



## **LONG TERM PLAN: ART**

### **Key stage 2**

**Pupils should be taught to:**

- **develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.**
- **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 (pencil, charcoal, paint, clay)**
- **about great artists, architects and designers in history.**

**Y E A R 3**

		<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
	<b>Topic/ No of lessons</b>	<b>Textiles</b> -Tie dye/ artist : Van Gogh <b>Painting</b> / printing- artist: Aboriginal Pattern –making: Ungunmerr Bauma <b>Sketching- pencil drawing</b>	<b>Observational drawing/pastels</b>  <b>Abstract</b> art- Paul Klee / Mondrian	<b>Textiles/ weaving:</b> Roman mosaics <b>Digital Imagery</b>  <b>Pencil sketches</b> – assessment sketch
	<b>Key vocabulary</b>	Collage, fabric, abstract, techniques, skills, pastels, marbling, wax relief, printing, charcoal, paint, patterns.	Tone, tint, shades, colour wheel, dotting, scratching, splashing, complementary, opposing, watercolour, palette, abstract, pointillism	Weaving, textiles, materials, needle, stitches, running stitch, applique, dye, fabric., batik, embroidery, thread, felt.
	<b>Key knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Relief and impressed printing</li> <li>• Recording textures/patterns</li> <li>• Colour mixing through overlapping colour prints</li> <li>• Use simple block shapes formed by children</li> <li>• Blend two colours when printing</li> <li>• Form string roller prints to create</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with colour mixing</li> <li>• Lighten and darken tones using black and white</li> <li>• Make colour wheels</li> <li>• Introduce different types of brushes</li> <li>• techniques- apply colour using dotting, scratching, splashing</li> <li>• Explore complementary and</li> </ul>	<ul style="list-style-type: none"> <li>• Use smaller eyed needles and finer threads</li> <li>• Become more confident with weaving</li> <li>• Experiment with the effects of Tie dying and simple batik</li> <li>• Research embroidery designs from around the world, create own</li> </ul>

		<p>continuous patterns</p> <ul style="list-style-type: none"> <li>• Use sketchbook for recording textures/patterns</li> <li>• Explore mono-printing</li> <li>• Interpret environmental and man-made patterns</li> <li>• Modify and adapt print</li> <li>• Use roller and ink printing</li> <li>• Take prints from other objects (leaves, fabric, corrugated card) to show texture</li> <li>• Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</li> </ul>	<p>opposing colours in creating patterns</p> <ul style="list-style-type: none"> <li>• Become confident with colour mixing and matching; tint, tone, shade</li> <li>• Observe colours in artwork and use within own</li> <li>• Use suitable equipment for the task</li> <li>• Pointillism</li> <li>• Use colour to reflect mood</li> <li>• Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> <li>• Experiment with watercolour, exploring intensity of colour to develop shades</li> <li>• Use a variety of brushes and experiment with ways of marking with them</li> </ul>	<p>designs based on these</p> <ul style="list-style-type: none"> <li>• Sew simple stitches using a variety of threads and wool</li> <li>• Use a wider variety of stitches</li> <li>• Observation and design of textural art</li> <li>• Experimenting with creating mood, feeling, movement</li> <li>• Compare different fabrics</li> <li>• Make felt</li> </ul>
--	--	---	--	---

	<b>Working as an artist</b>			
	<b>POP tasks/ pre and post assessment</b>	White hat facts/ What I know now?	Question from daily dashboard	Evaluate a piece of artwork
	<b>Links with other subjects</b>	P4C and Life Skills topic	Maths – Shape P4C and Life Skills topic	History - Romans P4C and Life Skills topic
	<b>Possible resources/ websites</b>	Resources available on TWINKL / shared area	Resources available on TWINKL / shared area	

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Y E A R 4</b>	<b>Topic/ No of lessons</b>  <b>½ term each</b>	<b>Sculpture</b> - Egyptian masks  <b>Drawing</b> Human emotion: Hockney Munch Artists: Anthony Gormley, Henry Moore, Barbara Hepworth	Paisley Patterns/ Indian Epic “The Ramayana” Create a collage, using variety of materials, based upon the story.	Pattern in local area  Local study: mining artists – charcoals.  Sculpture in NE <b>Pencil sketches</b> – assessment sketch
	<b>Key vocabulary</b>	Sculpture, sculpt, 2D, 3D, mould, model, technique, structures, natural and man-made forms, malleable, rigid, adhesive, modroc.	Texture, printing, dots, lines, pattern, design, rubbings, print, pattern, mosaic, tessellate, rotate	Observation, tracing, detail, light, shadows, graded pencils, scale, proportion, positive shape, negative shape
	<b>Key knowledge and skills</b>	Begin to form own 3D pieces - Consider covering these with papier-mâché  <ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Express personal experiences and ideas</li> <li>• Plan and develop designs</li> <li>• Show an understanding of different adhesives and methods of construction</li> <li>• Be aware of aesthetics in design work</li> </ul>	<ul style="list-style-type: none"> <li>• Relief and impressed printing</li> <li>• Recording textures/patterns</li> <li>• Colour mixing through overlapping colour prints</li> <li>• Use simple block shapes formed by children</li> <li>• Blend two colours when printing</li> <li>• Form string roller prints to create continuous patterns</li> </ul>	Use sketchbooks to record drawings close observation  <ul style="list-style-type: none"> <li>• Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>• Create initial sketches as a preparation for painting</li> <li>• Include increased detail within work</li> <li>• Develop shadows</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop confidence working with clay adding greater detail and texture</li> <li>• Add colour once clay is dried</li> <li>• Investigate ways of joining clay - scratch and slip</li> <li>• Replicate patterns and textures in a 3-D form</li> <li>• Plan and develop ideas</li> <li>• Experiment with surface patterns / textures</li> <li>• Discuss own work and work of other sculptors</li> <li>• Analyse and interpret natural and man - made forms of construction</li> <li>• Create work on a larger scale as a group</li> <li>• Develop use of 'Modroc'</li> <li>• Use pipe cleaners/wire to create sculptures of human forms</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbook for recording textures/patterns</li> <li>• Explore mono-printing</li> <li>• Interpret environmental and man - made patterns</li> <li>• Modify and adapt print</li> <li>• Use roller and ink printing</li> <li>• Take prints from other objects (leaves, fabric, corrugated card) to show texture</li> <li>• Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different tones using graded pencils</li> <li>• Include increased detail within work</li> <li>• Identify and draw the effect of light</li> <li>• Draw using a range of scale and proportion</li> <li>• Accurate drawings of faces and whole people including proportion and placement</li> <li>• Computer generated drawings</li> <li>• Draw both the positive and negative shapes</li> </ul>
--	--	---	--	--

	<p><b>Working as an artist</b></p>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater knowledge of all genres of art.</li> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic and reasoning.</li> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater knowledge of all genres of art.</li> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic and reasoning.</li> </ul>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater knowledge of all genres of art.</li> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic and reasoning.</li> </ul>
--	------------------------------------	--	--	--

			<ul style="list-style-type: none"> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>
	<b>POP tasks/ pre and post assessment</b>	White hat facts/ Red hat facts	Daily dashboard question	Evaluate a piece of art
	<b>Links with other subjects</b>	History – Egyptians P4C	RE P4C	Geography P4C
	<b>Possible resources/ websites</b>	Masks – Art cupboard Twinkl art resources Water bottles/ sand for Angel of the North sculptures	Various mediums – art cupboard	Charcoals



		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Y E A R  5</b>	<b>Topic/ No of lessons</b>	<b>Paper collage</b> – Victorian silhouettes: Henri Matisse 1 Lesson Replicate Henri Matisse design – collage (½ term) <b>Digital imagery</b> – use own silhouette to recreate a Victorian one. 1 lesson <b>Printing/ textiles</b> patterns in fabric: William Morris Halloween art – 1 lesson <b>Painting</b> – Turner O’Keefe Space: pastels – 1 science lesson	<b>Sculpture:</b> Myths and legends <b>Pointillism</b> – Gorges Seurat (½ term) <b>papier mâché</b> <b>All mediums:</b> Experimenting with different mediums – Willow patterns (½ term)	<b>Painting</b> Impressionism – Monet 3 weeks Large scale, <b>different mediums, sculpture.</b> Cultures. ½ term <b>Pencil sketches</b> – assessment sketch (1 lesson)
	<b>Key vocabulary</b>	Cutting, sticking, collage, abstract, overlap, overlay, techniques, skills, marbling, printing, patterns.	Texture, printing, dots, lines, pattern, design, rubbings, print, pattern, mosaic, tessellate, rotate	Texture, intensity, hue, tint, tone, shade, pattern, mosaic, tessellate, dashes, strokes, palettes,
	<b>Key knowledge and skills</b>	Develop individual and group collages, working on a range of scales	Build on previous work with colour by exploring intensity	Build on previous work with colour by exploring intensity

		<ul style="list-style-type: none"> <li>• Continue to use a range of stimulus for collage work, trying to think of more</li> </ul> <p>abstract ways of showing views</p> <ul style="list-style-type: none"> <li>• Use different techniques to create own collage resources.</li> <li>• Develop collages, based on a simple drawing, using papers and materials.</li> <li>• Overlap and overlay to create effects</li> <li>• Develop tearing, cutting and layering paper to create different effects</li> <li>• Create images from imagination, experience and observation.</li> <li>• Create a detailed final piece using own imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident in the use of hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> <li>• Introduce acrylic paint</li> <li>• Develop watercolour techniques</li> <li>• Investigate working on canvas experiment with colour in creating an effect</li> <li>• Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>• Develop fine brush strokes</li> <li>• Colour to express feelings</li> <li>• Explore using limited colour palettes</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident in the use of hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> <li>• Introduce acrylic paint</li> <li>• Develop watercolour techniques</li> <li>• Investigate working on canvas experiment with colour in creating an effect</li> <li>• Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>• Develop fine brush strokes</li> <li>• Colour to express feelings</li> <li>• Explore using limited colour palettes</li> </ul>
--	--	---	--	--

	<b>Working as an artist</b>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater knowledge of all genres of art.</li> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic</li> </ul>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater knowledge of all genres of art.</li> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic</li> </ul>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater knowledge of all genres of art.</li> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic</li> </ul>
--	-----------------------------	---	---	---

		<p>and reasoning.</p> <ul style="list-style-type: none"> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>	<p>and reasoning.</p> <ul style="list-style-type: none"> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>	<p>and reasoning.</p> <ul style="list-style-type: none"> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>
	<b>POP tasks/ pre and post assessment</b>	<p>What type of art is?</p> <p>Thoughts about this piece of art?</p>	<p>Daily dashboard question</p>	<p>Evaluate a piece of artwork</p>
	<b>Links with other subjects</b>	<p>History - Victorians</p>	<p>Geography - Rainforests</p>	
	<b>Possible resources/ websites</b>	<p>Coloured Paper, Photograph side profile, Plain fabric for William Morris designs</p>	<p>Paper plates for Willow pattern designs/ Blue pens, paints, ink</p> <p>Water colour palette for rainforest</p>	<p>Paints – Acrylic paints</p>

**Y E A R 6**

		<u><b>Autumn</b></u>	<u><b>Spring</b></u>	<u><b>Summer</b></u>
	<b>Topic/ No of lessons</b>	<b>Painting</b> / oil pastels: People in art (Picasso, Kandinsky, Giacometto) (1/2 term) <b>Painting:</b> People in art - African Art (1/2 term)	Local landscapes (Lowry, Klimt, Burchfield) Pencil drawing, collage, digital imagery	Stories in art -HOLES Silk Painting/ TAPESTRY <b>Pencil sketches</b> – assessment sketch
	<b>Key vocabulary</b>	Viewpoint, abstract, mediums hatching, pointillism, highlight, accurate, perspective, proportions.	Mono printing, motif, technique, screen printing, Intaglio	Stimuli, embellish, batik, embroidery, weave.
	<b>Key knowledge and skills</b>	Use sketchbooks to record drawings close observation <ul style="list-style-type: none"> <li>• Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>• Create initial sketches as a preparation for painting</li> <li>• Include increased detail within work</li> <li>• Develop shadows</li> <li>• Experiment with different tones using graded pencils</li> </ul>	Use first hand observations using different viewpoints, developing more abstract representations <ul style="list-style-type: none"> <li>• Interpret the texture of a surface</li> <li>• Use a range of mediums on a range of backgrounds</li> <li>• Work indoors and outdoors</li> <li>• Show total qualities using cross hatching, sidestrokes, use of rubber to draw/highlight</li> </ul>	Use stories, music, poems as stimuli <ul style="list-style-type: none"> <li>• Select and use materials appropriate for the final product</li> <li>• Embellish work</li> <li>• Experiment with fabric making</li> <li>• Explore artists using textiles</li> <li>• Introduce fabric block printing</li> <li>• Create tie dye pieces combining two colours</li> <li>• Investigate ways of changing fabrics - sewing, ironing, cutting, tearing,</li> </ul>

		<ul style="list-style-type: none"> <li>• Include increased detail within work</li> <li>• Identify and draw the effect of light</li> <li>• Draw using a range of scale and proportion</li> <li>• Accurate drawings of faces and whole people including proportion and placement</li> <li>• Computer generated drawings</li> <li>• Draw both the positive and negative shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and experiment with the effect of light on objects and people from different directions</li> <li>• Produce increasingly accurate drawings of people</li> <li>• Explore the use of perspective, fore/back and middle ground</li> <li>• Investigate proportions</li> </ul>	<p>creasing, knotting etc.</p> <ul style="list-style-type: none"> <li>• Create detailed designs which can be developed into batik pieces</li> <li>• Apply knowledge of different techniques to express ideas</li> <li>• Work collaboratively on a larger scale</li> <li>• Experiment with circular embroidery frames</li> </ul> <p>Working as an artist</p> <ul style="list-style-type: none"> <li>• Weave using paintings as a stimulus / the natural world</li> </ul>
	<b>Working as an artist</b>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater</li> </ul>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater</li> </ul>	<p>Children will need/develop the following skills</p> <ul style="list-style-type: none"> <li>• Develop a range of basic skills (pencil grip, sketching skills, colour mixing, shading, sticking and cutting.</li> <li>• Develop a greater</li> </ul>

		<p>knowledge of all genres of art.</p> <ul style="list-style-type: none"> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic and reasoning.</li> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>	<p>knowledge of all genres of art.</p> <ul style="list-style-type: none"> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic and reasoning.</li> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>	<p>knowledge of all genres of art.</p> <ul style="list-style-type: none"> <li>• Use observational skills and pay closer attention to detail.</li> <li>• Develop the ability to work well with their hands.</li> <li>• Develop the ability to think clearly using logic and reasoning.</li> <li>• Use thinking and reasoning skills.</li> <li>• Develop their ability to use their own initiative.</li> </ul>
	<b>POP tasks/ pre and post assessment</b>	<p>What do you know about Picasso?</p> <p>What would you like to know?</p>	Evaluate a piece of art work	Evaluate
	<b>Links with other subjects</b>	English- Wonder novel	History	English – Holes novel

	<b>Possible resources/ websites</b>	Oil pastels, paints	2b/3b pencils	Material strips Weaving material Wide needle and threads
--	---	---------------------	---------------	--