</p>	<p>Look at a range of sculptures from different countries and cultures</p> <p>Children to make choices based on inspiration from sculptures they have observed</p>	<p>Images of a range of sculptures</p> <p>Internet links of videos detailing the making process of sculpture</p> <p>Interviews with artists</p> <p>Iconic sculptures from around the world</p> <p>Malleable wire Tissue paper Modroc Paint</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Pattern</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To use Binca to create a piece of sewing with more complicated stitches to create an original design.</p> <p>To practise weaving techniques and use a simple colour palette to create different effects. To experiment with a variety of looms.</p>	<p>Explore colour fastness of various fabrics</p> <p>Explore past and present dyeing techniques (tie dye), including designs from other countries and cultures</p> <p>Knit squares for a class blanket</p> <p>Research and make dream catchers</p> <p>Use knowledge of embroidery to produce sewn items linked to topic work.</p>	<p>Various fabrics</p> <p>Tie dye materials</p> <p>Knitting and sewing materials</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To use different materials to create different effects, including the use of fabric.</p> <p>To have increasing control of cutting techniques</p>	<p>Give opportunities for close observation of subjects, Look at and discuss works of art for inspiration.</p> <p>Children to design a collage in line with their topic. Using any material and giving reasons for their choices.</p>	<p>Range of materials Adhesives Scissors</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Pattern</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	To use techniques to create a print block in polystyrene.	<p>Develop the technique of designing and making a print block using polystyrene</p> <p>Produce a repeating pattern using print block techniques</p>	<p>Polystyrene tiles Printing rollers Printing paint</p> <p>Examples of repeated pattern art</p>

To make sensitive evaluations of their own work and that of others using appropriate artistic language.	Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why, encourage written evaluations of their thoughts and feelings.
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	<p>Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for improvements. Encourage correct use of art vocabulary in explanations and feedback.</p>
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# ART YEAR 6

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Line, Shape and Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To be able to demonstrate the illusion of depth using line, tone and hatching.</p> <p>To draw using a range of media. To look closely during observational drawing.</p> <p>To create illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill.</p> <p>To use viewing frames to focus on detail. To compose pictures with foreground and background applying skills of perspective.</p>	<p>Look at examples of drawings which show the use of tone and line to produce depth. Children then apply these skills to their own art work.</p> <p>Observational drawing based on topic</p> <p>Observational drawing based on topic</p> <p>Observational drawing based on topic</p>	<p>Examples of drawings used for a range of purposes</p> <p>Pencils, biros, felt pens, wax crayons, pencil crayons, chalks, charcoal, pastels and ink.</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Colour</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size. Use different types of paint for effect.</p>	<p>Use knowledge of secondary and complementary to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes.</p> <p>Look at works of art and identify the foreground, mid and background colours.</p>	<p>Painting equipment Powder, poster, water colour and acrylic paints</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Form</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials</p> <p>To select and apply collage techniques appropriately to satisfy artistic expression</p>	<p>Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration.</p> <p>Create collages using paper, fabrics. Consider ideas of composition, colour, texture and shape.</p>	<p>Range of materials Adhesives Scissors</p>

	<b>Statutory Requirements (NC)</b>	<b>St Michael's Essential Skills</b>	<b>Suggested Activities</b>	<b>Resources</b>
<b>Pattern</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including painting.</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To use a combination of techniques to create a design. To use increasing skills to create more intricate blocks.</p> <p>Look at printing in art work. Use as inspiration to make print block (relief)</p>	<p>Learn how to use lino printing tools and design and make a lino print block. Use it to create patterns.</p> <p>Use art work from other times, countries and cultures to inspire the production of relief print block using techniques already learned. Make repeat and other patterns. Consider colour, composition and pattern.</p>	<p>Materials to make relief print blocks.</p>

To make sensitive evaluations of their own work and that of others using appropriate artistic language.	Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why, encourage written evaluations of their thoughts and feelings.
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	<p>Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for improvements. Encourage correct use of art vocabulary in explanations and feedback. Encourage written evaluation of their own work and that of others.</p>
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## Art and Design Vocabulary

Shape	Form	Line	Pattern	Colour	Tone	Texture
Angular	Rounded	Wavy	Continuous	Sepia	graduated	rough
Rounded	Spherical	Straight	Symmetrical	Bright	Shadow	Smooth
Geometric	Weight	Curved	Asymmetrical	Vibrant	Light	Wooly
Sharp	Cylindrical	Curvaceous	Repeat	Dull	Dark	Hard
	Volume	Broken	Tessellation	Warm	Contrast	Soft
	Proportion	Strong	Hatch	Tinted	Midtone	furry
	Size	Bold	Cross hatch	Soft	Shading	
	Multi-faceted	Fine	Stripes	Complementary	Range	
	Mass	Thin	Mirrored	Contrast	Highlight	
	Bulky	Sharp	Zig-zag	Harmonious	Reflected	
	Sound	Soft		Pastel	Cast	
	Fluid	Feathered		Flat	Blended	
	density	Vertical		Primary	Diffused	
		Thick		Secondary	Tinted	
		Jagged			Solid	
		Broad			density	
		Loose				
		Short				
		Flowing				

