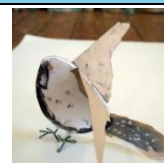


Long Term Plan – Year 1

Art	Drawing: How can spirals help us explore movement and pattern in art? <u>Pathway: Spirals</u> 	Painting: How do artists use nature to inspire their work? <u>Pathway: Flora And Fauna</u> 	Sculpture: How can we turn drawings into 3D sculptures? <u>Pathway: Making Birds</u> 
	Artists: Wassily Kandinsky (Modern)	Artists: Eric Carle (Contemporary illustrator) , Joseph Redoute & Jan Van Kessel (baroque botanical illustrators)	Artists: Andrea Butler (Contemporary)
	<u>Skills & Knowledge:</u> <u>Appraise and evaluate (discuss orally)</u> - To describe what they can see in an artists' work - To say if they like or dislike an artists' work - Begin to imitate some of the artists ideas - Express their feelings and opinions about their art. <u>Sketchbooks</u> - Understand that a sketchbook is owned by the pupil for experimentation and exploration - To begin to respond to ideas and starting points - To begin to collect visual information - To begin to explore different methods <u>Drawing</u> - Understand drawing is a physical and emotional activity and that when we draw we can move our whole bodies. - Draw using a wide range of pencils, charcoal's, crayons, coloured pencils and pastels - Draw different lines e.g. wavy, thick, thin - Begin to control lines to create simple drawings from observations - Work from their imagination <u>Painting</u> - Understand we can use a variety of brushes, holding them in a variety of ways to make marks - Understand is a media which can be used to create artwork - Name and identify primary and secondary colours - To be able to mix colours to create a range of secondary colours - Use different brushes to create brushstrokes - Interpret an object or scene through painting - explore different ways of applying paint e.g. brushes and sponges	<u>Skills & Knowledge:</u> <u>Appraise and evaluate (discuss orally)</u> - To describe what they can see in an artists' work - To say if they like or dislike an artists' work - Begin to imitate some of the artists ideas - Express their feelings and opinions about their art. <u>Sketchbooks</u> - Understand that a sketchbook is owned by the pupil for experimentation and exploration - To begin to respond to ideas and starting points - To begin to collect visual information - To begin to explore different methods <u>Drawing</u> - Understand drawing is a physical activity - Use pencils and coloured pencils to create an image - Draw different lines e.g. wavy, thick, thin - Begin to control lines to create simple drawings from observations - Work from their imagination <u>Collage</u> - Understand collage is the art of using elements of paper to make images. - Begin to tear, cut and glue materials - Sort and arrange materials by either colour or texture	<u>Skills & Knowledge:</u> <u>Sketchbooks</u> - Understand that a sketchbook is owned by the pupil for experimentation and exploration - To begin to respond to ideas and starting points - To begin to collect visual information - To begin to explore different methods <u>Drawing</u> - Understand drawing is a physical and emotional activity - Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects - Use pencils and coloured pencils to create an image - Draw different lines e.g. wavy, thick, thin - Begin to control lines to create simple drawings from observations - Work from their imagination <u>Collage</u> - Understand collage is the art of using elements of paper to make images. - Begin to tear, cut and glue materials - Sort and arrange materials by either colour or texture <u>3D modelling</u> - Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. - Begin to use a variety of materials (rolled up paper, straws, cardboard, or boxes) to create 3D form - Begin to use techniques such as cutting, sticking and moulding
	<u>Why?</u> In this pathway children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.	<u>Why?</u> In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials.	<u>Why?</u> In this pathway children continue to develop their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded,

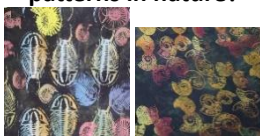
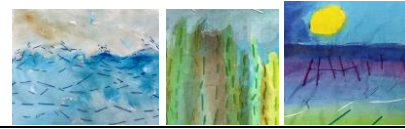
	They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children can talk about what they can see and how it makes them feel.	They practice cutting and collage skills and explore shape and colour to build images	crumpled to become 3d and added to a simple structure. Children explore balance to finally created an individual bird.
	<u>Why now?</u> We start the children's drawing development in KS1 with children using their own sketchbooks for the first time to explore and develop their ideas. Drawing exercises underpin all creativity, and spirals allow this experimentation on both a large and small scale using a range of different mediums.	<u>Why now?</u> Drawing skills from Autumn 1 are built upon and children can use simple shapes to create a range of plants and insects. Teaching simple collage techniques early on in Year 1 then builds on the Early Years Foundation Stage (EYFS) by enhancing children's creativity, fine motor skills, and cognitive development. Collage activities encourage children to explore different textures and materials, fostering sensory experiences and artistic expression.	<u>Why now?</u> The final unit in year builds upon the drawing skills developed within the spring term by using shapes and lines to create a range of different birds. Children draw from observations and their imagination and then learn how to create a 3D form from their 2D ideas. They use the collage skills from Spring term to add details to their 3D models.

Long Term Plan – Year 2

One theme each term			
Art	Painting: How can colour and texture show the drama of the Great Fire of London? <u>Pathway: Expressive Painting</u> 	Drawing: How can we use observation and print to create art? <u>Pathway: Explore & Draw / Pathway: Exploring the World Through Mono Print</u> 	Collage: How can we use collage to show the shape and texture of an animal?   
	Artists - Marelá Zacarías, Charlie French, Vincent Van Gogh, Cezanne (Modern and Contemporary)	Artists - Rosie James, Alice Fox (Contemporary)	Artist – Karen Nicol, Megan Coyle, Deborah Shapiro (Contemporary)
	Appraise and evaluate - Explain what they like or dislike about an artists' work - Compare pieces of art and notice similarities and differences - Create artwork in response to another artists' work - Compare their artwork the artists and say what they have done well. - Present their work and reflect and share their views ("I enjoyed... This went well"). Sketchbooks - Continue to build understanding that sketchbooks are places for personal experimentation. - Understand that the way each persons' sketchbook looks is unique to them - Explain how other artists' have used different techniques e.g. shape, colour, pattern - To explore ideas and plan their final design - As ideas develop, explore methods and materials Painting - Understand that the properties of the paint that you use, and how you use it, will affect your mark making. - Understand that primary colours can be mixed together to make secondary colours of different hues. - Mix paint experiment and create hues of secondary colour - To use mixed media by making paintings and drawing over the top - Control a brush to create shape and detail. - Create a wash for backgrounds - Use a range of brushes to create different effects - Learn to use different techniques to create effects such as spattering, stippling, dripping, blending, impasto, sgraffito	Appraise and evaluate - Explain what they like or dislike about an artists' work - Compare pieces of art and notice similarities and differences - Create artwork in response to another artists' work - Present their work and reflect and share their views ("I enjoyed... This went well"). Sketchbooks - Continue to build understanding that sketchbooks are places for personal experimentation. - Understand that the way each persons' sketchbook looks is unique to them - Explain how other artists' have used different techniques e.g. shape, colour, pattern - To explore ideas and plan their final design - As ideas develop, explore methods and materials Drawing - Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line - Understand that we can use different media sometimes combined in one drawing to create a single piece of art. - Use simple lines & geometric shapes to create forms - Make drawings that focus on adding detail, patterns or texture - Shade neatly without any gaps or spaces - Begin to use different grades of pencil (hard and soft) - Control pressure when using drawing implements to create lighter or darker tones and marks.	Appraise and evaluate - Explain what they like or dislike about an artists' work - Compare pieces of art and notice similarities and differences - Create artwork in response to another artists' work - Present their work and reflect and share their views ("I enjoyed... This went well"). Sketchbooks - Continue to build understanding that sketchbooks are places for personal experimentation. - Understand that the way each persons' sketchbook looks is unique to them - Explain how other artists' have used different techniques e.g. shape, colour, pattern - To explore ideas and plan their final design - As ideas develop, explore methods and materials Collage and Textiles - Understand that we can combine different materials within a collage and the effect this has on the outcome. - Interpret an object through collage - Choose and use different materials on their collage and explain why - Sort and arrange materials to create textures - Apply a range of different kinds of media to embellish and add details on their collage
	Why? In this pathway children are introduced to the idea that they can use paint in an intuitive and exploratory way.	Why? In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.	Why? In this pathway children are introduced to a range of artists who use collage as a medium to create art.

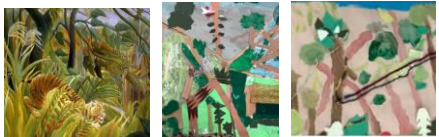
	The pathway starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work. Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to finally making expressive and gestural paintings with acrylic paint.	Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. Children are then introduced to mono print. They explore the work of an artist who uses mono print in his own work, and are introduced to a simple mono print technique. Children then develop links between mono printing and drawing skills, to create a piece of mixed media art work. This pathways encourages children to take creative risks and use drawing as a way to playfully invent and create narratives.	They learn that there are different ways in which collage is used and use a range of materials to create different patterns and textures.
	<u>Why Now?</u> The painting skills taught in this unit build upon the skills that the children are taught in year 1 when making spirals. In Year 1, children learn to recognise primary colours and experiment mixing these to make secondary colours. In Year 2, they will build upon this knowledge by experimenting with hues by changing the amount of primary colours they add. In Year 1, children were taught how to use different brushes to make different brush strokes. The children further develop this skill by experimenting with various homemade tools to apply paint in abstract patterns.	<u>Why Now?</u> This unit builds upon the exploration of drawing that children were exposed to in Year 1 in the 'Fauna and Flora' and 'making birds' units. Children develop their observational drawing skills by drawing from photographs and from objects they have found. Children will develop their mark making skills from Year 1 and will be introduced to mono print, another type of mark making. Children will improve their knowledge of different lines from Year 1 by thinking carefully about which types of lines to include in their drawing and deciding whether to use a soft or hard pencil.	<u>Why Now?</u> The final unit of Year 2 incorporates the mark making and drawing skills children have developed in the Autumn and Spring term by drawing an outline of a polar animal. The children will build upon their collaging skills from Year 1. They will create more complex collages by using a variety of different materials, learning 3 different collaging techniques and learning how to layer different materials through weaving.

Long Term Plan – Year 3

One theme each term			
Art	Drawing and painting: How did early humans use art to tell stories? 	Drawing, sculpture and printing: How can printing and sculpture help us to explore patterns in nature? 	Painting, sewing and drawing: How can print and textiles work together to create bold, textured art? Pathway: Cloth, Thread, Paint 
	Artists – Cave Paintings (Traditional Art)	Artists – Cynthia St Charles (Contemporary)	Artists – Alice Kettle, Hannah Rae (Contemporary)
	Appraise and evaluate - Describe an artists' work by discussing shapes, colours and medium used - Explore and describe work from different time periods - Recognise what mood the artist was thinking and feeling - Suggest reasons why the artist has created the piece of work. Sketchbooks - Continue to build understanding that sketchbooks are places for personal experimentation. - Understand that the way each persons' sketchbook looks is unique to them - Deconstruct and discuss an original artwork. - Collect information, sketches and techniques - Begin to explore an idea in a variety of ways - Annotate sketches to explain ideas Drawing - Understand charcoal and earth pigment were our first drawing tools as humans - Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale - Use shading techniques to create depth and texture. - Use charcoal, pastels and pencils and begin to blend and smudge - To show expression in their drawing - Draw from observation and imagination in small and large scale. Painting - Understand that paint acts differently on different surfaces - Understand that we can create imagery using natural pigments. - Mix a range of colours in the colour wheel without using white or black - Create palettes to match images - Identify what colours work well together - Use a range of brushes to create different effects	Appraise and evaluate - Describe an artists' work by discussing shapes, colours and medium used - Suggest reasons why the artist has created the piece of work. Sketchbooks - Continue to build understanding that sketchbooks are places for personal experimentation. - Understand that the way each persons' sketchbook looks is unique to them - Deconstruct and discuss an original artwork. - Collect information, sketches and techniques - Begin to explore an idea in a variety of ways - Annotate sketches to explain ideas Drawing - Understand the different grades of pencil and when to use them. - Use shading techniques to create depth and texture. - Use pencils and begin to blend and smudge - To show expression in their drawing - Draw from observation in small scale Printing - Understand what is meant by repeating patterns and symmetrical patterns - Understand relief printing is made using a printing block and - Create precise and repeating patterns - Create relief printing blocks using polystyrene - Replicate patterns observed in nature or built environment Collage - Understand that we can combine collage with other disciplines to create a piece of art. - Use collage as a tool to develop a piece in mixed media Sculpture - Develop confidence working with clay adding greater detail and texture	Appraise and evaluate - Describe an artists' work by discussing shapes, colours and medium used - Suggest reasons why the artist has created the piece of work. Sketchbooks - Continue to build understanding that sketchbooks are places for personal experimentation. - Understand that the way each persons' sketchbook looks is unique to them - Deconstruct and discuss an original artwork. - Collect information, sketches and techniques - Begin to explore an idea in a variety of ways - Annotate sketches to explain ideas Painting - Understand that paint acts differently on different surfaces - Understand that we can create imagery using natural pigments. - Mix a range of colours in the colour wheel without using white or black - Create palettes to match images - Identify what colours work well together - Use a range of brushes to create different effects Sewing - Using simple stitching, using straight stitch, running or cross stitch to create a pattern or add elements - Use dye or paint to colour fabrics and create a pattern or image. - Layer different materials using glue and stitches
	Why? In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.	Why? This pathway invites children to explore the world about them as a way to begin to develop an understanding the concept of "print". Children collect things around them, to create a variety of prints and they take rubbings of textures from the environment around them. They make "plates" by making impressions in plasticine, and then by using printing foam. They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.	Why? In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise

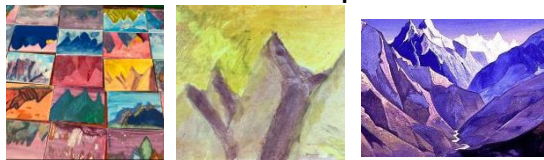
			technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.
	<u>Why now?</u> The first unit in Year 3 develops the mark making skills learnt in KS1. The children will be introduced to a different media, charcoal. This will embed the children's knowledge of using hard and soft pencils and shading by blending and smudging the charcoal. In Year 2, children learnt how to create different hues by mixing primary colours. This unit builds upon this knowledge and will challenge the children by mixing a range of colours in the colour wheel without using white or black. Children will also create colour palettes to match colours shown in images which they have not done previously.	<u>Why now?</u> In Year 2, children learnt how to create mono prints for the first time. In year 3, children will further this knowledge by using mono prints to create repeating and symmetrical patters. They will also create printing blocks using a different material, polystyrene. In Year 2, the children were introduced to the idea that artists can be collectors by creating observational drawings of objects they have collected. The children will build upon this idea by rubbing textures from their environment to create their prints.	<u>Why now?</u> The final unit in Year 3 builds upon the weaving technique that the children learnt in Year 2. In Year 2, the children developed their weaving and layering skills to create a weaving background using a variety of materials. In Year 3, the children learn how stitch using straight stitches, running stitches and cross stitches. The children will develop their understanding of combining different medias from Year 2 (collaging using tissue paper and weaving using fabric) when using paint and thread in this unit. This continues to develop the children's understanding that materials don't have to be used in traditional ways.

Long Term Plan – Year 4

	Autumn	Spring	Summer
	One theme each term		
Art	Painting: How can watercolour capture the mood of a landscape? 	Drawing, sculpture and painting: How can we use drawing and sculpture to capture the detail and expression in an eye? 	Drawing, painting and collage: How can we capture the vibrancy of the jungle through layers? 
	Artists –Monet (Modern artist) / Philip Jameson (Contemporary)	Artists – Range of Traditional Viking and Anglo Saxon art forms / Animal Forms from nature	Artists – Henri Rousseau (Modern) Cultural diversity – French
	Appraise - Evaluate the strengths and weakness of an artists' work and their own work - Give opinions with reasons about the artists' work - Replicate and create original pieces influenced by the artists techniques Sketchbooks - Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook - To develop ideas from starting points - To collect and arrange sketches, mediums, techniques and information - To adapt and refine ideas as they progress using annotations Drawing - Understand that their are different styles of drawing depending on the function or purpose e.g. sketching, quick drawing, more technical drawing. - Understand the difference between drawing quick, light lines for sketching & more deliberate, measured lines Painting - Understand that landscape painting is the given to the genre of painting what you see in the environment - That landscape is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today - Mix and match colour for a specific purpose - Lighten and darken tones using black and white - Know how to use shade to create depth in a painting - Experiment with watercolour, exploring intensity of colour to develop shades, textures and reflections - Create atmosphere with tones of colour - Add finer detail with small brushes	Appraise - Give opinions with reasons about the artists' work - Replicate and create original pieces influenced by the artists techniques Sketchbooks - Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook - To develop ideas from starting points - To collect and arrange sketches, mediums, techniques and information - To adapt and refine ideas as they progress using annotations Drawing - Understand that their are different styles of drawing depending on the function or purpose e.g. sketching, quick drawing, more technical drawing. - Draw using lines, tone and texture - Organise lines, tone and shape to represent figures, patterns and forms in movement - Understand the difference between drawing quick, light lines for sketching & more deliberate, measured lines - Select different techniques for different purposes: shading, hatching, etc. - Use sketching to show light and shadow within pictures Sculpture & collage - To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. - Experiment with and combine materials and processes to design and make 3D form - Transform a 2D drawing into a 3D form - Apply line and shape to their work - Apply bonding techniques to add parts onto their sculpture	Appraise - Evaluate the strengths and weakness of an artists' work and their own work - Give opinions with reasons about the artists' work - Replicate and create original pieces influenced by the artists techniques Sketchbooks - Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook - To develop ideas from starting points - To collect and arrange sketches, mediums, techniques and information - To adapt and refine ideas as they progress using annotations Digital Art - Use a combination of different digital brush styles to create a picture. Collage - Understand artists often collaborate on projects, bringing different skills together. - Understand how individuals can create their own part of a collage and how this comes together to form a montage. - Use overlapping and layering to create a 3D effect - Create backgrounds and foregrounds using different materials - Collect work to create a collaborative montage Printing - Embed the understanding that Monotype is a process where we make images by transferring ink from one surface to another to make a single print - Develop mono printing by mixing colours - Combine monotype with other disciplines such as painting and collage.
	Why? In this pathway children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the landscapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.	Why? In this pathway children are encouraged to develop observational skills to draw forms from nature (eyes of different creatures). Children then use their own sketchbooks to explore their response to the original stimulus, to use their imagination to draw a range of different eyes. Children are then introduced to clay as a sculptural medium and learn how to use this, going on to develop and make a sculptural piece using clay.	Why? In this pathway, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing, collage and printing. The pathway starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations. Pupils develop their mark making skills through a simple warm up exercise,

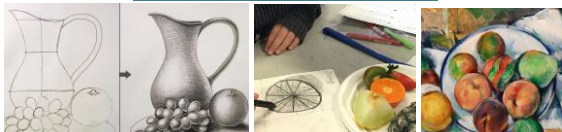
	They are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, but also how the watercolour itself can help reveal the “story” of the painting. Pupils then extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment to use watercolour in ways which suit them and their subject matter.		before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to create a jungle scene.
	<u>Why now?</u> This unit support children in the retrieval of their water colour painting techniques that they developed in Year 2. Children will embed these techniques by experimenting with watercolour intensity to develop shades, texture and reflections in their paintings. They will also learn how to create depth in a painting by using shade which builds upon the skill of creating different hues that children were taught in Year 2 and Year 3.	<u>Why now?</u> This unit builds upon the skills children learnt in Year 3 when making sculptures out of clay. They will continue to develop their skills when using clay to make sculptures by experimenting with different colours and materials. They will learn a new skill to apply bonding techniques to add parts onto their sculptures. This pathway further develops the children’s sketching skills as they are taught how to hatch and use sketching techniques for different purposes.	<u>Why now?</u> This unit of work embeds the children’s collaging techniques that they learnt in Year 2 when making polar animal collages. The children will develop their collaging skills by learning how to collage to create a montage when their collages are combined. This allows the children to develop a new skill, collaborative artwork. Children will develop their printing skills from Year 3 by learning the technique of mono printing.

Long Term Plan – Year 5

One theme each term			
Art	<u>Collage and drawing:</u> How can art express identity and culture? <u>Exploring Identity</u> 	<u>Sculpture:</u> How can sculpture help us share a message about protecting our planet? <u>Pathway: Using Art To Explore Global Issues – Option 2</u> <u>build a polar bear - (Medium – Modroc)</u> 	<u>Drawing and painting:</u> How can painting techniques create the depth and atmosphere of a mountain landscape? <u>Mountain Landscapes canvas's</u> 
	Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett (contemporary)	Artists - Faith Bebbington (Contemporary)	Artists –Nicholas Roeric (Modern artist- Symbolism)
	<u>Appraise</u> - To discuss details of the style of notable artists and designers - To critically evaluate the work of other's and their own with reasons - Create original artwork inspired by an artist and their influences <u>Sketchbooks</u> - Embed the concept that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook -Use their sketchbooks as a mode to record the learning journey -To imaginatively develop ideas that explore a theme -To present collected information, sketches and resources imaginatively in sketchbooks - Compare sketchbook ideas and give supportive and constructive feedback on peer's development <u>Drawing</u> - Understand that drawings can be purely decorative or hold symbolic significance. They can be personal or cultural. - Develop blending skills to create light shadow and texture. - Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space. - Develop a sense of drawings that show expressions or emotions. - Begin to choose techniques to help depict shadows and reflections <u>Collage</u> - Understand how the choice of materials can effect the mood of piece of art. - Experiment with patterns and materials - Develop a variety of textures to link to the mood of the art created	<u>Appraise</u> - To discuss details of the style of notable artists and designers - To critically evaluate the work of other's and their own with reasons - Create original artwork inspired by an artist and their influences <u>Sketchbooks</u> - Embed the concept that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook -Use their sketchbooks as a mode to record the learning journey -To imaginatively develop ideas that explore a theme -To present collected information, sketches and resources imaginatively in sketchbooks - Compare sketchbook ideas and give supportive and constructive feedback on peer's development <u>Drawing</u> - Understand that artists use techniques within their drawing to demonstrate a sense of distance. - Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space. - Develop a sense of drawings that show expressions or emotions. - Begin to choose techniques to help depict shadows and reflections - Know how to create a sense of distance – fore/back and middle ground and proportion in a drawing <u>Painting</u> - Understand that there is a tradition of artists working from land, sea or cityscapes and that artists use a variety of media to capture the energy of a place or scene. - Explore the properties of different paints - Mix different thickness of paints - Use layers of paint to add detail - Add texture to paint - Use a variety of brush techniques combined with paint quality to create texture, line and shape	<u>Appraise</u> - To discuss details of the style of notable artists and designers - To critically evaluate the work of other's and their own with reasons - Create original artwork inspired by an artist and their influences <u>Sketchbooks</u> - Embed the concept that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook -Use their sketchbooks as a mode to record the learning journey -To imaginatively develop ideas that explore a theme -To present collected information, sketches and resources imaginatively in sketchbooks - Compare sketchbook ideas and give supportive and constructive feedback on peer's development <u>Drawing</u> - Understand that artists use techniques within their drawing to demonstrate a sense of distance. - Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space. - Develop a sense of drawings that show expressions or emotions. - Begin to choose techniques to help depict shadows and reflections - Know how to create a sense of distance – fore/back and middle ground and proportion in a drawing <u>Painting</u> - Understand that there is a tradition of artists working from land, sea or cityscapes and that artists use a variety of media to capture the energy of a place or scene. - Explore the properties of different paints - Mix different thickness of paints - Use layers of paint to add detail - Add texture to paint - Use a variety of brush techniques combined with paint quality to create texture, line and shape
	<u>Why?</u>	<u>Why?</u>	<u>Why?</u>

	In this pathway children are introduced to artists who explore their identity within their art. Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait. Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.	In this pathway children are enabled to begin to recognise that they are able to make an individual creative response which will be different to that of their peers, but one which comes from the same starting point and share a similar message. As children progress through the school, they are enabled to use and further develop the knowledge and skills learnt so far, and bring their personal likes, dislikes and experience to a project, working towards being confident creative decision makers. The project featured centres around an exploration of global warming and ice world. At the end of the project there will be discussion over the global issue to emerge, based upon the artwork.	This pathway introduces the children to acrylics and painting using different thickness of paint, developing texture and depth within their artwork in order to produce their very own work on canvas. They will be introduced to the concept of symbolism widening their understanding of different art movements within the modern art category.
	<u>Why now?</u> The first unit in Year 5 embeds the sketching skills from Year 4, particularly their blending skills, and extends it with children developing a sense of how drawing can show expressions and emotions. The children are also introduced to the idea that drawings can hold symbolic significance for the first time. Collaging skills from Year 4 are built upon by experimenting with a variety of textures to affect the mood of the art.	<u>Why Now?</u> In the last module of Year 5, children will improve their sculpting skills from the Year 4 by exploring a range of different materials to finish their sculptures such as paint, polish and glaze. They will also develop their understanding on the impact that artwork can have and reflect by exploring the global issue of climate change. This embeds children's knowledge of climate change from Year 2.	<u>Why Now?</u> In this pathway, children develop their sketching skills from the Autumn term by learning how to demonstrate distance through drawing. Children will build upon their paintings skills from Year 4 when they painted a river landscape using water colours by using acrylic paint to create different thicknesses of paint. They will also embed their knowledge of different art movements the Autumn term by learning about symbolism and modern art.

Long Term Plan – Year 6

One theme each term			
Art	<u>Painting and sculpture:</u> How can we use colour and mixed media to create a vibrant environment inspired by David Hockney? Sculptural Environments (accessart.org.uk) 	<u>Printing and collaging:</u> Can an image speak louder than words? Pathway: Print & Activism 	<u>Drawing and painting:</u> How can still life capture the beauty of everyday objects? Pathway: Exploring Still Life 
	Artist – Local artist David Hockney (Contemporary)	Artists - Luba Lukova, Faith Ringgold, Shepard Fairey & Banksi (contemporary & Cultural diversity)	Artist – Cezanne
	<u>Appraise</u> - Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. - To discuss and show how the artists' work influenced society - To critically evaluate the work of other's and their own with suggestions of improvements - Create original pieces that show a range of styles and influences <u>Sketchbooks</u> - Embed that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook - Imaginatively and thoughtfully develop their ideas from starting points - Record detailed notes and quotes explaining their drawings and ideas - To comment on changing ideas using visual language as they progress - Make visual notes to capture, consolidate and reflect upon the artists studied - To spot the potential in unexpected results to develop ideas further - Explore ideas relating to design e.g. inspiration, source, materials, textures, colours, mood, lighting <u>Painting & Drawing</u> - Understand that there are technical processes we can use to help us see, draw and scale up our work. - Use a range of different lines to represent movement and form - Understand That there is a relationship between 2d shape and pattern and 3d form and function. - Mix paints to match the subtle colour of someone or something - Choose colours with thought and reason to create a desired mood and effect - Have a strong understanding of colour theory and how to use it to create a balanced painting - Produce a painting that captures the colour, tone & texture of an object <u>Sculpture</u> - Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. - Use frameworks and nets to create stability and form - Choose tools and materials appropriately to enhance a vision	<u>Appraise</u> - Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. - To discuss and show how the artists' work influenced society - To critically evaluate the work of other's and their own with suggestions of improvements - Create original pieces that show a range of styles and influences <u>Sketchbooks</u> - Embed that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook - Imaginatively and thoughtfully develop their ideas from starting points - Record detailed notes and quotes explaining their drawings and ideas - To comment on changing ideas using visual language as they progress - Make visual notes to capture, consolidate and reflect upon the artists studied - To spot the potential in unexpected results to develop ideas further - Explore ideas relating to design e.g. inspiration, source, materials, textures, colours, mood, lighting <u>Printing</u> - Create accurate and detailed patterns using different prints and reliefs - Use overprinting - Experiment with a range of colours to create a desired effect <u>Drawing</u> - Understand that there are technical processes we can use to help us see, draw and scale up our work. - Understand that designers create fonts and work with Typography - Use a range of different lines to represent movement and form - Choose techniques to help depict perspective, shadows, reflections and a light source - Explain why they have chosen specific drawing techniques - Communicate ideas through sketches and convey a sense of individual style - Create fonts inspired by objects/elements around you.	<u>Appraise</u> - Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. - To discuss and show how the artists' work influenced society - To critically evaluate the work of other's and their own with suggestions of improvements - Create original pieces that show a range of styles and influences <u>Sketchbooks</u> - Embed that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook - Imaginatively and thoughtfully develop their ideas from starting points - Record detailed notes and quotes explaining their drawings and ideas - To comment on changing ideas using visual language as they progress - Make visual notes to capture, consolidate and reflect upon the artists studied - To spot the potential in unexpected results to develop ideas further - Explore ideas relating to design e.g. inspiration, source, materials, textures, colours, mood, lighting <u>Drawing</u> - Understand that there are technical processes we can use to help us see, draw and scale up our work. - Understand that Still life drawing is the given to the genre of drawing real life objects - Use a range of different lines to represent movement and form - Choose techniques to help depict perspective, shadows, reflections and a light source - Explain why they have chosen specific drawing techniques - Communicate ideas through sketches and convey a sense of individual style - Create fonts inspired by objects/elements around you. <u>Painting</u> - Produce a painting that captures the colour, tone & texture of an object
	<u>Why?</u> This pathway facilitates a project that explores mark making, collaboration and sculpture. In this activity children create a class installation bursting with dynamic marks, beautiful forms and striking colours, all inspired by David Hockney and his art work at Saltaire mill.	<u>Why?</u> In this pathway children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify	<u>Why?</u> In this pathway children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project using paints.

		and voice the things they care about as individuals using a range of mixed media skills that have been developed across the schools.	Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.
	<u>Why now?</u> The first unit of artwork in Year 6 is focused on collaboration. This revisits the skills of collaborative artwork from Year 4. The children embed their mark making skills from across KS1 and KS2 by using a mixture of mediums, paint and oil pastels. In doing this, they will revisit colour theory. Children will apply their knowledge of nets and 3D sculptures from Year 5 in making a variety of 3D shapes.	<u>Why now?</u> In the penultimate unit in KS2, the children are encouraged to use all their knowledge of mixed media skills they have developed across school in this piece of work. These skills are further developed by teaching children how to use typography to create different fonts. The children will develop their understanding from the Autumn term that artists use art to explore their own experiences by introducing them to the topic of activism. Instead of children using an artists' experiences and passions, children will identify and voice things that they care about.	<u>Why now?</u> In the final unit of KS2, children are introduced to a significant genre of art and a contrast to the genre of activism from the Spring term, still life. This allows the children to have a well-rounded view of both modern and contemporary art as they leave primary school. Pupils revisit the skills of observational drawing from Year 2. They develop the skills taught in Year 2 by using paints and learning how to use different lines to represent movement and form. They will also embed their drawing skills from across KS1 and KS2 of uses lines and shading to depict shadows and reflections.