

Art Long term plans (Sept 2023):

These long term plans outline the content from the National Curriculum for each Key Stage. Plans are based on a two year rolling plan with one unit of work per term, with flexibility around which term each unit is implemented.

<u>KS1 Even Years</u>		
<p style="text-align: center;"><u>Drawing (Y2)</u></p> <p>Objectives: People, buildings and nature.</p> <ul style="list-style-type: none"> Explore and experiment with materials; Use a range of mark making techniques; Understand that marks have meaning; Develop control of drawing tools and materials; Look and talk about drawings and interpret them. <p>Artists: Picasso/ Kandinsky/ Miro</p> <p>Vocabulary: Continuous line; sketch; observation; features; A3 paper; scale; media; colour wash; detail; pattern; decoration; marker pen; wax crayon; graphite; overlap; charcoal; chalk.</p> <p>Milestone 1 by end of year 2:</p> <ol style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	<p style="text-align: center;"><u>Painting (Y2)</u></p> <p>Objectives: Mark making and colour.</p> <ul style="list-style-type: none"> Explore and respond to colour; Investigate and experiment with paint and painting implements; Mix primary colours, Discover how secondary colours are made – light/dark and match with observation of natural forms; Look at and describe artists paintings, expressing opinions using appropriate vocabulary <p>Artists: Ruth Daniels;, Carol Sims; Kandinsky/ Alma Thomas/ Klee/ Aboriginal painting/ Ruth Daniels/ Rousseau</p> <p>Vocabulary: Paint; colour; dilute; primary; secondary; shade; thick; thin; colour names; brush; palette; brush strokes; mix; light; dark; landscape; foreground; background; horizon; texture; palette; colour mixing.</p> <p>Milestone 1 by end of year 2:</p> <ol style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	<p style="text-align: center;"><u>Sculpture (Y2)</u></p> <p>Objectives: Clay work</p> <ul style="list-style-type: none"> Investigate natural material and processes for using clay; understand the term 3D; Use first hand observation to create imaginative ideas; Review their sculptures during the making process; Critically evaluate their own and other's work; Examine traditional and modern sculpture from a range of cultures, times and places. <p>Artists/ crafts people: Clarice Cliffe, Bernard Leach, African pottery, Chinese porcelain.</p> <p>Vocabulary: Clay; sculpture; modelling; carving; 2D; 3D; construct; texture; coil; pliable; slip method; texture; shape; pattern.</p> <p>Milestone 1 by end of year 2:</p> <ol style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding, construction and carving.
<p><i>As part of each unit pupils should study a range of artists, craft makers and designers making links to their own work.</i></p>		

KS1 Odd Years

Collage and textiles (Y1/2)

Objectives: Explore, combine and adapt textiles

- Explore a range of textiles and papers;
- learn techniques for weaving, decorating, colouring and embellishing fabrics;
- use their imagination to combine images;
- use language to describe the visual and tactile qualities of textiles;
- work individually and collaboratively;
- investigate the importance of woven fabrics and materials on our lives and other cultures.

Artists/ crafts people: Faith Ringold/ Rosie Lee Tompkins/ Example hand weaving, tapestry, fabric patterns.

Vocabulary:

Fabric; materials; textiles; weaving; thread; wool; layering; dyeing (batik/ tie dye); assembling; warp; weft; loom;

Milestone 1 by end of year 2:

1. Use a combination of materials that are cut, torn and glued.
2. Use scissors accurately to form shapes.
3. Sort and arrange materials.
4. Mix materials to create texture.
5. Use weaving to create a pattern.
6. Join materials using glue and/or a stitch.
7. Use plaiting.
8. Use dip dye techniques.

Printing (Y2)

Objectives: Stencil, polyprint and texture printing

- Create designs;
- increase skills in managing and controlling printmaking resources;
- learn ways to apply colour;
- compare their own and example prints from other times and cultures; recognise that repeat prints can be made from one block.

Artists: Lascaux Cave Paintings; Yayoi Kasuma – pumpkins.

Vocabulary:

Printing; stencil; pattern; repeat; mark-making; patterning; overlap; block print; rollers; ink; printing block; blend; polyprint; transfer

Milestone 1 by end of year 2:

1. Use repeating or overlapping shapes.
2. Mimic print from the environment (e.g. wallpapers).
3. Use objects to create prints (e.g. fruit, vegetables or sponges).
4. Press, roll, rub and stamp to make prints.

Painting (Y1)

Objectives: Pattern, shape and colour.

- Experiment freely with paint;
- experiment and investigate brushes and painting implements and mark making;
- develop their knowledge of colour mixing and relevant vocabulary;
- work collaboratively;
- recognise diverse approaches to paintings from artists from a range of times and places.

Artists/ crafts people: Jackson Pollock/ Ruth Daniels;, Carol Sims; Kandinsky/ Alma Thomas/ Klee/ Aboriginal painting/ Ruth Daniels/ Rousseau

Vocabulary:

Paint; palette; brush; dribble; dab; drip; splatter; swirl; zigzag; brush strokes; mark making; colour; shade; alter; colour names; pattern; regular; irregular; colour mixing.

Milestone 1 by end of year 2:

1. Use thick and thin brushes.
2. Mix primary colours to make secondary.
3. Add white to colours to make tints and black to colours to make tones.
4. Create colour wheels.

As part of each unit pupils should study a range of artists, craft makers and designers making links to their own work.

Lower KS2 Odd Years

Printmaking (Y4)

Objectives: Cloth prints; string prints; carved block prints; polyprints.

- Make prints in a variety of ways;
- develop practical skills with greater control and a range of materials;
- recognise the potential of different techniques;
- make connections between their work and other artists;
- use artwork as inspiration for their prints.

Artists: Adinkra cloth; Hokusai; Picasso Hokusai Toulouse; Lautrec; Chagall

Vocabulary:

Media; inking; cloth print; pounce; string print; ; repeat pattern; printing block; transfer; clay print; carving; alternate; positioning.

Milestone 2 by end of year 4:

1. Use layers of two or more colours.
2. Replicate patterns observed in natural or built environments.
3. Make printing blocks using a relief or impressed method (e.g. from coiled string glued to a block).
4. Make precise repeating patterns.

Drawing (Y3/Y4)

Objectives: Self portraits; school scape sketching; nature studies.

- Use drawing to communicate ideas;
- experiment and investigate tools and surfaces; develop skills in mark making;
- use drawing to refine ideas;
- recognise drawing is used by artists as a starting point;
- talk about drawings from different cultures and contexts.

Artists: Architectural drawings; Hockney; Lowry;

Architect: Hundertwasser

Vocabulary:

Pattern; texture; tone; weight; 2B, 4B pencils; observation; drawing media; shade; portrait; sketch; line; soft/ hard; sharp/blunt; pastel; felt tip; illustrator; outline.

Milestone 2 by end of year 4:

1. Use different hardnesses of pencils to show line, tone and texture.
2. Make marks and lines with a wide range of drawing implements.
3. Annotate sketches to explain and elaborate ideas.
4. Sketch lightly (no need to use a rubber to correct mistakes).
5. Use shading and tone to show light and shadow.
6. Use hatching and cross hatching to show tone and texture.

Painting (Y3)

Objectives: Pattern; colour study; still life; large & small painting.

- Experiment with using and applying paint;
- freely explore ideas from memory and imagination;
- develop confidence in colour mixing and mark making with a wider range of paints

Artists: Derain; Hockney; Frida Kahlo; Turner; Clementine Hunter;

Vocabulary:

Regular; irregular; geometric; abstract; viewfinder; bold; delicate; colour names – shades; intense; transparent; opaque; translucent; wash; lighter; darker; deeper; watercolour; powder paint; background; middle ground; composition; matt; tint; tone; watery; primary ; secondary

Milestone 2 by end of year 4:

1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
2. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
3. Mix colours effectively and know which primary colours make secondary colours
4. Mix and use tints and shades.
5. Use watercolour paint to produce washes for backgrounds then add detail.

As part of each unit pupils should study about great artists, architects and designers in history/ sketch books should be used throughout each unit record their observations and to review and revisit ideas .

Lower KS2 Even Years

Collage/ Textiles (Y4)

Objectives: nature study; collaborative collage work; fabric block printing.

1. Explore starting points for collage and textile work;
2. explore different materials, pattern, layering and repeat images;
3. use an extended vocabulary to describe collage and textiles; use the work of artists, photographers and craftspeople from around the world.

Artists: Matisse; Deborah Roberts; Kurt Schwitters; African textiles; Afghani carpets

Architect: Gaudi

Vocabulary:

Mixed –media; collage; tone; collaborate; detail; blocking; layering; overlap; enhance; perspective; montage; relief image; tissue paper; sugar paper; techniques; collate; drafting; daub; stamp; prehistoric; culture; tribal; motif; ornamentation; symbols; decorative; stylised

Milestone 2 by end of year 4:

1. Select and arrange materials for a striking effect.
2. Ensure work is precise.
3. Use tearing, coiling, overlapping, tessellation, mosaic and montage.
4. Use collage as a means of collecting ideas and information and building a visual vocabulary.
5. Shape and stitch materials - use basic cross stitch and back stitch.
6. Colour fabric.
7. Create weavings.
8. Quilt, pad and gather fabric.

Painting (Y4)

Objectives: Landscape painting;

- colour mixing;
- using watercolours;
- Freely explore ideas;
- experiment with different scales and approaches;
- review, adapt and refine work;
- show understanding of the works of different artists;
- express opinions using specialist vocabulary.

Artists: Derain; Dufy; Hockney; Frida Kahlo; Turner; Volcano painters (Compton Verney).

Vocabulary:

Landscape; seascape; genre; memory; realistic; imagination; impressionist; abstract; stimulus; review; adapt; refine; scale; scenery; deep; bright; dull; light; translucent; intense; daub; stipple; transparent; opaque; textured; scraped; splattered; scrafito; impasto; foreground; background; horizon; thick; watery.

Milestone 2 by end of year 4:

1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
2. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
3. Mix colours effectively and know which primary colours make secondary colours
4. Mix and use tints and shades.
5. Use watercolour paint to produce washes for backgrounds then add detail.
6. Experiment with creating mood with colour.

Sculpture (Y4)

Objectives: Facial expression; 3D structures; mask making.

- Understand the properties of materials;
- combine visual and tactile qualities;
- use specialist vocabulary to review, adapt and modify work; develop knowledge of mask making;
- compare ideas and methods used by crafts people from different cultures.

Artists: Benin bronzes; Carnival masks; Indian Ramayana masks

Vocabulary:

Mask; features; expression; emotion; decoration; contours; relief; embossed; realistic; stylised; simplified; rigid; flexible; pliable; form; mould; model; proportion, ornate, profile; symbolic; structure; design; construct; recycled; symmetrical.

Milestone 2 by end of year 4:

1. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
2. Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.
3. Add materials to provide interesting detail.
4. Plan, design and make models from observation or imagination.

As part of each unit pupils should study about great artists, architects and designers in history/ sketch books should be used throughout each unit record their observations and to review and revisit ideas .

Upper KS2: Even Years

Printmaking (Y6)

Objectives: Exploring pattern; pattern design; relief printing; developing colour printing; repeat printing.

- Use sketchbooks to develop ideas; to collect materials; try out alternative ideas; developed drawings into ideas for printed images
- design block prints; explore alternatives
- compare patterns using repetition, rotation and symmetry;
- recognise how pattern has been used historically and culturally.

Artists/ crafts people: Victorian/ medieval design – William Morris; Indian woodcut blocks; African textiles; Islamic Tiles; Warhol; Durer; Shephard Fairey; Patrick Caulfield.

Vocabulary:

Aesthetic; pattern; motif; rotation; reflection; symmetrical; repetition; border; cultural; tonal; view finders; tile design; printing block; inking up; complementary colours; contrast; harmony; highlight; tessellation;

Milestone 3 by end of year 6:

1. Build up layers of colours.
2. Create an accurate pattern, showing fine detail.
3. Use a range of visual elements to reflect the purpose of the work.
4. Work into prints with a range of media e.g. pens, colour pens and paints.

Digital imagery (Y5/6)

Objectives: Create, edit, collage and refine digital imagery.

- combine photographic imagery and text;
- develop image manipulation skills;
- develop an understanding of creative digital technology;
- refine and adapt their work.

Artists/ crafts people: David Hockney; Harold Cohen.

Architect: Frank Gehry

Vocabulary:

Collage; layer; filter; illustrate; design; cut; paste; software related vocabulary.

Milestone 3 by end of year 6:

1. Create images, video and sound recordings and explain why they were created.
2. Use a graphics package to create images and effects with line, shape, colour or texture.
3. Enhance digital media by editing (including sound, video, animation, still images and installations).

Drawing (Y5/ Y6)

Objectives: Observational 3D drawing; landscape drawing; portrait drawing; imaginative drawing;

- collect and share ideas; explore and experiment with materials
- use a range of drawing techniques and strategies;
- develop control of tools and materials;
- look at and talk about and interpret different kinds of drawings.

Artists: Steven Wiltshire; Van Gogh; Leonardo Da Vinci; Rembrandt; caricature – Scarfe/ Steadman.

Vocabulary:

Symbol; scale; bird's eye-view; action; movement; layered; texture; tonal; tone; charcoal; wax crayon; pastels; chalk; marker; mood; image; subject; portrait; caricature; expression; personality.

Milestone 3 by end of year 6:

1. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
2. Use a choice of techniques to depict movement, perspective, shadows and reflection.
3. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
4. Use lines to represent movement.

As part of each unit pupils should study about great artists, architects and designers in history/ sketch books should be used throughout each unit record their observations and to review and revisit ideas .

Upper KS2: Odd Years

Painting (Y5/Y6)

Objectives: Still life painting; flower painting;

- Create imaginary and exploratory work – try different approaches and extended repertoire of ideas in sketchbooks
- Explore composition; colour and tone;
- further develop skills in colour mixing, applying paint and selecting tools and materials
- increase awareness of painting techniques and styles;
- understand how materials and methods relate to context – articulate understanding using specialist vocabulary
- comment on artists work across times and cultures.

Artists: Georgia O Keefe; Rachel Ruysch; Margaret Mee; Pandora Sellars; Sydney Parkinson; Van Gogh.

Vocabulary:

Still life; traditional; modern; abstract; imaginary; inanimate; composition; arrangement; position; viewpoint; foreground; background; shadow; shade; tint; tone; lighter; darker; complementary; primary; secondary; opaque; translucent; pastel; lighter; paler; dribble; splattered; stippled; dabbed.

Milestone 3 by end of year 6:

1. Sketch (lightly) before painting to combine line and colour.
2. Develop a painting from a drawing
3. Create a colour palette based upon colours observed in the natural or built world.
4. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
5. Mix, match and combine colours, tones and tints to enhance the mood of a piece.
6. Use brush techniques and the qualities of paint to create texture.
7. Develop a personal style of painting, drawing upon ideas from other artists.

Sculpture/ 3D (Y6)

Objectives: Observational 3D drawing; sculptural technique; construction; modelling.

- Explore and develop ideas about movement;
- apply their knowledge of materials and processes, selecting, combining and manipulating them to explore visual and tactile qualities
- evaluate and critically review their work
- develop their knowledge and understanding of sculpture from different times and cultures using appropriate specialist vocabulary.

Artists: Giacommetti ;Degas; Augusta Savage; Barbara Hepworth; Michelangelo; Ancient Greek/ Roman figures; Antony Gormley.

Architect: Zaha Hadid

Vocabulary:

Space; pose; position; gesture; proportion; balance; action; sequence; profile; casting; carving; solid; hollow; scale; form; mass; shape; tactile; manipulate; armature; twist; model; plaster; ModRoc; figure.

Milestone 3 by end of year 6:

1. Show life-like qualities e.g. movement and real-life proportions or, if more abstract, provoke different interpretations.
2. Use tools to carve and add shapes, texture and pattern.
3. Combine visual and tactile qualities.
4. Use frameworks (such as wire or moulds) to provide stability and form.
5. Develop skills in using clay inc. slabs, coils, slips, etc.

Textiles (Y5)

Objectives: Experiment creatively with fabric, threads and beads;

- practice weaving, winding, threading, wrapping and stitching; build their knowledge and understanding of textiles;
- develop their response through practical textile skills;
- discuss ways textiles can be used;
- develop a growing awareness of the role of textiles across countries and cultures.

Artists/ Designers: Grayson Perry; Anni Albers; William Morris; Kaffe Fassett; Jan Beaney, Andy Goldsworthy, example batik, felt and woven craft items.

Vocabulary:

Cloth; fray; taffeta; organdie; tweed; fabric; textile; embroidery; needle; wool; stitching; stiches; hessian; tapestry;

Milestone 3 by end of year 6:

1. Show precision in techniques.
2. Choose from a range of stitching techniques.
3. Combine previously learned techniques to create pieces.
4. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

As part of each unit pupils should study about great artists, architects and designers in history/ sketch books should be used throughout each unit record their observations and to review and revisit ideas .

Art and design

Purpose of study

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. 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should be taught:

- 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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.

Pupils should be taught:

- 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.