

Art and Design Long Term Plan

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1					
<p><u>Drawing</u></p> <ul style="list-style-type: none"> ✓ To control lines when creating simple drawings from observations. ✓ To control lines when creating simple drawings from imagination. ✓ To draw different types of line (straight, wavy, zig-zag). ✓ To use wax, graphite, felt tips, pen and chalk as different drawing materials. ✓ To use different pressure to create a different tone (pencil and rubbings). <p><u>Collage</u></p> <ul style="list-style-type: none"> ✓ To use tearing, cutting and layering paper to create different effects in collage. 		<p><u>Printing</u></p> <ul style="list-style-type: none"> ✓ To say what they like about artwork created by Joan Miro. ✓ To use their opinion about the work of Joan Miro to say what they like about their printing. ✓ To use plasticine to create a block printing. ✓ To explore printing with hard and soft materials. ✓ To use plasticine to make a simple block. ✓ To use prints to create a simple pattern. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ✓ To indent and shape plasticine to create a print for printmaking. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> ✓ To recognise primary colours. ✓ To experiment with mixing colours. ✓ To use different brushes to create different thickness of line. ✓ To discover the interplay between wax and watercolour. <p><u>Drawing</u></p> <ul style="list-style-type: none"> ✓ To use different pressure to create a different tone (pencil and rubbings). ✓ To recognise that taking rubbings creates a drawing with texture. ✓ 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> ✓ To say what they like about the natural sculptures created by Richard Shilling. ✓ To say what they like about their natural sculptures and suggest one more suitable material. ✓ To place items into a certain position to create a natural sculpture. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ✓ To state one think that is different between their drawing and the image by Sarah Shiundu. ✓ To control lines when creating simple drawings from observations. ✓ To draw different types of line (straight, curved, outline). ✓ To understand what a silhouette is. ✓ To use different pressure to create a different tone using soft pastels. ✓ To use soft pastels as drawing materials. ✓ To layer soft pastels to alter colour.
YEAR 2					
<p><u>Sculpture</u></p> <ul style="list-style-type: none"> ✓ To describe buildings designed by Christopher Wren and understand why they were developed. ✓ To explore how 2D can become 3D. ✓ To cut simple shapes from card and use them to create architectural forms. ✓ To use folding and twisting to recreate architectural designs. ✓ To use 'stuffing' to strengthen sculptures. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> ✓ To describe similarities and differences between the work of William Kentridge and Frank Auerbach in terms of subject matter. ✓ To state similarities between their own artwork and that of William Kentridge and Frank Auerbach. ✓ To vary and control the thickness of line to create drawings from a source. ✓ To use a pen to make fine marks and details. ✓ To use blending and smudging to create different tone. ✓ To use graphite and charcoal as different drawing materials. 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> ✓ To weave using wool. ✓ To colour fabric using a natural dye. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> ✓ To express a personal opinion about the work of Henry Matisse. ✓ To state similarities and differences between their own artwork and that of Henry Matisse. ✓ To use shape and colour to create a repeating pattern. ✓ To use a stencil to create a printed design. ✓ To explore printing onto different materials. ✓ To change the position of a stencil to create a pattern. ✓ To use stencil printing to create a design on a textile. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> ✓ To recognise primary and secondary colours. ✓ To mix primary colours to create secondary colours. ✓ To add black to a colour to make a different shade. ✓ To add white to a colour to make a different tint. ✓ To use the words warm and cold to describe colour. ✓ To control lines made by different paintbrushes. ✓ To use imagination to create paintings 	<p><u>Painting</u></p> <ul style="list-style-type: none"> ✓ To describe similarities and differences between the work of Claude Monet & William Powell Frith. ✓ To describe similarities and differences between their own artwork and that of Claude Monet & William Powell Frith. ✓ To recognise primary and secondary colours. ✓ To mix primary colours to create secondary colours. ✓ To add black to a colour to make a different shade. ✓ To add white to a colour to make a different tint. ✓ To use the words warm and cold to describe colour. ✓ To use colour to show feelings. ✓ To use tints and shades to show light and shadow. ✓ To apply what has been learnt about colour mixing to using pastel paints. ✓ To control lines made by different thicknesses of pastels. ✓ To use imagination to create paintings.

YEAR 3					
<p><u>Drawing</u></p> <ul style="list-style-type: none">✓ To know about the development of early cave painting techniques from the Stone Age.✓ To compare the overall effect of Stone Age materials for drawing with modern pastel and charcoal techniques.✓ To use different drawing materials to alter line thickness.✓ To make larger scale drawings from imagination and historical stimuli.✓ To experiment with different tones using graded pencils and a rubber.✓ To use shading to create tone.✓ To use crosshatching to create tone.✓ To layer drawing materials to create texture and depth.✓ To use soft pastels and charcoal as different drawing materials.✓ To use graded pencils.✓ To use sketchbooks to record initial ideas for a larger scale drawing.✓ To begin to add evaluative notes to ideas recorded in sketchbooks.			<p><u>Printing</u></p> <ul style="list-style-type: none">✓ To explain a preference for artwork designed by Sam Francis.✓ To describe similarities and differences in shape and line between their own printing and that of Sam Francis.✓ To combine different materials to create a stamped print✓ To blend two colours when printing.✓ To understand how artists convey feelings and emotions.✓ To vary shape and size to create different patterns.✓ To begin to add evaluative notes to ideas recorded in sketchbooks.✓ To use graded pencils.		<p><u>Sculpture</u></p> <ul style="list-style-type: none">✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars.✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay.✓ To use compression and indenting to create texture to clay Canopic jars.✓ To add relief patterns to clay to create texture, form and pattern.✓ To begin to add evaluative notes to ideas recorded in sketchbooks.✓ To use graded pencils.
YEAR 4					
	<p><u>Sculpture</u></p> <ul style="list-style-type: none">✓ To explain how George Segal creates shape and form in his sculptures and link this to evaluating their own work.✓ To build up from a flat surface to create a 3D sculpture that has perspective.✓ To use pipe cleaners/wire to create malleable forms.✓ To manipulate sculpture materials by cutting, tearing, bending, binding and sticking.✓ To model over an armature (e.g. newspaper frame and tape) for Modroc or papier mâche.✓ To use sketchbooks to record design ideas for sculpture and printing, selecting graded pencils for purpose.✓ To use sketchbooks to review and adapt initial ideas.✓ To use sketchbooks to record work from influential sculptors and printers, adding opinions through annotations.		<p><u>Printing</u></p> <ul style="list-style-type: none">✓ To describe feelings linked to shade variation by the work of Naum Gabo.✓ To describe similarities and differences in texture between their own printing and that of Naum Gabo.✓ To use a roller and paint to create mono-block printing.✓ To experiment with and evaluate printing onto different materials.✓ To use varying thickness of lines to create a printing block.✓ To use sketchbooks to record design ideas for sculpture and printing, selecting graded pencils for purpose.✓ To use sketchbooks to review and adapt initial ideas.✓ To use sketchbooks to record work from influential sculptors and printers, adding opinions through annotations.		
YEAR 5					
	<p><u>Printing</u></p>			<p><u>Drawing</u></p>	<p><u>Painting</u></p>

	<ul style="list-style-type: none"> ✓ To understand how the Romans' conquering Greece influenced their art. ✓ To explain fully how poly-block printing is both similar and different to the designs produced by Exekias in Ancient Greece. ✓ To use poly-block, a roller and paint to create poly-block printing. ✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours. ✓ To accurately use shape to create a printing block. ✓ To add other materials to a printed item. ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. ✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style. <p style="text-align: center;"><u>Textiles</u></p> <ul style="list-style-type: none"> ✓ To use poly-block, a roller and paint to create poly-block printing. ✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours. ✓ To accurately use shape to create a printing block. ✓ To add other materials to a printed item. 			<ul style="list-style-type: none"> ✓ To describe the work of Sir John Barry and explain why his architectural design was influential. ✓ To evaluate the different designs for the Houses of Parliament and justify their selection. ✓ To select pencil gradient and pen nib thickness to alter the thickness of lines. ✓ To draw lines accurately using proportion. ✓ To accurately draw parallel and perpendicular lines to create a detailed drawing. ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. ✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style. 	<ul style="list-style-type: none"> ✓ To contrast the works of Banksy and Jean-Michel Basquiat as graffiti artists. ✓ To describe how the styles of two contrasting graffiti artists have been merged to create an individual composition. ✓ To use what has been learnt about colour to experiment with abstract colour palettes. ✓ To mix and match colour to create atmosphere. ✓ To manipulate thickness of acrylic to create texture and movement. ✓ To use blocks of colour (drybrush), stippling and dashes, controlling brush technique to create an even finish. ✓ To experience painting onto a canvas ✓ To use graded pencils and ink as different drawing materials. ✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills. ✓ To use sketchbooks to revisit and evaluate artwork. ✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style.
YEAR 6					
	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> ✓ To compare and contrast the use of watercolours and acrylic on overall composition in artwork by George Edward Marston and explain the effect of this on society at the time. ✓ To describe fully how the style of George Edward Marston has been adapted to provide a watercolour composition that has a desired message. ✓ To experiment with washes and watercolour to explore intensity of colour to develop shades. ✓ To mix and match colour to create light effects. ✓ To develop fine brush strokes for intricate detailing 			<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> ✓ To evaluate techniques used by Henry Rousseau which create depth and movement. ✓ To take influence from Henry Rousseau and develop a personalised style of drawing, justifying techniques selected and applied. ✓ To independently select drawing materials that matches intended purpose. ✓ To use hatching and scumbling to create tone. ✓ To consider light sources when creating tone. ✓ To use tonal gradient, layers and directional lines when drawing to alter tone. 	

	<ul style="list-style-type: none">✓ To use paintbrushes in different positions to create strokes and points.✓ To use layering of paint to create detail to background colours.✓ To use sketchbooks to plan, adapt and evaluate painting and drawing compositions.✓ To use sketchbooks to experiment with adapting drawing techniques used by influential artists.		<ul style="list-style-type: none">✓ To use stippling to create texture.✓ To create artwork that has perspective.✓ To use graded pencils, soft pastels, crayon, charcoal and chalk as different drawing materials.✓ To combine different drawing materials to create an overall composition.✓ To use sketchbooks to plan, adapt and evaluate painting and drawing compositions.✓ To use sketchbooks to experiment with adapting drawing techniques used by influential artists.	
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