



Art Long Term Plan

EYFS						
<p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> ○ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ○ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ○ Create collaboratively, sharing ideas, resources and skills. <p>Physical Development:</p> <ul style="list-style-type: none"> ○ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ○ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ○ Develop overall body-strength, balance, coordination and agility. ○ Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (ELG) ○ Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG) ○ Begin to show accuracy and care when drawing. (ELG) ○ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) ○ Share their creations, explaining the process they have used. (ELG) <p>Understanding the World:</p> <ul style="list-style-type: none"> ○ Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) ○ Comment on images of the familiar situations and the past ○ Describe what they see, hear and feel outside ○ Recognise some environments that are different to the one in which they live ○ Understand the effect of changing seasons on the natural world around them <p>Mathematics:</p> <ul style="list-style-type: none"> ○ Continue, copy and create repeating patterns ○ Compose and decompose shapes so that children recognise that a shape can have other shapes within it 						
Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	A1: London A2: Weird and Wonderful	A1: Great Fire of London A2: Our City	A1: Prehistoric Life A2: Marvellous Map Makers	A1: Righteous Royals A2: Danger!	A1: Ring Around the Rosie A2: Together and Apart	A1: Your Country Needs You! A2: We Need You!
Big question	<ul style="list-style-type: none"> • Why is it important for sketch artists to know how to draw shapes? • Paintings have the power to make you feel things? What do you think? 	<ul style="list-style-type: none"> • How does different media change the mood of a drawing? • Why do artists find inspiration in landscapes and city skylines? 	<ul style="list-style-type: none"> • Do we need to go to school to know how to draw? • Do you need to be an artist to create a map? 	<ul style="list-style-type: none"> • Is symmetrical more beautiful? Investigate! • How do painting tools affect the texture of a painting? 	<ul style="list-style-type: none"> • You cannot draw beautifully without light? Do you agree or disagree? • What can we learn about people's perspectives from Cubism? 	<ul style="list-style-type: none"> • How did the drawing in war posters influence people during the war? • If a war survivor painted what they felt during the war, what would they paint?



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<p>Skills:</p>	<p>A1 Drawing:</p> <ul style="list-style-type: none"> • Explore mark making, experiment with drawing lines and use 2D shapes to draw • Use, express and experiment with line for purpose, then use appropriate language to describe lines • Identify, describe and use shape for purpose • Use sketchbooks to record thoughts and ideas and to experiment with materials • Explore and create ideas for purposes and intentions • Study the work of various artists • Describe feelings about their work and the art of others <p>A2 Painting:</p> <ul style="list-style-type: none"> • Develop skill and control when painting • Paint with expression • Remember the primary colours and how to mix them to create secondary colours • Use sketchbooks through teacher modelling • Use sketchbooks to record thoughts and ideas and to experiment with materials 	<p>A1 Drawing:</p> <ul style="list-style-type: none"> • Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials • Use a range of fine and broad media such as charcoal, a small range of soft and hard pencils, graphite sticks, wax crayons, pastels, conté pencils/sticks, coloured pencils, ball point pens, oil pastels, water soluble pastels, felt pens, hard and soft rubbers to develop control of line, shape, colour, pattern and tone • Draw from memory, imagination and observation • Begin to understand how to represent form when drawing • Draw lines with increased skill and confidence. Use line for expression when drawing portraits. • Experiment with pencils to create tone. Use tone to create form when drawing • Use sketchbooks more effectively through further teacher 	<p>A1 Drawing:</p> <ul style="list-style-type: none"> • Recognise and accurately draw simple shapes in objects • Identify objects made from shapes in my environment and draw from observations in natural and man-made objects • Recognise basic geometrical shapes (such as circles and squares) when I draw objects and use these shapes to help me draw, design and decorate more accurately • Use guidelines to help set out and construct more complicated images from observation • Apply even layers of pencil tone when shading • Refer to 'tone' when describing the light and dark areas of an object or artwork • Control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading • Blend tones gradually so that there aren't any sudden changes from dark to light 	<p>A1 Drawing:</p> <ul style="list-style-type: none"> • Experiment with charcoal to create different textures and effects • Express the meaning of words and phrases in an abstract way using an appropriate charcoal technique • Apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern • Know that a compass is used to make circles • Use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern • Know that people have used the flower of life pattern for thousands of years • Work in a group to create an interesting still-life arrangement • Sketch an outline of the still life objects using symmetry lines • Know that 'tone' means the lightness or darkness of something • Use light, medium and dark tones to make the drawing 	<p>A1 Drawing:</p> <ul style="list-style-type: none"> • Develop drawing from observation • Extend and develop a greater understanding of applying expressions when using lines • Interpret texture of a surface • Analyse artists' use of tone • Use mathematical processes to design, add detail and line • Apply the effect of light on objects • Apply the effect of light on people from different directions • Understand the concept of perspective • Develop an increasing sophistication when using tone to describe objects when drawing • Produce increasingly accurate drawings of people • Develop ideas through sketches using books • Analyse and reflect upon choices and intentions • Use key vocabulary when discussing their own work and the work of others 	<p>A1 Drawing:</p> <ul style="list-style-type: none"> • Study and apply the techniques of other artists • Learn and apply negative drawing/ halo and/ or chiaroscuro by manipulating tone • Increase awareness of using tone to describe light and shade, contrast, highlight and shadow • Develop greater skill and control when showing the effect of light on objects and perspective • Produce increasingly accurate drawings of people by deepening knowledge of using line when drawing portraits • Fluently sketch key shapes of objects when drawing • Interpret texture of a surface • Create abstract compositions using knowledge of other artists' work • Investigate and apply new techniques and record observations through using books • Evaluate their own work and the work of others • Use key vocabulary with greater sophistication when discussing their
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	<ul style="list-style-type: none"> • Explore and create ideas for purposes and intentions • Study the work of other artists • Describe what I feel about their work and the art of others 	<p>modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials</p> <ul style="list-style-type: none"> • Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world • Compare other’s work, identifying similarities and differences <p>A2 Painting:</p> <ul style="list-style-type: none"> • Use water based paint and other wet and dry media to explore wash, strokes, layers, blending, splash, drip • Use a range of media e.g. watercolour, tempera (block and ready-mix), ink, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes • Use a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources 	<ul style="list-style-type: none"> • Use a rubber to finalise the smoothness of a sketch and edit my drawing by adding detail, texture and colour <p>A2 Painting:</p> <ul style="list-style-type: none"> • Demonstrate increasing control over the types of marks made when painting • Continue to explore textures inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand, sawdust, flour etc.) • Know that tone is the areas of dark and light and can identify this in a painting or photograph • Know that a tint is to make a colour lighter by adding white and that a shade is to make a colour darker by adding black • Use tints and shades to paint from light to dark in smooth and neat strokes • Mix paint to create a range of natural colours • Add fine detail using smaller brushes 	<p>look three-dimensional</p> <ul style="list-style-type: none"> • Add highlights to my drawing <p>A2 Painting:</p> <ul style="list-style-type: none"> • Mix colour with increasing confidence building on previous knowledge • Begin to explore complimentary colours • Add white or black to colour to tint or shade a colour for effective colour matching • Confidently control types of marks made when painting • Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and /or sand) • Analyse paintings by an artist and remember key facts about their work • Paint in the style of an artist • Mix colours as they did • using the same brush stroke techniques 	<p>A2 Painting:</p> <ul style="list-style-type: none"> • Understand the terminology of hue, tint, tone, shades and mood • Select and mix more complex colours to depict thoughts, feelings and mood by considering shade, tone, tint and hue • Confidently choose materials to create wanted textures • Control brush strokes and apply tints and shades when painting • Paint with greater skill and expression • Develop ideas through sketches using books • Analyse and reflect upon choices and intentions • Use key vocabulary when discussing their own work and the work of others 	<p>own work and the work of others</p> <p>A2 Painting:</p> <ul style="list-style-type: none"> • Apply tonal techniques and more complex colour theory to own work • Mix and apply colours to represent still life objects from observation • Express feelings and emotions through colour • Study colours used by Impressionist painters • Investigate and apply new techniques and record observations through using books • Evaluate their own work and the work of others • Use key vocabulary with greater sophistication when discussing their own work and the work of others • Develop personal, imaginative responses to a theme.
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		<ul style="list-style-type: none"> • Further improve skill and control when painting. Paint with creativity and expression • Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections • Revisit the relationship between primary and secondary colours • Create shades of a colour and choose and justify colours for purpose • Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials • Use artist sources to develop their own original artwork and gain inspiration for artwork from the natural world • Compare other's work, identifying similarities and differences 	<ul style="list-style-type: none"> • Work in a group to create a large piece of artwork • Create designs using both positive and negative impressions • Discuss own and other's work using an increasingly sophisticated use of art language (formal elements) • Reflect on their own work in order to make improvements 	<ul style="list-style-type: none"> • Know that artists tell stories in their artwork and that art can be about feelings • Look hard at a picture to see details and understand the artwork 		
Suggested outcomes:	<ul style="list-style-type: none"> • Create recreations of painting and drawings with display the forms learnt 	<ul style="list-style-type: none"> • Landscape drawings • Skyline drawings • Creating the same skylines with in different painting styles 	<ul style="list-style-type: none"> • Cave paintings • Lino prints of maps 	<ul style="list-style-type: none"> • Royal Crowns from Different Cultures • Landscape Paintings 	<ul style="list-style-type: none"> • One-point perspective landscape • Vincent Van Gogh 'bedroom in Arles' and 'a starry night' 	<ul style="list-style-type: none"> • Analysis of war posters • creating posters for change (thinking about modern day change)



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	<ul style="list-style-type: none"> Create personalised art pieces in the style of artists 	- contrasting the effects of the outcome			<ul style="list-style-type: none"> Peter Thorpe space art Pablo Picasso - series of blue paintings (cubism) Leonardo Da Vinci Geometric drawings and portraits 	<ul style="list-style-type: none"> Emotive Paintings - inspired by war sources
Vocabulary:	<p>Drawing, Sketch, Copy, Lines, Shape, Size, Pencil, Pen, Ink, Chalk Pastels, Thin, Thick, Horizontal, Vertical, Skyline,</p> <p>Paint, Brush, Colour, Tone, Shape, Straight, Curved, Lines, Background, Foreground, Water Colour, Acrylic, Poster Paint</p>	<p>Drawing, Sketch, Tools, Pencil, Crayon, Wax, Pastel, Charcoal, Detail, Form, Tone, Object, Colour, Shade, Line, Shape</p> <p>Paint, Tools, Brush Strokes, Effect, Mood, Colour, Expression Abstract, Realism, Real, Not Real, Objects, Shape, Line, Colour, Geometric, Bold, Soft, Warm, Cool</p>	<p>Line: charcoal, pencil, crayon, chalk, pastels, pens.</p> <p>Form and shape: grades, forms, shapes, third dimension</p> <p>Tone: variations, tone</p> <p>Texture: pattern texture, proportion, emotion, expression</p> <p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</p>	<p>Colour, Line, Pattern, Tone, Shape, Form, Tone, Shading, Shading Grip, Wire Techniques, Bending, Shaping, Geometry, 3D, Sketch.</p> <p>Colour, Line, Tone, Form, Shape, Pattern, Texture, Symmetrical, Mark Making.</p>	<p>Drawing, Sketch, Lines, Shape, Size, Pencil, Pen, Ink, Thin, Thick, Horizontal, Vertical, Scale, Expression, Contrast, Light, Dark, Texture, Interpret, Perspective, Mathematical, Evaluate, Vanishing Point, Horizon Line, Vanishing Point</p> <p>Paint, Brush, Colour, Tone, Hue, Tint, Texture, Shade, Shape, Background, Foreground, Form, Shape, Pattern, Texture, Observation, Mood, Feelings, Reflect, Analyse</p>	<p>Positive Space, Negative Space, Sketch, Light, Shade, Tone, Contrast, Highlight, Shadow, Chiaroscuro, Perspective, Line, Abstract Composition</p> <p>Impressionism, Still Life, Observation, Sketch, Tone, Negative Mediums, Observation, Colour, Brush Strokes</p>
Challenge	<ul style="list-style-type: none"> Can I draw 2D shapes? Can I explore colour for expression? 	<ul style="list-style-type: none"> Can I use pencil to create tone? Can I experiment with brush techniques? 	<ul style="list-style-type: none"> Can I show the same level of skill using pencil colours? How would I manipulate tone using a biro pen? Can paint using a various number of tools? 	<ul style="list-style-type: none"> Can you apply a two-point perspective in a drawing? Can you show the concept of perspective in your painting? 	<ul style="list-style-type: none"> Can you apply a two-point perspective in a drawing? Can you show the concept of perspective in your painting? 	<ul style="list-style-type: none"> Can you apply a two-point perspective in a drawing? Can you apply a three-point perspective in your drawing? Can you show the concept of perspective in your painting?



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Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sp1: Exciting Explorers Sp2: World Explorers	Sp1: Intrepid Individuals Sp2: Marvellous Map Makers	Sp: Rotten Romans	Sp: Lost Lands	Sp1: Eureka! Sp2: Ageless Americas	Sp: Heavenly Empire
Big Question:	<ul style="list-style-type: none"> What would the world be like without 3D objects? How can we make different textures when creating collages? 	<ul style="list-style-type: none"> How can we show courage and fearlessness in 3D work? How have craft makers changed our world? 	<ul style="list-style-type: none"> How did the Romans use 3D artwork to enforce their power? Why is colour important to consider when creating collage? 	<ul style="list-style-type: none"> How do sculptors use the iterative process? What has ancient artwork taught us about ancient civilisations? 	<ul style="list-style-type: none"> Why do you think statues are a significant form of art across civilisations? Collage is a tool which can bring our imagination and reality together? How has Aliza Razell made this happen? 	<ul style="list-style-type: none"> Can you create art without inspiration? Why do people's perceptions of the same artwork differ?
Skills:	Sp1 3D: <ul style="list-style-type: none"> Explore a range of materials and techniques such as clay, etching, printing and collage Explore a range of materials to learn about 3 dimensional properties Learn about form and space through making sculptures and developing language Identify, describe and use shape for purpose Use materials to create textures Use 3D media to make representations of the real world Follow a model to help me develop my sketchbook skills in 	Sp1 3D: <ul style="list-style-type: none"> Assemble/construct and make, form and model to explore three dimensions, form and space, and learn about the tactile properties of textures and surfaces Use clay, paper, card and found materials to explore three dimensions Use 3D media to make representations of the real world Use sculpture processes such as construction: using wood, flower wire and surfaces - using Modroc, paper lamination/papier maché, found materials 	Sp1 3D: <ul style="list-style-type: none"> Use equipment and media with confidence Begin to show an awareness of objects having a third dimension and perspective Learn to secure work to continue at a later date Join two parts successfully Construct a simple base for extending and modelling other shapes Use a sketchbook to plan, collect and develop ideas Record media explorations and experimentations as well as try out ideas 	Sp1 3D: <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Plan, design, make and adapt models Create a mood board Show what is important to me through the creation of my own mood board and explain my choice for my future project Return to sculptures at a later date to confidently add detail and texture 	Sp1 3D: <ul style="list-style-type: none"> Further extend their ability to describe and model form in 3D using a range of materials Plan and develop ideas from observation and/or imagination Design new architectural forms and / or invent new products for purposes Express thoughts and feelings about familiar products Develop ideas through sketches using books Select the appropriate material and discuss the properties of 	Sp1 3D: <ul style="list-style-type: none"> Express and articulate a personal message through sculpture Analyse and study artists' use of form Investigate and apply new techniques and record observations through using books Produce personal interpretations of cherished objects Create imaginative 3D sculptural forms to create meaning Evaluate their own work and the work of others Use key vocabulary with greater sophistication when discussing their



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	<p>order to record thoughts and ideas and to experiment with materials</p> <ul style="list-style-type: none"> • Explore and create ideas for purposes and intentions • Study the work of the artists • Describe what I feel about their work and the art of others <p>Sp2 Collage:</p> <ul style="list-style-type: none"> • Cut shapes using scissors and other modelling tools • Select, collect, assemble, cut, tear, stick and collage to create work from a variety of found resources • Create craft based outcomes exploring diverse processes that might include, fabric collage, mosaic, paper weaving, willow work and collage • Use materials such as willow, papers, yarns, plastics, wire and metals, clay, found and recycled materials to create textures • Select, collect, assemble, cut, tear, stick and collage to create work from a variety of found resources 	<ul style="list-style-type: none"> • Extend their practical ability to create 3D sculptural forms • Compose geometric designs by adapting the work of other artists to suit their own ideas • Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials • Use artist sources to develop their own original artwork. Gain inspiration for artwork from the natural world <p>Sp2 Collage:</p> <ul style="list-style-type: none"> • Learn about the tactile properties of textures and surfaces • Select, collect, assemble, cut, tear, stick and collage to create work from a variety of artistic resources • Create craft based outcomes exploring diverse processes that might include, fabric collage, paper weaving, willow work, beadwork, mosaics and textile weaving 	<ul style="list-style-type: none"> • Produce more intricate surfaces by experimenting with texture • Join clay adequately and work reasonably independently • Cut and join wood safely and effectively • Make a simple papier mache object • Plan, design and make models <p>Sp 2 Collage:</p> <ul style="list-style-type: none"> • Mix primary colours to make secondary colours • Transpose ideas from painting to collage in response to the work of an artist • Modify and adapt work as it progresses • Develop a response to the work of a collage specialist, understanding the artist's use of primary and complementary colours • Develop an understanding of positive and negative imagery • Collaborate with others on a large-scale project • Compare outcomes to the work of an artist 	<ul style="list-style-type: none"> • Join materials confidently • Talk about their work understanding that it has been sculpted, modelled or constructed • Use a variety of materials to create, clay, wood • Consider the differences between geometric and natural shapes <p>Sp2 Collage:</p> <ul style="list-style-type: none"> • Use photographic images as a starting point for artwork • Develop and apply knowledge of the portrait work of a famous artist • Use own images as a starting point for further work • Transpose imagery using different media and techniques • Understand that artists use different starting points for their work • Use objects from everyday life as a starting point for their own work • Overwork identical designs to produce unique state imagery 	<ul style="list-style-type: none"> • materials • Apply shape, form, model and joining • Describe and model form in 3D using a range of materials • Discuss and evaluate own work and that of other sculptures • Analyse and reflect upon choices and intentions • Use key vocabulary when discussing their own work and the work of others <p>Sp2 Collage:</p> <ul style="list-style-type: none"> • Use stories, music and poems as stimuli • Analyse and evaluate artists' use of shape • Compose original designs by adapting and synthesising the work of others • Confidently select and use materials for a purpose • Develop ideas through sketches using books • Create mixed media art using found and reclaimed materials • Analyse and reflect upon choices and intentions 	<p>own work and the work of others</p> <ul style="list-style-type: none"> • Create sculpture that is open to interpretation from the audience <p>Sp2 Collage:</p> <ul style="list-style-type: none"> • Create photomontages • Explore and create digital art using own photography • Investigate and apply new techniques and record observations through using books • Evaluate their own work and the work of others • Use key vocabulary with greater sophistication when discussing their own work and the work of others • Express ideas about art through messages, graphics, text and images • Justify the materials chosen • Combine pattern, tone and shape
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	<ul style="list-style-type: none"> • Use sketchbooks to record thoughts and ideas and to experiment with materials • Explore and create ideas for purposes and intentions • Study the work of different artists • Describe what they feel about their work and the art of others 	<ul style="list-style-type: none"> • Identify and describe different textures. Select and use appropriate materials to create textures • Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials • Use artist sources to develop their own original artwork. Gain inspiration for artwork from the natural world • Compare other's work, identifying similarities and differences 	<ul style="list-style-type: none"> • Explore adding detail to collages by painting or drawing on top 	<ul style="list-style-type: none"> • Work collaboratively to form a class image • Combine art forms such as collage, painting and printmaking in mixed media projects • Learn how to display and present work 	<ul style="list-style-type: none"> • Use key vocabulary when discussing their own work and the work of others 	
Suggested outcomes:	<ul style="list-style-type: none"> • Create sculptures of different forms and materials • Create textures collage prints • Create small scale and large scale collage prints 	<ul style="list-style-type: none"> • Newspaper sculptures • Mod roc sculptures • Collage representations of movement, themes and abstract creations depicting themes from topic 	<ul style="list-style-type: none"> • Roman Sculptures/ figures/ pottery • Roman portraits in collage form 	<ul style="list-style-type: none"> • 3D representations of monuments from ancient civilisations • Collage representations of ancient civilizations vs modern civilisations 	<ul style="list-style-type: none"> • Sculpting Ancient Greek style urns • Carving Mayan God glyphs • The work of Aliza Razell • Embroidery collage • Max Ernst collage/ Salvador Dali/ Renee Magritte inspired collage • The work of Reena Saini Kallat - theme of immigration, protest, loss, travel 	<ul style="list-style-type: none"> • Macro photography turned into collages representing a theme • Creating small scale graffiti on toy objects • Creating sculptures to represent themes - using specific 3D materials



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<p>Vocabulary:</p>	<p>Shape, Size, Thin, Thick, Lines, Cut, Roll, Pinch, Squeeze, Flatten, Clay, Knife, Draw, Detail, Texture, Material, Join, Stick</p> <p>Weave, Tear, Material, Layer, Colour, Decorate, Cut, Stick, Shape, Line, Outline, Edges, Under, Over, Scrunch, Stick, Attach</p>	<p>Build, Model, 3D, Cardboard, Clay, Wire, Sculpture, Paint, Cut, Size, Shape, Front, Back, Top, Sides, Symmetrical, Stripes, Structure, Design, Plan</p> <p>Collage, Texture, Materials, Tear, Cut, Stick, Layer, Scrunch, Colour, Emotions, Expression, Background, Foreground</p>	<p>Record, Observe, Review, Revisit, Improve, Mastery, Design Techniques, Painting, Materials, Create, Surface Patterns, Textures, Join, Construct, Modelling, Shape, Develop, Clay, Slabs, Coils, Slips</p> <p>Experiment with A Range of Collage Techniques Such as Tearing, Overlapping and Layering to Create Images and Represent Textures.</p> <p>Use Collage As A Means Of Collecting Ideas And Information And Building A Visual Vocabulary.</p>	<p>Stomp, Rhomboid, Maracas, Pitch, Collage, Recycled, Geometric, Contrasting, Memorial</p> <p>Curator, Montage, Carving, Modelling, Casting, Constructing, Pierced Form, Upright Form, Chinoiserie, Op-Art</p>	<p>Clay, Shape, Mould, Design, Size, Tick, Thin, Proportions, Handles, Body, Base, Tools, Squash, Roll, Paint</p>	<p>Form, Message, Interpretation, Experimentation, Evaluate, Meaning, Sculpture, 3 Dimensional</p> <p>Messages, Graphics, Text, Images, Digital Art, Photography, Collage, Tone, Pattern, Shape, Repeated Pattern, Digital Media, Mood, Expression, Self-Portrait, Macro Photography, Truism, Photomontage, Theme, Saturate, Desaturate, Effects, Editing, Software, Hardware, Background, Filter, Crop, Monochromatic, Continuous Line Drawing, Poses, Portrait, Expressions, Selfie, Contrast, Sharpen</p>
<p>Challenge</p>	<ul style="list-style-type: none"> • Can I consider different materials to create textures? • Can I consider form and space? 	<ul style="list-style-type: none"> • Can I add detail and decoration to clay sculptures? • Can I use colour to create expression? 	<ul style="list-style-type: none"> • Am I able to analyse the choices an artist has made and find evidence in their artwork to prove my point? • Can I write a description for my artwork to help viewers understand the choice I have made/ the meaning behind my art? 	<ul style="list-style-type: none"> • Does your 3D model have a personal message? • Can I combine text and images together? • Can I consider pattern, tone and colour in my work? 	<ul style="list-style-type: none"> • Does your 3D model have a personal message? • Can I combine text and images together? • Can I consider pattern, tone and colour in my work? 	<ul style="list-style-type: none"> • Can I explain my choices for the composition in my photomontage? • How can you use photography to make your message stronger? • Can you use different effects when editing images? • Can I use my photography style as a starting point for a print or 3D clay tile? • Can my self-portrait be photocopied to be torn and put together in Cubist style? • Can my self-portrait be scanned and use colour



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Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sum: Traveling Around the World	Sum: Island Life	Sum: Invasion	Sum: The Vikings	Sum: A World Before	Sum1: Crime and Punishment Sum2: Our Community
Big Question:	<ul style="list-style-type: none"> Why do people dress differently around the world? Do prints give us clues about different cultures in the world? 	<ul style="list-style-type: none"> How does Island life affect the textiles people create? How are prints used in everyday life? Is printmaking an essential trade? 	<ul style="list-style-type: none"> How do textile artists use their maths skills? Why was Andy Warhol's prints so inspirational? 	<ul style="list-style-type: none"> How does Billie Zeneca explore identity in her work? What is the Viking identity and how can we portray that in textile form? There are many types of print techniques? How do you think these techniques were discovered? 	<ul style="list-style-type: none"> How has machinery affected the textile industry? What does geometry have to do with the Op art movement? 	<ul style="list-style-type: none"> How does fashion represent changes in our society over time? How can we use nature to inspire our print-making?
Skills:	Sum 1 Textiles: <ul style="list-style-type: none"> Understand patterns in nature, design and make patterns in a range of materials Use creative craft based outcomes; exploring diverse processes that might include, beadwork, textile weaving and casting Use materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles, found and recycled 	Sum 1 Textiles: <ul style="list-style-type: none"> Compose geometric designs by adapting the work of other artists to suit their own ideas Explore fabrics, cut and join them in a variety of ways Identify and describe different textures. Select and use appropriate materials to create textures Create craft based outcomes exploring diverse processes that 	Sum 1 Textiles: <ul style="list-style-type: none"> Begin to thread a needle independently Continue to use a running stitch and introduce a back stitch using binca and plastic needles Apply decoration using beads, buttons, feathers etc. Begin to modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. 	Sum 1 Textiles: <ul style="list-style-type: none"> Thread a needle independently and begin using metal sewing needles Use a running and back stitch confidently Apply decoration using needle and thread: buttons, sequins Gain experience in applying colour by printing and using fabric crayons/ paint 	Sum 1 Textiles: <ul style="list-style-type: none"> Become more confident using a metal sewing needle Explore Artists/ artwork using textiles Express thoughts and feelings about familiar products Develop understanding of texture through practical making activities Explore sewing skills such as cross stitch, 	Sum 1 Textiles: <ul style="list-style-type: none"> Confidently sew using metal sewing needles Understand how artists manipulate materials to create texture Develop experience in embellishing Work collaboratively at a larger scale Choose the best needlework for their project and use it confidently Investigate and apply new techniques and



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	<p>materials to create textile pieces</p> <ul style="list-style-type: none"> Follow models to help me record my ideas in my sketchbook Explore and create ideas for purposes and intentions Study the work of textile artists Describe what they feel about their work and the art of others <p>Sum 2 Printmaking:</p> <ul style="list-style-type: none"> Explore simple printmaking, use plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking to create various examples of print Search for objects to be used as tools to press into plasticine to create texture Understand notions of positive and negative prints Use rollers or the backs of spoons to create pressure to make a print Create a pattern and understand how to print from a textured surface, lift rubbings and create patterns Create patterns which reflect my understanding 	<p>might include, beadwork, textile weaving and simple stitches using plastic needles and binca cloth</p> <ul style="list-style-type: none"> Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Compare other's work, identifying similarities and differences <p>Sum 2 Printmaking:</p> <ul style="list-style-type: none"> Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own Create single or repeat patterns using a motif/stamp/block – using e.g. Pressprint, Easiprint, cut paper and card stencils – using water based printing ink, stencil 	<ul style="list-style-type: none"> I can sketch a design of my textile before I make it Use a variety of materials to make a textile in three dimensions using craft materials Make the various parts of my textile to the correct proportions Take care to ensure my textile is finished to a high standard Secure any of my figure pieces that are loose Know the process of tie-dyeing Secure the ties tightly Understand the similarities between tie-dyeing and wax resist <p>Sum 2 Printmaking:</p> <ul style="list-style-type: none"> Use sketchbooks to record textures and patterns Use the equipment and media with increasing confidence Use relief and impressed printing processes Use language appropriate to skill Discuss own work and that of other artists (packaging, Hiroshige, Escher) 	<ul style="list-style-type: none"> Choose collage or textiles as a means of extending work already achieved Refine and alter ideas and explain choices using an art vocabulary Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements Experiment with paste resist Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items <p>Sum 2 Printmaking:</p> <ul style="list-style-type: none"> Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints Use a sketchbook for recording textures/patterns 	<p>backstitch, appliqué and embroidery</p> <ul style="list-style-type: none"> Explore how to embellish work Develop ideas through sketches using books. Design and invent new products for purposes Analyse and reflect upon choices and intentions. Use key vocabulary when discussing their own work and the work of others <p>Sum 2 Printmaking:</p> <ul style="list-style-type: none"> Construct patterns through various methods to develop their understanding. Combine prints Create own abstract pattern to reflect personal experiences and expression Discuss and evaluate own work and that of others 	<p>record observations using books</p> <ul style="list-style-type: none"> Evaluate their own work and the work of others Use key vocabulary with greater sophistication when discussing their own work and the work of others <p>Sum 2 Printmaking:</p> <ul style="list-style-type: none"> Represent feelings and emotions through patterns Create sophisticated artwork using knowledge of pattern Make repeat patterns using printing techniques Build up drawings and images of whole or parts of items using various techniques Explore printing techniques used by various artists. Investigate and apply new techniques and record observations through using books Evaluate their own work and the work of others Use key vocabulary with greater sophistication when discussing their own work and the work of others
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	<p>of Monoprint by lifting an impression or print from a textured surface</p> <ul style="list-style-type: none"> • Use my sketch book to record thoughts and ideas and to experiment with materials • Study the work of print artists • Describe what they feel about their work and the art of others 	<p>paper, coloured tissue paper</p> <ul style="list-style-type: none"> • Explore simple mono printing techniques using carbon paper, ceramics to develop functional, sculptural or decorative outcomes – using clay, before firing and simple dip or painted glazing • Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. • Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. • Compare other’s work, identifying similarities and differences 	<ul style="list-style-type: none"> • Explores images through monoprinting on a variety of paper • Explore colour mixing through overlapping colour prints deliberately. I can make my own stamp using geometric and mathematical shapes • Use my stamp to create prints • Make my prints unique through my use of colour and pattern • Print by using Repeating patterns, Symmetrical patterns, A simple symmetrical figures 	<ul style="list-style-type: none"> • Use language appropriate to skill • Interpret environmental and man-made patterns and form • Discuss the nature of effects able to modify and adapt print as work progresses • Explore images and recreates texture through deliberate selection of materials, wallpapers, string, polystyrene • Know that the role of a curator is to set up and manage collections of works of arts within museums and gallery spaces • Work in a group to select and choose objects and create a collection or exhibition of them • Connect this to a career in the creative and cultural industries 	<ul style="list-style-type: none"> • Show thoughts and feelings through pattern 	
Suggested outcomes:	<ul style="list-style-type: none"> • Blankets from about the world • Recreate prints • Design prints • Create a scarf, blanket, t-shirt 	<ul style="list-style-type: none"> • Making patterns through sewing, weaving and gluing of fabrics • Creating large scale textile rugs by attaching various patterns together 	<ul style="list-style-type: none"> • Scottish Tartans • War posters in print 	<ul style="list-style-type: none"> • Viking tapestry • Printed Viking emblems • Leyton emblems using William Morris as inspiration 	<ul style="list-style-type: none"> • Optical art abstract print - • Create a stuffed animal 	<ul style="list-style-type: none"> • Exploring the art of quilt making • making a quilt to represent change in society • Building on the quilt using printing skills



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		<ul style="list-style-type: none"> • Printing wallpaper 				
Vocabulary:	<p>Textile, Fabric, Material, Pattern, Colour, Size, Shape, Design, Repeat, Fabric Paint</p> <p>Print, Monoprint, Roller, Ink, Press, Shape, Colour, Composition, Marbling Ink, Water, Negative, Positive</p>	<p>Fabric, Textiles, Material, Cut, Stick, Pattern, Colour, Shape, Texture, Line, Geometric Shapes</p> <p>Line, Colour, Thin, Thick, Weight, Straight, Curved, Negative Space, Relief Print, Detail, Shape, Colour, Contrast, Mono Print</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.</p> <p>Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>	<p>Running Stitch, Fabric, Weave, Over-And-Under, Woven, Reverse, Warp, Weft, Tie-Dying, Wax Resist, Mood Board.</p> <p>Monoprint, Linocut, Screen-Print, Block Print, Transfer, Reflection, Symmetry, Illusion, Layering</p>	<p>Textiles, Running Stitch, Back Stitch, Cross Stitch, Applique, Embroidery, Embellishments</p> <p>Pattern, Print, Abstract Pattern, Tools, Colour</p>	<p>Large Scale, Textile, Blanket Stitch, Decorative Stitch, Secure Stitch, Embellish, Colour, Shape, Pattern, Stitching, Secure, Binding, Evaluate</p> <p>Printing, Feelings, Emotion, Repeating Pattern</p>
Challenge	<ul style="list-style-type: none"> • Can I create a symmetrical pattern? • Can I consider different ways of joining fabrics? 	<ul style="list-style-type: none"> • Can I weave independently? • Can I use layering to create different effect for my collage? 	<ul style="list-style-type: none"> • Can I use different types of fabrics to put stitches together? • Can I create a print with emotional, political significance and communicate my ideas? 	<ul style="list-style-type: none"> • Can I repeat an abstract print as a repeated design? 	<ul style="list-style-type: none"> • Can I repeat an abstract print as a repeated design? 	<ul style="list-style-type: none"> • Can I recognise art from different periods and cultures?