



Art Long Term Plan

ART

“Every child is an artist.” Pablo Picasso

Intent

At Lilycroft Primary we value Art and Design as an important part of our pupil’s entitlement to a broad and balanced curriculum. We believe Art and Design embodies some of the highest forms of human creativity. We intend to engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own unique works of art, craft and design.

Implementation

Our Art and Design curriculum is planned to enable our pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern. Our pupils explore ideas and meaning through the work of artists and designers. As our pupils progress through school, they think critically and develop a more rigorous understanding of art and design through carefully planned and sequenced lessons. In each phase, the art team and lead ensure progression and continuity of skills. In addition to the delivery and assessment of knowledge, our pupils 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

Impact

Through our ambitious Art and Design Curriculum, our pupils will know how Art and Design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our diverse nation. They will know about artists and designers and how they have influenced the world and our country. Our pupils will become confident, proficient, creative artists with the ability to express themselves through drawing, painting, printing and sculpture.

These meaningful, memorable learning experiences will see them through to further study, work and a successful adult life.

British Values covered **Rule of law** **democracy** **individual liberty** **mutual respect** **tolerance of those of different faiths and beliefs**



Art Long Term Plan

Purple=Substantive Knowledge

Green=Implicit Knowledge/Skills

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
REC	Learning Focus: Marvellous Marks and Self Portraits. Artist: Van Gogh. Outcome: create a self-portrait Link: Physical Development Understanding the World 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 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 Understanding the World 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	Learning Focus: Sculpture and 3D-Creation Station Sculptor: Brett Kern Visit: Outcome: 3D animal from clay Link: Physical Development Understanding the world 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.



Art Long Term Plan

	<u>Key Skills</u> 1. Begin to use and control a variety of media. 2. Start to produce lines of different thickness using a pencil. 3. Start to produce different patterns and textures from observations, imagination and illustrations. 4. Developing fine motor skills.	about music, expressing how it makes them feel. <u>Key vocabulary:</u> Kandinsky, shape, circles, paint, collage, nature, natural <u>Key Skills</u> <u>Painting</u> 1. Enjoy using a variety of tools including different size brushes and tools. 2. Explore what happens when they mix colours. 3. Use particular colours for a purpose. 4. Developing fine motor skills. <u>Printing</u> 1. Enjoy taking leaf rubbings e.g. leaf, brick and coin. 2. Create simple pictures by printing from objects. 3. Develop simple patterns by using objects.	<u>Key vocabulary:</u> sculpture, sculptor, 3D, clay <u>Key Skills</u> 1. Enjoy a range of malleable media such as clay, papier-mâché and salt dough. 2. Cut shapes using scissors and other modelling tools. 3. Understand that different media can be combined to create new effects. 4. Construct with a purpose in mind, using a variety of resources. 5. Select tools and techniques needed to shape, assemble and join materials they are using.
	<i>All of the above media, resources and opportunities will be provided throughout the year for children to access independently.</i>		
Year 1	<u>Learning Focus:</u> Self Portraits Artist: David Hockney Visit: Cartwright Hall Outcome: create a self-portrait Link: <u>Key knowledge</u> • To use a range of materials creatively to design and make products. • This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own.	<u>Learning Focus:</u> Landscape Scenes Artist: Van Gogh Visit: Cartwright Hall Outcome: create a scene of local area Link: <u>Key knowledge</u> • To use a range of materials creatively to design and make products. • This unit will focus on pupils experimenting with colours, creating different shades, still life drawing, creating art inspired by artists.	<u>Learning Focus:</u> Sculpture Sculptor: Yayoi Kusama Visit: Sculpture Park Outcome: a range of sculptures Link: <u>Key knowledge</u> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • This unit will focus on pupils creating various sculptures. They will research, design and



Art Long Term Plan

- The children will explore David Hockney and create artwork inspired by him.

Key vocabulary

David Hockney, portraits, painting, drawing, sketching, facial features, portrait, landscape

Key Skills

1. Experiment with a variety of media.
2. Begin to control the types of marks made with the range of media.
3. Develop a range of tone using a pencil and use a variety of drawing techniques.
4. Draw lines of different shapes and thickness, using 2 different grades of pencil.
5. Investigate textures by describing, naming, rubbing and copying.
6. Communicate something about themselves.

PD Opportunities

Cartwright Hall

Key vocabulary Arcimboldo, Van Gogh, artist, fruits, bowls, The Starry Night, hatching, cross-hatching, stippling, scumbling

Key Skills

Painting

1. Explore with a variety of media; different brush sizes and tools.
2. Choose to use thick and thin brushes as appropriate.
3. Begin to control the types of marks made with the range of media.
4. Start to mix a range of secondary colours, moving towards predicting resulting colours.
5. Name the primary and secondary colours.
6. Explore lightening and darkening paint without the use of black or white.

Printing

1. Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.
2. Design their own printing block.
3. Explore printing in relief. Use string and card.
4. Explore impressed printing. Drawing into ink, printing from objects.
4. Create a simple repeating pattern and recognise pattern in the environment.
5. Use equipment and media correctly and start to produce a clean printed image.

PD Opportunities

Cartwright Hall

create using different materials. Understand that sculptures are not always made from clay.

Key vocabulary: Sculpture, sculpting, artists, research, design, make, create, clay, marshmallow, sugar cubes, build, pull, shape, roll, squeeze

Key Skills

1. Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc.
2. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
3. Shape and model materials for a purpose e.g. pots.
4. Apply simple decoration techniques; impressed, painted and applied.
5. Experiment with constructing and joining recycled, natural and manmade materials.
6. Use tools and equipment safely and in the correct way.

PD Opportunities

Yorkshire sculpture park

Year 2

Learning Focus: Explore and Draw

Artists: Alice Fox

Visit: Local Area

Outcome: Wax resist autumn leaves art work

Link:

Learning Focus: Sculpture-Architecture

Artist: Zaha Hadid

Visit: Local Area

Outcome: Make architecture/mosque, church

Link:

Learning Focus: Music and Art

Artist: Kandinsky

Visit:

Outcome: Paint an imaginary orchestra

Link:



Art Long Term Plan

Key Knowledge

- To use a range of materials creatively to design and make products, sometimes combining in one drawing to capture the nature of things we find.
- To understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
- 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.

Key vocabulary

Alice Fox, painting, drawing, sketching, composition, invent, observe, explore

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

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 and understand the role of an architect.
- Understand when we make sculpture by adding materials it is called Construction.
- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each persons' sketchbook looks is unique to them.

Key vocabulary

Key Knowledge

- To use a range of materials creatively to design and make products and to understand that primary colours can be mixed together to make secondary colours of different hues.
- 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.

Key vocabulary

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

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”



Art Long Term Plan

she finds and creates small, carefully crafted artworks, inspired by what she finds and natural materials.

Key Skills

1. Control the types of marks made with a variety of media.
2. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.
4. Use three different grades of pencil (4B, 8B, HB).
5. Continue to investigate textures and produce an expanding range of patterns.
6. Use a viewfinder to focus on a specific part of an artefact before drawing it.

PD Opportunities

Local area walk to collect autumn leaves

Zaha Hadid, Sculpture, sculpting, artists, research, design, make, create, build, cardboard, foam board, lolly sticks, dowel, wire

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 Skills

1. Use equipment and media with increasing confidence.
2. Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.
3. Explore carving as a form of 3D art.
4. Demonstrate experience in surface patterns and textures and use them when appropriate.
5. Develop an increasing awareness to use tools and equipment safely and in the correct way.

PD Opportunities

Church/ mosque visit

Key Skills

Painting

1. Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture.
2. Mix paint to create all the secondary colours and predict the outcomes.
3. Continue to experiment in lightening and darkening without the use of black or white.
4. Begin to mix colour tints and shades.
5. Store information on colour mixing, the colour wheel and colour spectrums.

Printing

1. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels.
2. Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.
3. Demonstrate experience at impressed printing. Drawing into ink, printing from objects.
4. Design patterns of increasing complexity and repetition.
5. Use equipment and media correctly and be able to produce a clean printed image.
6. Experiment with overprinting motifs and colour.

PD Opportunities

Year 3

Learning Focus: Gestural Drawing with Charcoal

Learning Focus: Sculpture - Telling Stories through drawing and making

Learning Focus: Using Natural Materials to Make Images



Art Long Term Plan

Artists: Heather Hansen, Laura McKendry, Edgar Degas
Visit:
Outcome: a body size gestural drawing created through body movement
Link:

Key knowledge

- To create sketch books to record their observations and use them to review and revisit ideas.
- Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale
- Understand charcoal and earth pigment were our first drawing tools as humans.
- Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.
- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each persons’ sketchbook looks is unique to them.
- Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.

Key vocabulary

Sketchbook, draw, sketch, shade, highlight, plan, design, research, cave art, movement, human body, relationship of body to place

Unit Overview

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

Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake
Visit:
Outcome: create animation with moving puppet
Link: Literacy

Key knowledge

- To create sketch books to record their observations and use them to review and revisit ideas.
- 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.
- Understand that we can create imagery using natural pigments and light.
- Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.
- Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).
- That clay and Modroc are soft materials which finally dry/set hard.
- An armature is an interior framework which support a sculpture.
- To understand that visual artists look to other artforms for inspiration.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make

Artists: Frances Hatch, Anna Atkins
Visit:
Outcome: a piece of art created using natural pigments
Link:

Key knowledge

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each persons’ sketchbook looks is unique to them.
- Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.
- To understand that visual artists look to other artforms for inspiration.
- Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share



Art Long Term Plan

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.

Key skills

1. Develop intricate patterns and marks with a variety of media.
2. Make marks using charcoal using hands as tools
3. Explore making gestural charcoal drawings using the whole body
4. Use different grades of pencil shade to show different tones.
5. Create textures and patterns with a wide range of drawing implements.
6. Begin to show an awareness of objects having a third dimension and perspective.
7. Use their sketches to produce a final piece of work.
8. Write an explanation of their sketch in notes.
9. Make charcoal drawings that explore lighting and shadow.
10. To make visual notes using a variety of media

PD Opportunities

visual notes to nurture pupils own creative response to the work.

- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid

Key vocabulary

drawing, sculptor, sculpture, animation, puppet, story line, character

Unit Overview

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 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.

Key skills

1. To develop mark making skills
2. To brainstorm animation ideas
3. To consider form, texture, character and structure.
4. Use paint, mixing colours, to complete the sculpture
5. Use equipment and media with confidence.
6. Join two parts successfully.
7. Construct a simple base for extending and modelling other shapes.

similarities. Understand all responses are valid.

Key vocabulary

cyanotype, anotype, natural pigments

Unit Overview

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.

Key skills

Painting

1. Demonstrate increasing control with the types of marks made.
2. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.
3. Use a range of brushes to create different effects.
4. Use light and dark within painting and begin to explore complimentary colours.
5. Mix colour, tints and shades with increasing confidence.
6. To explore creating pigments from earth, vegetation etc
7. Know where each of the primary and secondary colours sits on the colour wheel.



Art Long Term Plan

		8. Learn to secure work to continue at a later date. 9. Continue to explore carving as a form of 3D art. 10. Produce larger ware using pinch, slab and coil techniques. 11. Produce more intricate surface patterns and textures and use them when appropriate. 12. Use language appropriate to skill and technique. 13. To make visual notes using a variety of media <u>PD Opportunities</u>	8. To use light to create imagery by exploring anthotypes or cyanotype 9. To make visual notes using a variety of media <u>Printing</u> 1. Continue to explore relief printing and mono printing. 2. Print simple pictures using different printing techniques. 3. Begin to demonstrate experience in three colour printing. 4. Experiment with overprinting motifs using two colours. 5. Start to combine prints taken from different objects to produce an end piece. 6. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. <u>PD Opportunities</u> Local area walk to collect natural objects to create images.
Year 4	<u>Learning Focus:</u> Festival Feasts Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer Visit: Outcome: to create a collaborative piece of work Link: <u>Key knowledge</u> - To create sketch books to record their observations and use them to review and revisit ideas. - To understand that making sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice.	<u>Learning Focus:</u> Sculpture, Structure, Inventiveness & Determination Artists: Marcus Coates Visit: Outcome: to create a sculpture of a nest Link: <u>Key knowledge</u> - To create sketch books to record their observations and use them to review and revisit ideas. - Understand that artists use sketchbooks for different purposes and that each	<u>Learning Focus:</u> Exploring Pattern Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Visit: Outcome: make a tessellated design/Islamic art mosaic Link: History Islamic civilisation <u>Key knowledge</u> to create sketch books to record their observations and use them to review and revisit ideas



Art Long Term Plan

That it is ok to take creative risks and ok if things go wrong as well as right.

- Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
- Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- 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].

Key vocabulary:

sculpture, painting, drawing, collage, stimulus, media, curiosity, individual, collaboration

Unit Overview

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

artist will find their own ways of working in a sketchbook.

- To understand that make sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right
- Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
- 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].

Key vocabulary:

drawing, sketchbooks, sculpture, shape, form, balance, parallels

- Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.
- Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry
- Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.
- Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook
- Understand that still life name given to the genre of painting (or making) a collection of objects/elements.
- That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.
- Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share



Art Long Term Plan

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

1. Practise drawing skills.
2. Make visual notes to record ideas and processes discovered through looking at other artists.
3. Test and experiment
4. Brainstorm pattern, colour, line and shape
5. To explore painting on different surfaces and combine paint with 3D
6. To make work part of a community/class and understand how everyone can contribute towards a larger artwork.
7. Combine modelling with construction using mixed media and painting to create sculpture
8. Develop our construction skills by combining lots of materials.
9. Use tools to help us construct and take creative risks by experimenting to see what happens.
10. Use Design through Making philosophy and reflect at all stages to inform future making.
11. Confidently control types of marks made.

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

1. Practise drawing skills.
2. Make visual notes to record ideas and processes discovered through looking at other artists.
3. Test and experiment
- Reflect
4. Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.
5. Use tools to help us construct and take creative risks by experimenting to see what happens.
6. Use Design through Making philosophy and reflect at all stages to inform future making.
7. Work in a safe, organised way, caring for equipment.
8. Make a slip to join two pieces of clay.

similarities. Understand all responses are valid.

- 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.

Key vocabulary

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

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

1. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns
2. Practise drawing skills.
3. Test and experiment with materials.
- Brainstorm pattern, colour, line and shape
4. Develop techniques to create intricate patterns, marks and lines using a growing range of media.
5. Use these techniques to develop texture and tone.
6. Organise line, tone, shape and colour to represent figures and forms in movement.
7. Have opportunities to develop further drawings featuring the third dimension and perspective.
8. Show reflections.



Art Long Term Plan

	12. Experiment with different effects and textures, including those learnt previously. 13. Begin to choose appropriate media to work with. 14. Use light and dark within painting and show understanding of complimentary colours. 15. Create all the colours they need through mixing. 16. Mix colour, tints and shades with increasing confidence. 17. Start to look at working in the style of a selected artist. <u>PD Opportunities</u>	9. Secure work to continue at a later date. 10. Decorate, coil and produce marquettes confidently. 11. Gain more experience in carving as a form of 3D art. 12. Use recycled, natural and man-made materials to create sculptures. 13. Model over an armature (newspaper frame for Modroc). 14. Continue to use language appropriate to skill and technique. 15. Show an awareness of the effect of time upon sculptures. <u>PD Opportunities</u>	9. Show facial expressions and body language in their sketches. 10. Make visual notes to record ideas and processes discovered through looking at other artists. <u>PD Opportunities</u>
Year 5	<u>Learning Focus:</u> Mixed Media Land & City Scapes Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones Visit: Local Area Outcome: land/city scape Link: Geography <u>Key knowledge:</u> - Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. - Look at the work of designers, artists, animators, architects. - Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.	<u>Learning Focus:</u> Typography & Maps Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny Visit: Local Area Outcome: Make a 3D visual map Link: <u>Key knowledge:</u> - Understand that designers create fonts and work with Typography. - Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. - 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,	<u>Learning Focus:</u> Architecture - Dream Big & Small Artists: Shoreditch Sketcher, Various Architects Visit: Local Area Outcome: make an architectural model Link: <u>Key knowledge:</u> - Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better - Look at the work of designers, artists, animators, architects. - Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning. - Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid



Art Long Term Plan

- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
- 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.

Key vocabulary

land/city scape, senses, experiment, explore

Unit Overview

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 result. Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.

Key skills:

Painting

- 1.Explore mark making.

paint, clay] about great artists, architects and designers in history.

Key vocabulary

typography, design, fonts, visual letters, visual map

Key vocabulary

typography, design, fonts, visual letters, visual map

Unit Overview

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.

Key skills:

- 1.Create fonts inspired by objects/elements around them.
- 2.Use close observational drawing with pen to inspire, and use creative skills to transform into letters.

- 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.

Key vocabulary

Architecture, architect, aspirational, eco homes, architectural model, design brief

Unit Overview

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 aspirational home or tiny house, before sharing as a class to see the village that has been made.

Key skills:

- 1.Make visual notes to capture, consolidate and reflect upon the artists studied.
2. Use Design through Making and scale models to create a piece of architecture which would make the world a better place.



Art Long Term Plan

2. Make visual notes to capture, consolidate and reflect upon the artists studied.
3. Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.
4. Explore how you can you paint (possibly combined with drawing) to capture your response to a place.
5. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result.
6. Think about colour, composition and mark making. Think about light and dark, movement and energy
7. Confidently control the types of marks made.
8. Experiment with different effects and textures.
9. Be able to identify primary secondary, complementary and contrasting colours.
10. Mix and match colours to create atmosphere and light effects.
11. Mix colour, tints and shades with confidence.
12. Start to develop a painting from a drawing.
13. Recognise the art of key artists and begin to place them in key movements or historical events.

Printing

1. Show experience in a range of mono print techniques.
2. Continue to gain experience in overprinting colours.
3. Start to overlay prints with other media.
4. Print onto a range of different materials.
5. Use a variety of tools in a safe way.
6. Create an accurate print design that meets a given criteria.
7. Collect and record visual information from different sources as well as planning and trying out ideas.

PD Opportunities

Local area walk

3. Draw over maps/existing marks to explore how you can make mark making more visually powerful.
4. Make visual notes to capture, consolidate and reflect upon the artists studied.
5. Use learnt techniques to work in a sustained and independent way.
6. Develop a key element of their work: line, tone, pattern and texture.
7. Use these different techniques to create mood and feeling.
8. Develop further simple perspective by using a focal point and horizon.
9. Use drawing techniques to work from a variety of sources: observation, photographs and digital images.
10. Explain why they have chosen specific materials to draw with.

PD Opportunities

3. Use a combination of materials, construction methods and tools.
4. Continue to work in a safe, organised way, caring for equipment.
5. Carry on securing work to continue at a later date.
6. Show experience in combining pinch, slab and coil.
7. Develop understanding of different ways of finishing work: glaze, paint and polish.
8. Gain experience in modelling over an armature (newspaper frame for Modroc).
9. Develop confidence in carving a simple form.
10. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
11. Demonstrate awareness in environmental

PD Opportunities



Art Long Term Plan

Year 6

Learning Focus: 2D Drawing to 3D Making

Artists: Lubaina Himid, Claire Harrup

Visit:

Outcome: food or toy packaging/sculpture

Link:

Key knowledge

- Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.
- Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
- Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.
- Understand that graphic designers use typography and image to create packaging which we aspire to use.
- Understand that there are technical processes we can use to help us see, draw and scale up our work
- 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]

Key vocabulary

Learning Focus: Brave Colour

Artists: Olafur Eliasson, Yinka Ilori, Morag

Myerscough, Liz West

Visit:

Outcome: Mini world light box/Colour wall

Link:

Key knowledge:

- Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.
- Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
- Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork
- Understand that artists and designers add colour, texture, meaning and richness to our life.
- Understand that artists and designers add colour, texture, meaning and

Learning Focus: Print and Activism

Artists: Luba Lukova, Faith Ringgold, Shepard Fairey

Visit:

Outcome: Create a Poster Inspired by Shepard

Fairey/make a zine

Link:

Key knowledge:

- Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.
- Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.
- Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.
- Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
- 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



Art Long Term Plan

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

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

1. Explore using negative and positive space to “see” and draw a simple element/object.
2. Use the grid system to scale up the image above, transferring the image onto card
3. Use collage to add tonal marks to the “flat image”.
4. Practise seeing negative and positive shapes
5. Using the grid method to scale up an image.
6. Make visual notes to capture, consolidate and reflect upon the artists studied.
7. Work confidently in a safe, organised way, caring for equipment.
8. Carry on securing work to continue at a later date.
9. Model and develop work through a combination of pinch, slab and coil to produce end pieces.
10. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.

richness to our life.

- 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]

Key vocabulary

immersive installations, test, reflect

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

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

Key vocabulary

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

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

Key Skills

1. Explore what your passions, hopes and fears might be. What makes you? How can you find visual equivalents for the words in your head?
2. Explore colour: make colours, collect colours, experiment with how colours work together.
3. Explore combinations and layering of media.
4. Make visual notes to capture, consolidate and reflect upon the artists studied.



Art Long Term Plan

11. Work around armatures or over constructed foundations.
12. Confidently carve a simple form.
13. Demonstrate experience in relief and freestanding work using a range of media.

PD Opportunities

1. Explore colour: make colours, collect colours, experiment with how colours work together.
2. Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”
3. Use a variety of materials, including light and sound, to make a model of what you would build.
4. Think about structure of space, how the viewer would enter, what they would see, feel, hear.
5. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.

PD Opportunities

5. Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.
6. Use screen-printing and/or mono-printing over collaged and painted sheets to create your piece of activist art
Or create a zine using similar methods.
7. Draw for a sustained period of time over a number of sessions working on one piece.
8. Use different techniques for different purposes.
9. Ensure sketches communicate emotions and a sense of self with accuracy and imagination.
10. Have opportunities to develop further simple perspective.
11. Develop an awareness of composition, scale and proportion.
12. Explain why they have combined different tools to create their drawings.

PD Opportunities

Art gallery for KS2 to put their posters on display. Year 6 children to talk about their posters to the other KS2 children