


Art & Design Scheme of Work: Autumn Year 1: Painting & Paul Klee.

The first art lesson of each Year Group (Yr1-6) in September will be to draw an observational drawing of their shoe, and to shade it in. This should show progression from the previous year.

Week/lesson	Curriculum Link.	Learning Objective.	Brief overview of lesson.	Key Vocabulary.	Key Assessment questions.
1	1AD3=to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To paint lines of different thickness and shapes by choosing appropriate brushes. Outcome I can choose thick and thin brushes. I can paint lines of different thicknesses and shapes.	<ul style="list-style-type: none"> Discuss vocabulary with children and encourage them to show examples of line-types by sky-drawing in the air. Ch to paint different types of lines using various sizes of brushes. Ch to explain their lines to their shoulder partner using the specific vocabulary. 	Thick, thin, zigzag, horizontal, vertical, diagonal, curved, dashes, dots, bristles.	Q tell me about the lines you have made.
2	1AD3=to develop a wide range of art and design techniques in using	To recognise Primary and Secondary colours. Outcome I can recognise primary and	<ul style="list-style-type: none"> Introduce Primary Colours. (R, B, Y) Ch to colour mix to create secondary colours. Ch draw various lines from week 1 in black paint to separate areas on an A3 sheet. Ch write P (primary) and S (secondary) in each section and then fill it in with the appropriate colour using paint. 	Primary colours Secondary colours Red, yellow, blue, green, orange, purple Thick, thin, zigzag, horizontal, vertical,	Q What is the other primary colour: red, blue and _____? Q What colour does red and blue make?

	colour, pattern, texture, line, shape, form and space	secondary colours.		diagonal, curved, dashes, dots, bristles.	Q what colour does red and yellow make? Q what colour does blue and yellow make? Q what is the special name given to these colours: green, purple, orange?
3	1AD3=to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To paint what I see. Outcome I can paint a picture of what I can see.	<ul style="list-style-type: none"> Set up a display of random artefacts. (Can be topic related if desired, but preferably primary and secondary coloured) Ch to paint what they see directly (no drawing first) by mixing secondary colours appropriately. Discuss colours used in their drawings with shoulder partner. 	Still life, artefacts, Primary colours Secondary colours Red, yellow, blue, green, orange, purple	Q What types of lines and colours can you see in Paul Klee's work?
4	1AD2=to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To describe what I can see in an artist's work. Outcome I can describe what I can see and what I like in an artist's work.	<ul style="list-style-type: none"> Introduce Paul Klee. (Castle in the Sky) Brief info. Discuss the shape of castle. What lines has he used? Give ch a copy of Castle in the sky to stick in sketchbooks. Ch to annotate his work in terms of lines and colours. 	Red, yellow, blue, green, orange, purple, happy, sad, feelings, mirror, reflection, expression, feelings, mood, dark, bright, light, Thick, thin, zig-zag, horizontal, vertical, diagonal, curved, dashes, dots, bristles.	

	<ul style="list-style-type: none"> 1AD3=to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 				
5	<ul style="list-style-type: none"> 1AD2=to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 1AD3=to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, 	<p>To paint in the style of Paul Klee.</p> <p>Outcome I can create my own artwork using inspiration from a famous artist.</p>	<ul style="list-style-type: none"> Children to paint a castle, in the style of Paul Klee using only Primary and Secondary colours. Ch will need a variation of brushes and the primary colours to mix secondary colours. 	<p>Thick, thin, zigzag, horizontal, vertical, diagonal, curved, dashes, dots, red, yellow, blue, green. Orange, purple, Paul, Klee, castles.</p>	

	form and space				
6	1AD4=about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p>To evaluate my work.</p> <p>Outcome</p> <p>I can talk about what I like about my painting.</p> <p>I can talk about what I would change in my painting.</p> <p>I can talk about how my work is similar to that of an artist's.</p>	<ul style="list-style-type: none"> • In sketch books have a pic of Paul' Klee's Castle in the Sky and a pic of their own finished piece in the style of him. • Ch to put ☺ on things they like and ☹ on the things they would change. • Label primary and secondary colours. • HA: to write which kind of lines they have used. 	As above.	