



## Art Long Term Plan

# ART

**“Every child is an artist.” Pablo Picasso**

### Our School Intent:

To engage, inspire and challenge pupils, equip them with the knowledge and skills to experiment, invent and create their own works of art

### Implementation

At Lilycroft Primary, we value Art and Design as an important part of the children’s entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should enable pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern. Children will explore ideas and meaning through the work of artists and designers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Impact

In each phase, the art team and lead ensure progression and continuity of skills.

In addition to the delivery and assessment of knowledge, children are also taught specific art skills and assessed on their ability to:

- Generate ideas - skills in designing and developing ideas
- Make - skills in making arts, crafts and designs
- Evaluate - skills in judgement and evaluation
- Understanding - skills in acquiring and applying knowledge to inform progress

**Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint**

Year Group	Autumn One Block 1	Spring One Block 2	Summer One Block 3
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REC

**Learning Focus:** Marvellous Marks and Self Portraits.

Artist: Van Gogh.

Outcome: create a self-portrait

Link: Physical Development and History

**Children in Reception:**

Children will be exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.

**ELG**

- Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Creates collaboratively, sharing resources and skills with other children.

**Key Knowledge**

- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- Uses simple tools and techniques competently and appropriately.
- Experiments with creating different things and talks about their uses.

**Key Skills**

painting, observational drawings, developing fine motor skills

**Key Vocabulary**

Van gogh, portraits, drawing,

**Learning Focus:** Painting and mixed media and colour splash

Artist: Kandinsky

Visit: Farcliffe

Outcome: collage/painting/photography

Link: Physical Development

Maths-Shape and Space

Music

History

**Children in Reception:**

Children will be exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.

**ELG**

- Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Creates collaboratively, sharing resources and skills with other children.

**Key Knowledge**

- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- Listens attentively, moves to and talks about music, expressing how it makes them feel.

**Key Skills**

painting, observational drawings, developing fine motor skills

**Learning Focus:** Sculpture and 3D

Creation station

Sculptor: Brett Kern

Visit:

Outcome: 3D animal from clay

Link: Physical Development

Geography

Science

**Children in Reception:**

Children will be exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.

**ELG**

- Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Creates collaboratively, sharing resources and skills with other children.

**Key Knowledge:**

- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- Uses simple tools and techniques competently and appropriately.
- Experiments with creating different things and talks about their uses.

**Key Skills**

using simple tools, joining techniques, designing, exploring malleable materials, developing fine motor skills

**Key vocabulary:**



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		<p><b>Key vocabulary:</b> Kandinsky, shape, circles, paint, collage, nature, natural</p>	sculpture, sculptor, 3D, clay
<p>All of the above media, resources and opportunities will be provided throughout the year for children to access independently.</p>			
Year 1	<p><b>Learning Focus:</b> Self Portraits Artist: David Hockney Visit: Cartwright Hall Outcome: create a self-portrait Link:</p> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own.</li> <li>The children will explore David Hockney and create artwork inspired by him.</li> </ul> <p><b>Key Skills</b> Sketching, painting, observational drawings, developing fine motor skills</p> <p><b>Key vocabulary</b> David Hockney, portraits, painting, drawing, sketching, facial features, portrait, landscape</p>	<p><b>Learning Focus:</b> Landscape Scenes Artist: Van Gogh Visit: Cartwright Hall Outcome: create a scene of local area Link:</p> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>This unit will focus on pupils experimenting with colours, creating different shades, still life drawing, creating art inspired by artists.</li> </ul> <p><b>Key Skills</b> Colour mixing, close observational drawing, learning about different artists, using mixed media to create art.</p> <p><b>Key vocabulary</b> Arcimboldo, Van Gogh, artist, fruits, bowls, The Starry Night, hatching, cross-hatching, stippling, scumbling</p>	<p><b>Learning Focus: Sculpture</b> Sculptor: Yayoi Kusama Visit: Sculpture Park Outcome: a range of sculptures Link:</p> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>This unit will focus on pupils creating various sculptures. They will research, design and create using different materials. Understand that sculptures are not always made from clay.</li> </ul> <p><b>Key Skills</b> Research about sculptures, planning, designing, choosing material, understanding why some materials are better than others.</p> <p><b>Key vocabulary:</b> Sculpture, sculpting, artists, research, design, make, create, clay, marshmallow, sugar cubes, build, pull, shape, roll, squeeze</p>
Year 2	<p><b>Learning Focus:</b> Explore and Draw Artists: Alice Fox Visit: Local Area Outcome: Wax resist autumn leaves art work Link:</p>	<p><b>Learning Focus:</b> Sculpture-Architecture Artist: Zaha Hadid Visit: Local Area Outcome: Make architecture/mosque, church Link:</p>	<p><b>Learning Focus:</b> Music and Art Artist: Kandinsky Visit: Outcome: Paint and imaginary orchestra Link:</p>



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### Key knowledge

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To look at a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

### Unit Overview

This unit will introduce the class to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The children will explore the work of Alice Fox and create artwork inspired by them. Alice Fox took on an old allotment and on the allotment were a number of sheds. Alice spends time discovering the past through the things she finds and creates small, carefully crafted artworks, inspired by what she finds and natural materials.

### Key Skills

Sketching, painting, observational drawings, developing fine motor skills.

### Key vocabulary

### Key knowledge

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To look at a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

### Unit Overview

This unit gives pupils the opportunity to explore architecture. It aims to introduce children to the idea that architects design and make buildings, and to give pupils the opportunity to explore architecture around them, and to create their own architectural models.

We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model. The pathway can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.

### Key knowledge

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To look at a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

### Unit Overview

In this unit children are introduced to the idea that artists often work in partnership and are often inspired by other art forms – in this case music and the visual arts. Children explore how other artists have used sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to both be influenced by, and to capture, the expression in music. Children then explore making skills to collage or make inventive instruments, creating a class “orchestra”

### Key Skills

Sketching, painting, observational drawings  
To capture feelings from music on paper

### Key vocabulary

painting, drawing, Kandinsky, inspiration, visual arts, explore, experiment, expression, orchestra, collage, art forms



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	<p>Alice Fox, painting, drawing, sketching, composition, invent, observe, explore</p>	<p><b>Key Skills</b> Research about sculptures, planning, designing, choosing material, understanding why some materials are better than others, design through making</p> <p><b>Key vocabulary</b> Zaha Hadid, Sculpture, sculpting, artists, research, design, make, create, build, cardboard, foam board, lolly sticks, dowel, wire</p>	
<p>Year 3</p>	<p><b>Learning Focus:</b> Gestural Drawing with Charcoal <b>Artists:</b> Heather Hansen, Laura McKendry, Edgar Degas <b>Visit:</b> <b>Outcome:</b> a body size gestural drawing created through body movement <b>Link:</b></p> <p><b>Key knowledge</b></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> </ul> <p><b>Unit Overview</b> In this unit, children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>	<p><b>Learning Focus:</b> Sculpture - Telling Stories through drawing and making <b>Artists:</b> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake <b>Visit:</b> <b>Outcome:</b> create animation with moving puppet <b>Link:</b> Literacy</p> <p><b>Key knowledge</b></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> </ul> <p>To learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>Unit Overview</b> In this unit children are enabled to make sculptural equivalents of characters from film and literature. It begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition</p>	<p><b>Learning Focus:</b> Using Natural Materials to Make <b>Artists:</b> Frances Hatch, Anna Atkins <b>Visit:</b> <b>Outcome:</b> a piece of art created using natural pigments <b>Link:</b></p> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul> <p><b>Unit Overview</b> In this unit children are introduced to Cyanotypes, and the work of the first female photographer Anna Atkins. They are also introduced to artist Frances Hatch, who finds and makes pigments from the landscape she is drawing. Children then go on to make their own imagery, choosing one or more methods, to make artwork which is rooted in the materials and place in which it was made. Medium: Natural pigments from earth and plants, paper, light.</p> <p><b>Key skills</b></p>



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	<p><b>Key skills</b> to understand when we draw we can use gestural marks to make work, when we draw we can use the expressive marks we make to create a sense of drama, to understand when we draw we can move around, when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p> <p><b>Key vocabulary</b> Sketchbook, draw, sketch, shade, highlight, plan, design, research, cave art, movement, human body, relationship of body to place</p>	<p>from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character. The unit is easily adapted to which ever books/films you are studying in class.</p> <p><b>Key skills</b> To learn that artists can make animations by creating drawings which move in a sequence, to understand that we can use all our mark making skills and imagination to make our drawings visually engaging, to know that we can use our moving drawings to share narratives.</p> <p><b>Key vocabulary</b> drawing, sculptor, sculpture, animation, puppet, story line, character,</p>	<p>to understand that we can use the world around us as “ingredients” with which to make art, to know that photographs are created when a light sensitive surface is exposed to light, to know that we can manipulate the world around us, transforming it into art.</p> <p><b>Key vocabulary</b> cyanotype, anthotype, natural pigments,</p>
<p>Year 4</p>	<p><b>Learning Focus:</b> Festival Feasts <b>Artists:</b> Claes Oldenberg, Lucia Hierro, Nicole Dyer <b>Visit:</b> <b>Outcome:</b> to create a collaborative piece of work <b>Link:</b></p> <p><b>Key knowledge</b></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 [for example, pencil, charcoal, paint, clay].</li> </ul> <p><b>Unit Overview</b></p>	<p><b>Learning Focus:</b> Sculpture, Structure, Inventiveness &amp; Determination <b>Artists:</b> Marcus Coates <b>Visit:</b> <b>Outcome:</b> to create a sculpture of a nest <b>Link:</b></p> <p><b>Key knowledge</b></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 [for example, pencil, charcoal, paint, clay].</li> </ul>	<p><b>Learning Focus:</b> Exploring Pattern <b>Artists:</b> Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont <b>Visit:</b> <b>Outcome:</b> make a tessellated design/Islamic art mosaic <b>Link:</b> History Islamic civilisation</p> <p><b>Key knowledge</b></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</li> </ul>



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In this unit children are enabled to begin to recognise that their individual creative response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork. As children progress through the school, they are enabled to use and further develop the knowledge and skills learnt so far, and bring their personal likes, dislikes and experience to a project, working towards being confident creative decision makers. This begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience. Children then further develop drawing skills by drawing from still imagery and from life, and then teachers choose from two projects, one using dry materials (paper, card, pen, paint) to make a “corner shop”, or using Modroc and other modelling and construction materials to make a shared sculptural feast. Finally, if you have time, invite pupils to make a shared picnic drawing, before making time to present the work, reflect and share.

### **Key skills**

to learn that we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture, to understand that we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art, to know that we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork, to understand that making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.

### **Key vocabulary:**

### **Unit Overview**

In this unit children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”. Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture?

### **Key skills**

to know that artists can learn from the world around them, to understand that artists can draw parallels with other beings/events to help us understand things about ourselves, to know that artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world, to know that we can feel safe enough to take creative risks in our own work, to know that we can explore materials and ideas feeling free from criticism, to express our personality through the art we make, to use materials, tools and the ideas in our head to explore line, shape, form, balance and structure, to understand that making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

### **Unit Overview**

In this unit, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. It also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.

### **Key skills**

to understand that the act of making drawings can be mindful, to know that we can use line, shape and colour to create patterns, to be able to use folding, cutting and collage to help us create pattern, to know that we can create repeated patterns to apply to a range of products or outcomes.

### **Key vocabulary**

explore, pattern, drawing, collage, sensory drawing, design





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	<p>sculpture, painting, drawing, collage, stimulus, media, curiosity, individual, collaboration</p>	<p><b>Key vocabulary:</b> drawing, sketchbooks, sculpture, shape, form, balance, parallels</p>	
<p>Year 5</p>	<p><b>Learning Focus:</b> Mixed Media Land &amp; City Scapes</p> <p><b>Artists:</b> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p> <p><b>Visit:</b> Local Area</p> <p><b>Outcome:</b> land/city scape</p> <p><b>Link:</b> Geography</p> <p><b>Key knowledge:</b></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 [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Unit Overview</b></p> <p>In this unit children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media. Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end</p>	<p><b>Learning Focus:</b> Typography &amp; Maps</p> <p><b>Artists:</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><b>Visit:</b> Local Area</p> <p><b>Outcome:</b> Make a 3D visual map</p> <p><b>Link:</b></p> <p><b>Key knowledge:</b></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 [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</li> </ul> <p><b>Unit Overview</b></p>	<p><b>Learning Focus:</b> Architecture - Dream Big &amp; Small</p> <p><b>Artists:</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><b>Visit:</b> Local Area</p> <p><b>Outcome:</b> make an architectural model</p> <p><b>Link:</b></p> <p><b>Key knowledge:</b></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 [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Unit Overview</b></p> <p>In this unit children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps we can do both? Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their</p>





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	<p>result. Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.</p> <p><b>Key skills:</b> to understand that artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes, to know that artists often work outside (plain air) so that all their senses can be used to inform the work, to know that as artists we are able to experiment with materials, combining them to see what happens, to know that they can feel free and safe to take creative risks, without fear of getting things “wrong”, to know that they can share their artistic discoveries with, and be inspired by each other, to know that they can use sketchbooks to focus this exploration and do not always need to create an “end result” – sometimes the exploratory journey is more than enough</p> <p><b>Key vocabulary</b> land/city scape, senses, experiment, explore</p>	<p>In this unit children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps. This unit aims to give pupils the opportunity to explore the work of designers who work with font and typography. Pupils go on to create their own typography and develop their skills further in a visual map project.</p> <p><b>Key skills:</b> to know that when designers work with fonts and layout it is called Typography, to understand that we can use the way words look to help us communicate ideas and emotions, to be able to create their own typography and combine it with other visual elements to make artwork about chosen themes.</p> <p><b>Key vocabulary</b> typography, design, fonts, visual letters, visual map</p>	<p>aspirational home or tiny house, before sharing as a class to see the village that has been made.</p> <p><b>Key skills:</b> to understand that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design, to know that they can make creative choices which both serves them as individuals and the communities they belong to, to be able to use form, structure, materials, and scale to design innovative buildings, to learn that they can build architectural models to test out their ideas and share their vision.</p> <p><b>Key vocabulary</b></p>
<p>Year 6</p>	<p><b>2D Drawing to 3D Making</b></p> <p><b>Artists:</b> Lubaina Himid, Claire Harrup</p> <p><b>Visit:</b></p> <p><b>Outcome:</b> food or toy packaging/sculpture</p> <p><b>Link:</b></p> <p><b>Key knowledge</b></p>	<p><b>Brave Colour</b></p> <p><b>Artists:</b> Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</p> <p><b>Visit:</b></p> <p><b>Outcome:</b> Mini world light box/Colour wall</p> <p><b>Link:</b></p>	<p><b>Print and Activism</b></p> <p><b>Artists:</b> Luba Lukova, Faith Ringgold, Shepard Fairey</p> <p><b>Visit:</b></p> <p><b>Outcome:</b> Create a Poster Inspired by Shepard Fairey/make a zine</p> <p><b>Link:</b></p> <p><b>Key knowledge:</b></p>



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- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### Unit Overview

This unit contains two choices: 1) working towards a piece of sculpture, or 2) working towards graphic design/packaging. Both options allow children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object. Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing. The graphic design packaging project includes typography.

### Key Skills

to understand that drawing and making have a close relationship, to know that drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object, to learn that when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork, to learn to use methods such as the grid method and look at negative space to help us draw,

### Key knowledge:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### Unit Overview

In this unit pupils are enabled to explore colour in a very personal and intuitive way. Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create (propose) their own art work. They are enabled to imagine “what if...?” and encouraged to share their vision or imagining with others through mock-up artworks and models. Recognising pupils growing ability to articulate their thoughts, and understand that we can use art to bring people together through sharing common experiences, such as how our bodies and minds react in certain colourful environments, pupils are empowered to create their own response to simple sculptural challenges.

Pupils use sketchbooks throughout to record, test and reflect.

### Key Skills

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to learn about great artists, architects and designers in history.

### Unit Overview

In this unit children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. Start by introducing pupils to artists who are activists, and then go on to help pupils identify and voice the things they care about as individuals. Make children aware that artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message.

That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.

That through art as activism we can come together.



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to understand that there is a challenge involved in bringing two dimensions to 3 dimensions which can be solved with a combination of invention and logic.

**Key vocabulary**

transform, two-dimensional, three-dimensional, tone, negative space, grid drawings, graphic design, typography

to understand as humans we react emotionally to colour, to know that artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others, to understand we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form, to be able to test ideas, use imagination and share the vision with others by creating 2 and 3 dimensional models.

**Key vocabulary**

immersive installations, test, reflect

There is then a choice of projects: the class can either make posters or zines, using collage, print and drawing.

**Key Skills**

to understand that artists can use art as a way to express their opinions, using their skills to speak for sectors of society, to be aware that artists acting as activists often use print because it allows them to duplicate and distribute their message, to know that a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language, to know that through art as activism we can come together.

**Key vocabulary**

expression, opinion, activists, print, collage, duplicate, image, activism