



SOUTH HILL PRIMARY SCHOOL

Long Term Planning: Art

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| GOLDEN THREADS | | | |
| Drawing | Painting | Printing | 3D/Textiles |
| Collage | Use of IT | Sketchbooks | Knowledge |

| | Autumn Term | Spring Term | Summer Term |
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| EYFS | <p style="text-align: center;">PHYSICAL DEVELOPMENT - Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p style="text-align: center;">EXPRESSIVE ARTS AND DESIGN – Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>Children in EYFS will be learning to:</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 | | |
| YEAR 1 | <p>STARRY NIGHT (AUTUMN 2) Link artist: Van Gough</p> <ul style="list-style-type: none"> To create moods in their drawings To draw using pencil and crayons To name the primary and secondary colours To ask sensible questions about a piece of art <p>USE 'IT' TO RECREATE A PICTURE – TAUGHT IN ICT</p> <ul style="list-style-type: none"> To use a simple painting program to create a picture To use tools like fill and brushes in a painting package To go back and change their picture | <p>FLOWERS (SPRING 2) Link artist: Georgia O'Keefe</p> <ul style="list-style-type: none"> To draw lines of different shapes and thickness, using 2 different grades of pencil To communicate something about themselves in their painting To create moods in their paintings To choose to use thick and thin brushes as appropriate To paint a picture of something they can see <p>CLAY POTTERY FLOWER Link artist: Owen Mann</p> <ul style="list-style-type: none"> To add texture by using tools To make different kinds of shapes To cut, roll and coil materials such as clay, dough or plasticine To describe what they can see and like in the work of another artist/craft maker/designer <p>Easter Cards - Collage eggs</p> <ul style="list-style-type: none"> To cut and tear paper and card for their collages To gather and sort the materials they will need | <p>A BOTANICAL MANDALA ON FABRIC USING FLOWERS AND LEAVES (SUMMER 2) Link artist: Rebecca Desnos</p> <ul style="list-style-type: none"> To print with sponges, vegetables and fruit To print onto paper and textile To create a repeating pattern <p>Father's Day Cards - Woven Tie</p> <ul style="list-style-type: none"> To sort threads and fabrics To group fabrics and threads by colour and texture To weave with fabric and thread |



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| YEAR 2 | <p>MAKING SHAPE PICTURES IN THE STYLE OF MONDRIAN (Autumn1) Link Artist: Piet Mondrian</p> <ul style="list-style-type: none"> To mix paint to create all the secondary colours To mix and match colours, predict outcomes To mix their own brown To make tints by adding white To make tones by adding black To use simple IT mark-making tools, e.g. brush and pen tools To edit their own work <p>CHRISTMAS CARDS AND CALENDARS (Autumn 2)</p> <ul style="list-style-type: none"> To create individual and group collages To use different kinds of materials on their collage and explain why they have chosen them To use repeated patterns in their collage To create a picture independently | <p>MAKING CLAY POTS (Spring 2) Covered in Science</p> <ul style="list-style-type: none"> To make a clay pot To join two finger pots together To add line and shape to their work | <p>SELF PORTRAITS AND LEAF PRINTING (Summer 1) Link artist: Andy Warhol</p> <ul style="list-style-type: none"> To use three different grades of pencil in their drawing (4B, 8B, HB) To use charcoal, pencil and pastels To show patterns and texture in their drawings To use a viewfinder to focus on a specific part of an artefact before drawing it To create a print using pressing, rolling, rubbing and stamping To create a print like a designer To take different photographs of themselves displaying different moods To change their photographic images on a computer <p>MAKE A PICNIC BLANKET (Summer 2)</p> <ul style="list-style-type: none"> To begin to demonstrate their ideas through photographs and in their sketch books To set out their ideas, using 'annotation' in their sketch books To begin to keep notes in their sketch books as to how they have changed their work |
| YEAR 3 | <p>Drawing Sketching/Charcoal Animals from the Stone Age Link Artist: Quentin Blake</p> <ul style="list-style-type: none"> To show facial expressions in drawings To use sketches to produce a final piece of work To write an explanation of their sketch in notes To use different grades of pencil to shade, to show different tones and textures To explore work from other periods of time <p>Collage of a pirate boat scene. Link Artist: Pablo Picasso/Max Ernst/George Braque</p> <ul style="list-style-type: none"> To cut very accurately To overlap materials To experiment using different colours To use mosaic and montage To use the web to research an artist or style of art To 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 To use the printed images they take on a digital camera and combine them with other media to produce art work <p>Covered in Computing lesson</p> <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 | <p>Watercolour landscape, (biome) Link: Thomas Moran</p> <ul style="list-style-type: none"> To use the web to research an artist or style of art To 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 To compare the work of different artists (Monet and Picasso) To predict with accuracy the colours they mix To know where each of the primary colours sits on the colour wheel To create a background using a wash To use a range of brushes to create different effects <p>Easter Cards</p> <ul style="list-style-type: none"> To make a printing block To make a two colour print | <p>Designing and painting Venetian mask Link – history of Venetian masks</p> <ul style="list-style-type: none"> To use sketches to produce a final piece of work To write an explanation of their sketch in notes To use different grades of pencil to shade, to show different tones and textures To use sketch books to express feelings about a subject and to describe likes and dislikes To make notes in their sketch books about techniques used by artists To suggest improvements to their work by keeping notes in their sketchbooks To explore work from other cultures To add onto their work to create textures ad shape To work with life size materials To add texture to a piece of work |



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| YEAR 4 | <p>MAKING A CERAMIC TILE (AUTUMN 2) History of Mosaics</p> <ul style="list-style-type: none"> To use ceramic mosaics to create a repeating pattern To combine visual and tactile qualities To experiment with and combine 3D materials using adhesive To explain art from other periods of history <p>CHRISTMAS CARDS</p> <ul style="list-style-type: none"> To use collage to create an ombre effect | <p>MOUNTAINS (SPRING 1) Link artists: Adrienne Pavelka</p> <ul style="list-style-type: none"> To show reflections To create all the colours they need To create mood in their paintings? To successfully use shading to create mood and feeling To experiment with different styles which artists have used <p>MAKING BUNTING (SPRING 2) DT PROJECT History of bunting</p> <ul style="list-style-type: none"> To use early textile and sewing skills as part of a project <p>EASTER CARD</p> <ul style="list-style-type: none"> To print using at least 4 colours To create an accurate print design To print onto different materials | <p>Covered in ICT PROJECT 'Authoring' (SUMMER 2)</p> <ul style="list-style-type: none"> To present a collection of their work on a slide show To create a piece of art work which includes the integration of digital images they have taken To combine graphics and text based on their research <p>ALL ABOUT ME</p> <ul style="list-style-type: none"> To begin to show facial expressions and body language in their sketches To organise line, tone, shape and colour to represent figures and forms in movement To explain why they have chosen specific materials to draw with To produce a montage all about themselves |
| YEAR 5 | <p>DRAGON EYES (AUTUMN 1) Link Artist: Andrea Johnson</p> <ul style="list-style-type: none"> To identify and draw simple objects, and use marks and lines to produce texture To successfully use shading to create mood and feeling To organise line, tone, shape and colour to represent figures and forms in movement <p>USE OF IT – DIGITAL DRAWINGS AND EDITING (AUTUMN 2) Taught in Computing</p> <ul style="list-style-type: none"> To create a piece of art work which includes the integration of digital images they have taken To combine graphics and text based on their research To scan images and take digital photos, and use software to alter them, adapt them and create work with meaning To create digital images with animation, video and sound to communicate their ideas <p>CHRISTMAS CARDS (AUTUMN 2)</p> <ul style="list-style-type: none"> To print using a number of colours To create an accurate print design that meets a given criteria To print onto different materials | <p>SCARAB BEETLES (SPRING 1) Link: History of sculpting</p> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form To sculpt clay and other mouldable materials To keep notes in their sketchbooks as to how they might develop their work further To use their sketchbooks to compare and discuss ideas with others <p>SOUTH AMERICAN INSPIRED BAG (SPRING 2) (Covered in DT) Link: Peruvian Weaving</p> <ul style="list-style-type: none"> To 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 <p>EASTER CARDS (SPRING 2)</p> <ul style="list-style-type: none"> To combine visual and tactile qualities to express mood and emotion | <p>HOCKNEY LANDSCAPES (SUMMER 1) Link Artist: David Hockney and Claude Monet (Houses of Parliament)</p> <ul style="list-style-type: none"> To create a range of moods in their paintings To express their emotions accurately through their painting and sketches To show reflections To experiment with different styles that artists have used |



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| YEAR 6 | <p>WWII Print landscapes – AUTUMN 1</p> <p>Link artist: PAUL NASH</p> <ul style="list-style-type: none"> • To overprint using different colours • To look very carefully at the methods they use and make decisions about the effectiveness of their printing methods • To use sketchbooks contain detailed notes, and quotes explaining about items? • To compare their methods to those of others and keep notes in their sketchbooks • To combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks. • To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks • To record the styles and qualities in their work • To say who their work is influenced by | <p>SPIDERWICK – SPRING 1</p> <p>Link artist Van Gogh and Toni Di Terlizzi</p> <ul style="list-style-type: none"> • To draw sketches which communicate emotions and a sense of self with accuracy and imagination • To explain why they have combined different tools to create their drawings • To explain why they have chosen specific drawing technique • To explain what their own style is • To use a wide range of techniques in their work • To explain why they have chosen specific painting techniques • To justify the materials they have chosen • To write in their sketchbooks contain detailed notes, and quotes explaining about items • To compare their methods to those of others and keep notes in their sketchbooks • To combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks • To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks | <p>Collage – SUMMER 1</p> <p>Link artist Beatriz Milhazes</p> <ul style="list-style-type: none"> • To justify the materials they have chosen • To combine pattern, tone and shape • To have sketchbooks that contain detailed notes, and quotes explaining about items • To compare their methods to those of others and keep notes in their sketchbooks • To combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks • To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks • To use software packages to create pieces of digital art to design • To create a piece of art which can be used as part of a wider presentation <p>DT MAYAN DIOROMA (covered in DT)</p> <ul style="list-style-type: none"> • To create models on a range of scales • To create work which is open to interpretation by the audience • To include both visual and tactile elements in their work |
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| The New Curriculum 2013 Art and Design: Key stage 1 | The New Curriculum 2013 Art and Design: Key stage 2 |
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| <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 • 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. | <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> <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 |