



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Activities under the creative topic of: Bears and Me	Activities under the creative topic of: Festivals & Celebrations	Activities under the creative topic of: People Who Help Us	Activities under the creative topic of: Growing	Activities under the creative topic of: Traditional Tales	Activities under the creative topic of: Oceans
	Self portraits Making Goldilocks and Bear Masks Snowflake Mobiles Planet outlines in Crayon and Pastels. Polar Bear potato printing 2D shape picture	Firework patterns Black paper and chalk firework pictures. Firework painting with stamps. Nativity stick puppets. Handprint Christmas cards Christmas card crafts. Christmas Calendars	Split pin people who help us. Shape picture of people who help us. Draw a picture of someone who has helped you. Valentines Colouring. Second self-portrait to stick over original one to see progression.	Design a farmyard. Collage sunflowers. Make paper plate frogs. Design your own bookmark. Design a character mask. Design a new cover for a book. Painting butterflies. Observational drawing animals and plants. Design an Easter Egg. Mother's day cards. Easter Cards.	Creating magic beans. Making Jack and the Beanstalk pictures. Design an outfit for a ball. What materials are you using and why? Gingerbread man templates in brown sugar paper with decorations including, googly eyes, sequins, buttons, string etc. Design a troll mask.	Father's Day cards. Under the Sea collages. Watercolours. Art week work. Rainbow fish collages. Making Pirate hats/accessories.
Year 1	VAN GOCH: STARRY NIGHT (AUTUMN 2) <ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? 		O'KEEFFE: FLOWERS (SPRING 2) <ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? 		REBECCA DESNOS: A BOTANICAL MANDALA ON FABRIC USING FLOWERS AND LEAVES (SUMMER 2)	



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

	<ul style="list-style-type: none"> • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they name the primary and secondary colours? • Can they ask sensible questions about a piece of art? • Can they draw lines of different shapes and thickness using two different grades of pencil? 	<ul style="list-style-type: none"> • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? <p style="text-align: center;">USE 'IT' TO RECREATE A PICTURE – TAUGHT IN ICT</p> <ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? <p style="text-align: center;">OWEN MANN: CLAY POTTERY FLOWER</p> <ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? • Can they describe what they can see and like in the work of another artist/craft maker/designer? 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern?
Year 2	MAKING SHAPE PICTURES IN THE STYLE OF MONDRIAN (Autumn 1) Colour Mixing & Use of IT: Link Artist:	MAKING CLAY POTS (Spring 2) 3D sculpture COVERED IN SCIENCE	SELF PORTRAITS AND LEAF PRINTING (Summer 1) Printing, Drawing, Use of ICT Link artist: Andy Warhol



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

	<p>Piet Mondrian</p> <ul style="list-style-type: none">•Can they mix paint to create all the secondary colours?•Can they mix and match colours, predict outcomes?•Can they mix their own brown?•Can they make tints by adding white?•Can they make tones by adding black? <p>CHRISTMAS CARDS AND CALENDARS (Autumn 2)</p> <p>Drawing, Painting & Collage:</p> <ul style="list-style-type: none">•Can they create individual and group collages?•Can they use different kinds of materials on their collage and explain why they have chosen them?•Can they use repeated patterns in their collage?•Can they create a picture independently?•Can they use simple IT mark-making tools, e.g. brush and pen tools?•Can they edit their own work?	<ul style="list-style-type: none">•Can they make a clay pot?•Can they join two finger pots together?•Can they add line and shape to their work?	<ul style="list-style-type: none">•Can they use three different grades of pencil in their drawing (4B, 8B, HB)?•Can they use charcoal, pencil and pastels?•Can they show patterns and texture in their drawings?•Can they use a viewfinder to focus on a specific part of an artefact before drawing it?•Can they create a print using pressing, rolling, rubbing and stamping?•Can they create a print like a designer?•Can they take different photographs of themselves displaying different moods?•Can they change their photographic images on a computer? <p>MAKE A PICNIC BLANKET (Summer 2)</p> <p>Textiles: materials and construction</p> <ul style="list-style-type: none">•Can they begin to demonstrate their ideas through photographs and in their sketch books?•Can they set out their ideas, using 'annotation' in their sketch books?•Do they keep notes in their sketch books as to how they have changed their work?
--	---	---	---



SOUTH HILL PRIMARY SCHOOL

Long Term Planning: Art

<p>Year 3</p>	<p>How was life different for a Stone Age person?</p> <p>ART – Drawing Sketching/Charcoal Animals from the Stone Age Link: Quentin Blake</p> <ul style="list-style-type: none">To show facial expressions in drawingsTo use sketches to produce a final piece of workTo write an explanation of their sketch in notesTo use different grades of pencil to shade, to show different tones and texturesTo explore work from other periods of time <p>Is a Pirate's life for me? ART – Collage of a pirate boat scene. Link: Pablo Picasso/Max Ernst/George Braque</p> <ul style="list-style-type: none">To cut very accuratelyTo overlap materialsTo experiment using different coloursTo use mosaic and montageTo use the web to research an artist or style of artTo understand the viewpoints of others by looking at images of people and understand how they are feeling and what an artist is trying to express in their work <p>Christmas cards – Use of IT: (Take pictures of their family and turn them into baubles to go on a tree)</p> <ul style="list-style-type: none">To use the printed images they take on a digital camera and combine them with other media to produce art work	<p>What is a (natural) disaster?</p> <p>ART - Painting Watercolour landscape, (biome) Link: Thomas Moran</p> <ul style="list-style-type: none">To use the web to research an artist or style of artTo understand the viewpoints of others by looking at images of people and understand how they are feeling and what an artist is trying to express in their workTo use the web to research an artist or style of artTo compare the work of different artists (Monet and Picasso)To predict with accuracy the colours they mixTo know where each of the primary colours sits on the colour wheelTo create a background using a washTo use a range of brushes to create different effects <p>Easter Cards - Printing:</p> <ul style="list-style-type: none">To make a printing block <p>To make a two colour print</p>	<p>Who would live in a place like this?</p> <p>ART – Designing and painting Venetian mask</p> <ul style="list-style-type: none">To use sketches to produce a final piece of workTo write an explanation of their sketch in notesTo use different grades of pencil to shade, to show different tones and texturesTo use sketch books to express feelings about a subject and to describe likes and dislikesTo make notes in their sketch books about techniques used by artistsTo suggest improvements to their work by keeping notes in their sketchbooksTo explore work from other culturesTo add onto their work to create textures ad shapeTo work with life size materialsTo add texture to a piece of work
----------------------	---	---	---



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

	<ul style="list-style-type: none"> To use IT programs to create a piece of work that includes their own work and that of others To make pop up 		
<p>Year 4</p>	<p>MAKING A CERAMIC TILE (AUTUMN 2) Collage</p> <ul style="list-style-type: none"> Can they use ceramic mosaic? Can they combine visual and tactile qualities? <p>MAKING A ROMAN POT (AUTUMN 1) DT PROJECT</p> <p>3D/Textiles</p> <ul style="list-style-type: none"> Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? <p>Knowledge</p> <ul style="list-style-type: none"> Can they explain art from other periods of history? 	<p>MAKING BUNTING (SPRING 2) DT PROJECT 3D/Textiles</p> <ul style="list-style-type: none"> Can they use early textile and sewing skills as part of a project? <p>Knowledge</p> <ul style="list-style-type: none"> Can they experiment with different styles which artists have used? <p>WATERCOLOUR PAINTING (SPRING 1)</p> <p>Drawing</p> <ul style="list-style-type: none"> Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? <p>Painting</p>	<p>ICT PRESENTATIONS (SUMMER 2) ICT PROJECT 'Authoring'</p> <p>Use of ICT</p> <ul style="list-style-type: none"> Can they present a collection of their work on a slide show? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? <p>Sketch books</p> <ul style="list-style-type: none"> Can they produce a montage all about themselves?



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

		<ul style="list-style-type: none"> - Can they create all the colours they need? - Can they create mood in their paintings? - Do they successfully use shading to create mood and feeling? <p style="text-align: center;">Painting/ Drawing: Link Artist: (was J.M.W Turner – but now covered in Yr3) NB – 2020-21 Focus on a different artist who is better known for watercolour painting E.G. Famous artists – Thomas Moran (inspired by Turner) John Singer Sargent Contemporary artists – Adrienne Pavelka – NZ artist John Campbell – Lake District</p> <p style="text-align: center;">Water colour landscapes (link to impressionism)</p> <p>To know how secondary colours are made. To create different tints, shades and tones of colour. To use watercolour to mix shades and colours. To explore the work of Turner. To paint a mountain landscape in the style of turner.</p>	
Year 5	SKETCHING – DRAGON EYES (AUTUMN 1) Drawing	MOULABLE MATERIALS – Egyptians Death Masks (SPRING 1)	PAINTING – HOCKNEY Landscapes (SUMMER 1) Painting



SOUTH HILL PRIMARY SCHOOL Long Term Planning: Art

	<ul style="list-style-type: none">- Can they identify and draw simple objects, and use marks and lines to produce texture?- Do they successfully use shading to create mood and feeling?- Can they organise line, tone, shape and colour to represent figures and forms in movement? <p>Link Artist – Barbara Hepworth – Sculptures and Form</p> <p>USE OF IT – DIGITAL DRAWINGS AND EDITING (AUTUMN 2)</p> <p>Use of IT</p> <ul style="list-style-type: none">- Can they create a piece of art work which includes the integration of digital images they have taken?- Can they combine graphics and text based on their research?- Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?- Can they create digital images with animation, video and sound to communicate their ideas? <p>Link Artist – TBC</p> <p>Printing - Christmas Cards</p> <ul style="list-style-type: none">- Can they print using a number of colours?- Can they create an accurate print design that meets a given criteria?	<p>3D</p> <ul style="list-style-type: none">- Do they experiment with and combine materials and processes to design and make 3D form?- Can they sculpt clay and other mouldable materials?- Do they keep notes in their sketchbooks as to how they might develop their work further?- Do they use their sketchbooks to compare and discuss ideas with others? <p>Link: History of Sculpting</p> <p>TEXTILES – SOUTH AMERICAN BAGS (SPRING 2)</p> <ul style="list-style-type: none">- Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross-stitch, backstitch, appliqué and/or embroidery.	<ul style="list-style-type: none">- Can they create a range of moods in their paintings?- Can they express their emotions accurately through their painting and sketches?- Can they show reflections? <p>Knowledge</p> <ul style="list-style-type: none">- Can they experiment with different styles that artists have used?
--	---	---	---



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

	<p>- Can they print onto different materials?</p>		
<p>Year 6</p>	<p style="text-align: center;"><u>The Blitz Artwork – AUTUMN 1</u></p> <p style="text-align: center;">Printing</p> <p>Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p> <p>Print with 2 colour overlays</p> <p>PAUL NASH - Artist</p> <p style="text-align: center;"><u>Sketch Books</u></p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p>Also link to great artists, architects and designers in history.</p>	<p style="text-align: center;"><u>SPIDERWICK – SPRING !</u></p> <p><u>Drawing</u></p> <p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p> <p><u>Painting</u></p> <p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p> <p style="text-align: center;"><u>Sketch Books</u></p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p>	<p style="text-align: center;"><u>Collage – SUMMER 1</u></p> <p>Can they justify the materials they have chosen? Can they combine pattern, tone and shape?</p> <p style="text-align: center;"><u>Sketch Books</u></p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p>Improve mastery of art & design techniques of drawing with pencil- Landscape Art – sketching and collage Artist: Beatriz Milhazes</p> <p>& Decoupage</p> <p>Vocabulary</p> <p style="text-align: center;"><u>Use of IT – into collage piece</u></p>



SOUTH HILL PRIMARY SCHOOL

Long Term Planning: Art

		<p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p>Also link to great artists, architects and designers in history.</p> <p>ARTIST – Van Gogh and Toni Di Terlizzi</p>	<p>Do they use software packages to create pieces of digital art to design? Can they create a piece of art which can be used as part of a wider presentation?</p> <p>Also link to great artists, architects and designers in history.</p> <p>DT – MAYAN DIOROMA</p> <p>Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?</p>
--	--	--	---

The New Curriculum 2013 Art and Design: Key stage 1	The New Curriculum 2013 Art and Design: Key stage 2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p>



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Art

- | | |
|--|---|
| <ul style="list-style-type: none">• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• About great artists, architects and designers in history |
|--|---|