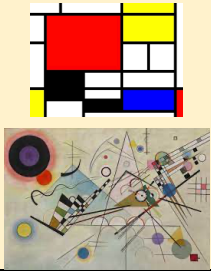







Art long term plan




Year 1

	Autumn	Spring	Summer
Medium	<p>Drawing</p> <p>Mark making</p> <p>Significant artist: Kandinsky and Piet Mondrian</p> 	<p>Printing</p> <p>Fruit printing</p> <p>Significant artist: Giuseppe Arcimboldo</p> 	<p>Sculpture</p> <p>Sea creature clay</p> <p>Significant artist: Nick Mackman</p> 
Knowledge and theory	<ul style="list-style-type: none"> • Explore the work of famous artists. • Explore art pieces in the style of the significant artist • Look at how marks make meaning • Explore the use of 2D shape • Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. 	<ul style="list-style-type: none"> • Explore the work of Giuseppe Arcimboldo. • Look at how fruit is used in artwork. • Explore contrasting colours • Repeated patterns 	<ul style="list-style-type: none"> • Explore sculptors work and how this differs from other forms • What sculpture is and different forms. • Understand what a sculpture is • Understand that sculpture is 3D
Skills	<ul style="list-style-type: none"> • Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. • They practice shading tones neatly & accurately • Pupils learn how to control the pressure of their drawing material • Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms 	<ul style="list-style-type: none"> • They paint repeated patterns • Children to use block printing to create repeated pattern • Apply paint effectively • Use of colours which contrast 	<ul style="list-style-type: none"> • Making marks using tools to create texture and pattern • Moulding clay into simple shapes • Creating simple joins • Create objects they have designed.
Recap and revisit			




Year 2

	Autumn	Spring	Summer
Medium	<p>Drawing</p> <p>Illustrations</p> <p>Significant artist: Pablo Picasso</p> 	<p>Painting</p> <p>Jungle landscape</p> <p>Significant artist: Henri Rousseau</p> 	<p>Sculpture</p> <p>Natural sculpture</p> <p>Significant artist: Andy Goldsworthy</p> 
Knowledge and theory	<ul style="list-style-type: none"> • Explore the work of a famous artist. • Explore portraits in the style of the significant artist • Cubism • Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions. • Link emotions to artwork 	<ul style="list-style-type: none"> • Explore the work of Henri Rousseau. • Look at Rousseau's unique approach to painting, not fitting a particular style. • Explore the unusual way of painting: layers of content. • Discuss how paintings can evoke emotions through content and colours. (i.e. animals after prey looking scary, or animals relaxing looking harmless. The weather: stormy, or sunny?) 	<ul style="list-style-type: none"> • Explore the work of Andy Goldsworthy. • Look at how natural materials can be used to create art. • What sculpture is and different forms.
Skills	<ul style="list-style-type: none"> • Mark making to create line and shape. • Creating tone and texture through hatching and cross-hatching and meaningful marks • Identify & draw detail, texture, pattern. • Control pressure when using drawing implements to create lighter or darker tones and marks 	<ul style="list-style-type: none"> • Mixing colours and creating shades and tones. • Colour mixing • Warm colours. Adding white and black to make tints and tones. • Develop brush control • learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control. 	<ul style="list-style-type: none"> • Layering and replicating to create patterns and texture. • Repetition of pattern. Tone and texture. Perspective.
Recap and revisit	<ul style="list-style-type: none"> • Revisit year 1 mark making and use of shape. 	<ul style="list-style-type: none"> • Recap colour mixing from Y1 printing. Use of bold and bright colours. 	<ul style="list-style-type: none"> • Recap shape from Y1 sculpture.




Year 3

	Autumn	Spring	Summer
Medium	<p>Drawing</p> <p>Botanical drawings</p> <p>Significant artist: Georgia O'Keefe</p> 	<p>Painting</p> <p>Landscape</p> <p>Significant artist: L.S. Lowry</p> 	<p>Sculpture</p> <p>Clay</p> <p>Significant artist: Yayoi Kusama</p> 
Knowledge and theory	<ul style="list-style-type: none"> • Explore the work of Georgia O'Keefe • How she creates the zoomed in effect • Observational drawings and effects created 	<ul style="list-style-type: none"> • Explore the work of L.S. Lowry in his landscape paintings. • Look at how he captures the time period he is painting (Industrial revolution). • Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. • Explore perspective in landscape paintings. • Explore the use of the restricted palette using only 5 colours. 	<ul style="list-style-type: none"> • Explore clay and how it is used to create sculptures. • Look at 3D form • Compare landscape paintings/drawings to sculptures.
Skills	<ul style="list-style-type: none"> • Identify and draw the 2D & 3D geometric shapes in nature. • effectively control drawing media to create dark and light tones. • further practice shading tones with few gaps, that are neat to the edges. • effectively blend shading and can rub out rough edges or refine them • Pupils work in a range of drawing media 	<ul style="list-style-type: none"> • Lowry techniques e.g. using finger nails to scrape paint to create tones. Covering background in white and then sketching outlines. Varying depths of tone by using his thumb or a rubber to smear and lighten the surface. • Perspective • Colour mixing using a restricted pallet 	<ul style="list-style-type: none"> • design and make Forms in 3 dimensions • sculp into a 3D form • Use appropriate tools to cut and shape clay • Joining techniques
Recap and revisit	<ul style="list-style-type: none"> • Revisit tone and texture from Y2 (hatching and cross-hatching). 	<ul style="list-style-type: none"> • Revisit tints and tones from Y2 • Recap colour mixing 	<ul style="list-style-type: none"> • Recap 3D form from Y1 and Y2. • Revisit joining techniques from Y1




Year 4

	Autumn	Spring	Summer
Medium	<p>Drawing</p> <p>Observational drawing. Still life.</p> <p>Significant artist: Paul Cezanne</p> 	<p>Multi-media collage</p> <p>Overlapping</p> <p>Significant artist: Beatriz Milhazes</p> 	<p>Printing</p> <p>Tessellations</p> <p>Significant artist: M.C. Escher</p> 
Knowledge and theory	<ul style="list-style-type: none"> • Explore the work of Paul Cezanne • Explore still life and make comparisons between a range of artists both past and present. • Look at art for pleasure and purpose. 	<ul style="list-style-type: none"> • Explore the work of Beatriz Milhazes • Look at the use of overlapping and the effect it creates • Use of collage and multi-media for effect • How culture and tradition impacts artwork 	<ul style="list-style-type: none"> • Explore the process of lino printing • Explore the work of M.C. Escher • Look at tessellation has been used in artwork
Skills	<ul style="list-style-type: none"> • Apply continuous line drawing with increasing control as a tool for capturing observation. • Investigate Chiaroscuro (the use of strong contrasts between light and dark) by drawing light/dark lines, light/dark patterns, light/dark shapes. • Identify and draw shadows formed by a 3D form. • Effectively blend shading • Work with a range of drawing materials including graphite sticks, charcoal and pastels. • Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources • becoming aware of proportion, scale and order • Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. 	<ul style="list-style-type: none"> • Techniques of overlapping • Using a range of materials • Techniques of layering • Pattern through printing • Layering colours and contrasting colours 	<ul style="list-style-type: none"> • Use sketching skills to design and plan a print. • Effective repeated patterns • Skill of carving out shapes in lino. • Creating effective repeated patterns and tessellations as a print. • Applying ink effectively
Recap and revisit	<ul style="list-style-type: none"> • Revisit tone and texture from Y2 (hatching and cross-hatching). • Revisit observational drawing from Y3 	<ul style="list-style-type: none"> • Revisit tints and tones from Y2 • Recap colour mixing 	<ul style="list-style-type: none"> • Revisit printing from Y1

Year 5

	Autumn	Spring	Summer
Medium	Drawing with printing Futuristic designs Significant artist: Space race imagery 	Painting Impressionist piece Significant artist: Claude Monet 	Sculpture Ancient Greek God/Goddess relief tile – clay Significant artist: Ancient Greek relief tiles 
Knowledge and theory	<ul style="list-style-type: none"> • Explore the purpose and effect of imagery. • Discuss how popular culture can influence art and design. • Evaluate images using the formal elements. 	<ul style="list-style-type: none"> • Explore the work of Claude Monet • Explore the works of Impressionists and what this style is. • Explore how colour can effectively represent time of day 	<ul style="list-style-type: none"> • Explore the works of ancient Greek relief tiles and their purpose. • Explore how ancient Greek culture influenced the artwork • Compare how art has changed over time
Skills	<ul style="list-style-type: none"> • Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. • control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. • Awareness of various mark making techniques for purpose & intention. • Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media • Draw for a range of purposes, thinking, designing, creating, realising and imagining. 	<ul style="list-style-type: none"> • Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands • Develop brush stroke techniques to create the impressionist style • Create the effect of 'broken colour' through hatching, cross-hatching, stippling, dry brushing and sgraffito (scratching into the paint). • Use combinations of colour effectively to depict the time of day. • Work with oil pastels • Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. • Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. • Use pattern & texture for purposeful effect 	<ul style="list-style-type: none"> • Design and make more complex Forms in 3 dimensions • use a range of modelling tools • understand how to finish work to a good standard. • How to use tools (including own hands, fingers and nails) to create features. • Joining methods
Recap and revisit	<ul style="list-style-type: none"> • Revisit tone and texture from Y3 and Y4 • Revisit shading to create tone from Y3 	<ul style="list-style-type: none"> • Revisit perspective from Y3 • Recap colour mixing and tones from Y3 	<ul style="list-style-type: none"> • Revisit clay work from Y1 and Y3. Joining techniques and carving

Year 6

	Autumn	Spring	Summer
Medium	Drawing Futurism. Depicting motion in art Significant artist: Giacomo Balla 	Painting Surrealism Significant artist: Salvador Dali 	Sculpture Wire Significant artist: Alexander Calder 
Knowledge and theory	<ul style="list-style-type: none"> Explore the work of Paul Giacomo Balla and other futurism artists who depicted motion in their artwork. Explore the movement and make comparisons across art works. Explore how artists create the idea of motion in their artwork. How line, shape and colour is used to create the desired effect. 	<ul style="list-style-type: none"> Explore the work of Salvador Dali Explore Surrealism pieces and the style of painting Look at the use of colour and colour mixing 	<ul style="list-style-type: none"> Explore wire sculptors including Alexander Calder. Look at different styles of wire sculpting.
Skills	<ul style="list-style-type: none"> Draw with increasing confidence developing their own personal style. Know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk.) They have greater choice over what materials they should use, working to own strengths and personal tastes. Use line, tone and colour to effectively depict motion in art. 	<ul style="list-style-type: none"> Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. Colours should be mixed with care and sensitivity to show feeling and ideas. They should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. 	<ul style="list-style-type: none"> Design and make more complex Forms in 3 dimensions using wire. Use materials with increasing spontaneity and confidence, experimenting and taking risks Effectively construct a sculpture using wire and cutting, moving and joining effectively.
Recap and revisit	<ul style="list-style-type: none"> Revisit tone and texture from Y2 (hatching and cross-hatching). Revisit observational drawing from Y3 	<ul style="list-style-type: none"> Revisit tints and tones from Y2 Recap colour mixing 	<ul style="list-style-type: none"> Revisit sculpture from other years and comment on different forms.