



Art Long Term Plan

Curricular Goal

Autumn Term 1						
Drawing						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Teach children how to hold a pencil correctly. 2. Expose children to a range of different types of drawing tools such as pencils, chalks, crayons and pens.. 3. Draw with a variety of objects such as sticks, rolled up paper or brushes. 4. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 5. Use drawing to represent movement or loud noises. 6. Show different emotions in their drawings and paintings like happiness, sadness, fear etc. 	<ol style="list-style-type: none"> 1. Practise different types of lines. 2. Use different pencils and media to produce lines. 3. Sketch a portrait by mapping out the face and its proportions. 4. Use observational tools to draw real life objects from the classroom such as flowers. 5. Draw from their memory and imagination. 6. Use 2D shapes to make Mondrian style drawing. 	<ol style="list-style-type: none"> 1. Practise different types of lines with varying thickness. 2. Sketch a portrait by mapping out the face and its proportions. 3. Apply different lines with varying thickness within a template such as an autumn leaf centangle. 4. Take a line for a walk and create a colour. block crayon image in the style of Paul Klee. 5. Take a line for a walk and create a colour. block crayon image in the style of Paul Klee. 	<ol style="list-style-type: none"> 1. Practise the skill of adding value through using different tones when sketching. 2. Use tone and shade when sketching still life. 3. Sketch a portrait by mapping out the face, its proportions and adding value. 4. Sketch 3D shapes and then improve by adding shading. 5. Draw a portrait in the style of Giuseppe Arcimboldi. 6. Explore cave art examples in sketch books and create large scale collaborative replicas around the class, using pencils, pastels and charcoal. 	<ol style="list-style-type: none"> 1. Imply texture through using different techniques. 2. Apply different texture techniques for still life drawings. 3. Sketch a portrait by mapping out the face, its proportions and adding texture. 4. Adapt and refine a sketch of a bird or animal. 5. Perspective drawing using one vanishing point. Look at the work of Van Gogh and Lowry and British artist Patrick Hughes. 6. Develop use of perspective with the children creating a final piece with the addition of colour. 	<ol style="list-style-type: none"> 1. Develop a range of texture techniques using a range of media with annotations. 2. Apply different texture techniques using a range of different media for a zen-tangle. 3. Develop detailed sketching skills of the eye. 4. Adapt and refine sketches of figures including from life in the classroom. 5. Artist study – William Morris Art in the style of William Morris 	<ol style="list-style-type: none"> 1. Practise different texture techniques using a range of scale, media and annotations. 2. Experiment with different drawing techniques – transfer, circles/shapes. 3. Application of chosen sketching skills to draw portraits linked to WW1. 4. WW1 artists study – discussions around the atmosphere in the pictures. 5. Analyse a WW1 image and then experiment with the techniques used . 6. Use role play to create poses in the style of the paintings, take pictures and use these to create images.



Art Long Term Plan

Spring Term 1						
Exploring Colour and Painting						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Teach children how to use the powder paints by introducing the water, paint, pallet system.</p> <p>2. Allow children to experiment with a range of different brushes and materials to paint with.</p> <p>3. Explore colour and colour mixing.</p> <p>4. Teach the children how to select and put away the things they need independently.</p> <p>5. Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p> <p>6. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>1. Teach children how to use the powder paints by introducing the water, paint, pallet system.</p> <p>2. Explore primary colours.. Label the primary colours. Which colour do you like best?</p> <p>3. What colours can you make using the primary colours? Label the secondary colours. Which colours do you like making?</p> <p>4. Colour mixing adding white for tints of a colour and black for shades of a colour.</p> <p>5. Investigate warm and cold colours in art. Colour mix to make examples.</p>	<p>1. Create colour wheels using the primary and secondary colours. Use different types of paints to do this and comment on which paint they prefer. (powder, water colour or poster).</p> <p>2. Colour mixing to explore tints and tones – adding white and black – create scales of colour.</p> <p>3. Experiment with brushes and tools to create lines and shapes with increasing control.</p> <p>4. Add texture to paints, using glue, sand, salt and water. Experiment in sketch books and comment on what works well and what effects they can create.</p> <p>5. Aboriginal art study (dot painting and Jeannie Petyarre). Art inspired by aboriginal art.</p>	<p>1. Create colour wheels using the primary and secondary colours. Use different paints to do this and comment on which paint they prefer. (powder, water colour or poster). Colour mix to explore tints and tones – adding white and black – create scales of colour.</p> <p>2. Explore warm and cold colours and make them with mixing.</p> <p>3. Artist study – Georgia O’Keeffe.</p> <p>4. Art in the style of Georgia O’Keeffe – colour-match the picture and continue it.</p> <p>5. Artist study – Lowry – compare this work to O’Keeffe and their use of colour.</p>	<p>1. Create colour wheels using the primary and secondary colours. Use different paints to do this and comment on which paint they prefer. (powder, water colour or poster). Colour mix to explore tints and tones – adding white and black – create scales of colour.</p> <p>2. Explore colourwash techniques and landscape paintings.</p> <p>3. Explore colourwash techniques and landscape paintings.</p> <p>4. Art appreciation – Turner, Warhol, Wright and Hokusai.</p> <p>5. Artist study of one of the above.</p> <p>6. Children choose an artist to paint in the style of</p>	<p>1. Recap colour knowledge, including the colour wheel, use different brushes and experiment with brushstrokes and different paints. Look at tints, tone, warm and cold colours. Identify and label.</p> <p>2. Artist study of Rousseau. Look at a Rousseau painting of the rainforest/jungle and create a colour pallet to capture the mood of the rainforest.</p> <p>3. Artist study of Rousseau. Art appreciation of the painting.</p> <p>4. Artist study of Nixiwaka Yawanawa (and John Dyer).</p> <p>5. . Plan and create a rainforest painting (mixed media could be used) using what they have learnt from this unit.</p>	<p>1. Recap colour knowledge, including the colour wheel, use different brushes and experiment with brushstrokes and different paints. Look at tints, tone, warm and cold colours. Identify and label.</p> <p>2. Japanese painting and lettering – look at water colour techniques</p> <p>3. Artist study – Hokusai</p> <p>4. Create a plan for a wave painting in the style of Hokusai or a painting in a Japanese style – experiment with colours and tones – make choices, adapt and extend work and ideas. Think about the composition of the painting.</p> <p>5. Create a wave painting or Japanese style painting.</p>



Art Long Term Plan

Spring Term 2						
Printing and Collage						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Explore using different parts of their hands and feet to create prints.</p> <p>2. Use different items from the classroom such as fruit, blocks and toys to make different shapes. What patterns can you make?</p> <p>3. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>4. Sort and arrange materials</p> <p>5.. Use a combination of materials that have been cut, torn and glued.</p>	<p>1. Use circular items to create rolling patterns.</p> <p>2. Use different shapes to design and make accurate patterns.</p> <p>3. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>4. Select and use a variety of materials to create collage pictures.</p> <p>5. Add texture by mixing materials.</p>	<p>1. Replicate patterns from observations.</p> <p>2. Make printing blocks from sponge or similar materials.</p> <p>3. Design and arrange their own patterns.</p> <p>4. Select colours and materials to create effect.</p> <p>5. Mix colours and materials according to their designs.</p>	<p>1..Design and plan their own printing blocks.</p> <p>2. Make printing blocks from string or card.</p> <p>3. Make repeated patterns with precision.</p> <p>4. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>5.Select colours and materials to create effect, giving reasons for their choices.</p>	<p>1..Design and plan their own printing blocks and the colours they will use..</p> <p>2. Make printing blocks from string and card or similar materials.</p> <p>3. Create and arrange accurate patterns.</p> <p>4. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>4. Refine work as they go to ensure precision.</p>	<p>1.Design and plan their own mono print.</p> <p>2. Create their one monoprint using art trays and printing ink.</p> <p>3.Use more than one colour to layer in a print.</p> <p>4. Plan and design their own collage to depict a theme appropriate to the current topic.</p> <p>5. Use a range of mixed media to create their design.</p>	<p>1. Study artists who have used printing in their own work.</p> <p>2. Develop techniques in mono, block and relief printing</p> <p>3.Add collage to a painted or printed background;</p>



Art Long Term Plan

Summer Term 1						
Sculpture and 3D Art						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>2. Develop their own ideas and then decide which materials to use to express them.</p> <p>3. Join different materials and explore different textures.</p> <p>4. Create collaboratively, sharing ideas, resources and skills</p>	<p>1. Look at artwork depicting The Great Fire of London. What can the children see? What colours can they see? What do they like and dislike about the pictures? Create an oil pastel picture of the fire.</p> <p>2. Colour mix to create full flame colour card sheets that can be used later in the unit to cut out flames. Paints for a revisit and/or pastels.</p> <p>3. Draw/collage Tudor houses in sketch books.</p> <p>4. Make 3D Tudor houses from found materials.</p> <p>5. Make 3D Tudor houses – add paint detail. Use the flame sheets to create flames .</p>	<p>3D maps</p> <p>. 1. Paper manipulating – cutting, tearing, plaiting etc.</p> <p>2. 3D shape nets – make mini buildings.</p> <p>3. Create an imaginary island. Draw a 2D version.</p> <p>4. Create the imaginary island with 3D elements.</p> <p>5. Create the imaginary island with 3D elements.</p> <p>6. Take photos and evaluate.</p>	<p>Ancient Egyptian clay tablet and scarab beetle:</p> <p>1. Experiment with clay tools and clay – each child to be given a small piece of clay to work with. This clay could then be moulded into a scarab beetle with etchings.</p> <p>2. Research and look at Ancient Egyptian tablets – label and look at decoration. Use sketch books to practice using Hieroglyphs – can they write their name – some children might like to use paints for this?</p> <p>3. Sketch Egyptian tablets – use a viewfinder to look at details.</p> <p>4. Design an Egyptian tablet – label and discuss techniques they will use.</p> <p>5. Make their Egyptian tablet – decorate with etching details.</p> <p>6. Add colour if wanted and then varnish. Photo and evaluate.</p>	<p>Ancient Mayan Clay Masks:</p> <p>1. Research Mayan masks – look at examples and discuss likes and dislikes.</p> <p>2. Sketchbook activity – sketch masks and details – half and half drawings. Use transfer technique to sketch masks and look at the detail on them.</p> <p>3. Research clay joining techniques and etching techniques and draw and explain in sketch books.</p> <p>4. Design your own mask and add potential colour.</p> <p>5. Make a clay mask using techniques planned and discussed.</p> <p>6. Paint and varnish the masks. Photo and evaluate.</p>	<p>Ancient Greek clay pots – thumb and coil pots:</p> <p>1. Study ceramic artists – Clarice Cliff, Bernard Leach and Lucie Rie – what do children like or dislike about their work?</p> <p>2. Research Greek pots – what did they look like what were they used for?</p> <p>3. Sketch Greek pots - use a viewfinder to look at details and sketch.</p> <p>4. Design a Greek pot – show the children the two techniques – thumb pot and coil pot so they can decide which they might use – what will their pot look like?</p> <p>5. Make the pot from clay.</p> <p>6. Paint and varnish. Photo and evaluate.</p>	<p>Self-portrait plinth people – Alberto Giacometti Artist Study:</p> <p>1. Paper manipulating – cutting, tearing, plaiting etc.</p> <p>2. Research Alberto Giacometti and his works. Create a page about him and his work.</p> <p>3 and 4. Look at the work of Alexander Calder, Ruth Asawa and Frank Marino Boyle. Art appreciation about these artists and their differing styles.</p> <p>5. Design and label a self portrait sculpture which depicts something about themselves.</p> <p>6. Make their plinth using wire and fabric.</p>