



Adswood Primary School

Art and Design Long Term Planning



CONCEPTS: Initial Lesson/appraisal of artwork

CONTENT

This concept asks children to think about what the artwork is about.

Is it realistic? Who is it about? What is it about? What message, if any, does it convey? Is it exaggerated? Distorted? Children should consider if there are any hidden meanings behind the colour choice, main ideas, symbols or simply in the style it has been created in. Does the piece adhere to a particular art style or period throughout history? Children are given time to analyse and appreciate a single piece of artwork rather than a collection from a particular artist.

COMPOSITION

This concept asks children to think about the composition of artworks and how they have been arranged.

How are all of the elements put together? How are shapes/figures positioned? Consideration may be given to the emphasis on foregrounds/backgrounds, dominant/central colours or shapes. Is there a focal point? Do all components link together seamlessly or do they contrast? In 3D work, have some features been given more importance? Consider if there are any recurring shapes, lines or forms which determine the overall design of the piece.

CREATION

Children will discuss how has this artwork been created.

What tools, materials, techniques and processes have been used? What may have led to this artwork? Did this piece build up from a particular starting point? Would this have been quickly created or would it have developed over a long time? Developed in clear stages? What stages did the artist go through to achieve the end piece? What skills have been used? Consider; line drawing, shading, painting, cutting, shaping, rolling, printing, collage, tearing, sewing, moulding etc..

CONNECTIONS

This concept explores what mood has been created within this artwork.

How does this artwork speak to you? Do you like it? Why/why not? Do you like elements of it but not the whole piece, or are there any particular parts that you don't like about it? Does it remind you of anything else? What thoughts, feelings and emotions does this give you? How does it make you feel? How do you think the artist was feeling when they created this artwork? Consider if this artwork is; calm/busy quiet/noisy aggressive/peaceful dominant/subtle happy/sad messy/controlled.



National Curriculum Requirements



Subject Content and objectives

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1

Pupils should be taught:

- 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.

Key Stage 2

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.

Pupils should be taught:

- 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.



EYFS



Creative Arts and Design		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Begin to draw with purpose, deciding what to draw before making marks. • Use a variety of mark-makers with increasing control and efficiency. • Understand that they can draw through observation • Make Observational drawings using a range of media - pencils, chalk, pastels, charcoal, graphite. • Draw and paint a self portrait using mirrors. • In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. • Explore what happens mixing primary colours to create secondary colours. • Begin to explore a range of painting techniques • Begin to print using objects and paint. • Use a range of materials to make models - e.g musical instruments, vehicles. • Join materials using different techniques, glues and tapes, string. • Use a range of tools e.g scissors, hole punches • Mould clay/dough with hands using techniques such as pinching, squeezing, pulling, poking, and patting to achieve a desired effect (e.g. sausages, balls, thumb pot). Use tools appropriately to roll, cut, flatten etc. • Talk about artists' work and techniques. • Create artwork in the style of an artist. • Collaborate to create artwork as a group. • Display artwork in the class Art Gallery. 	<ul style="list-style-type: none"> • Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels). • Make Observational drawings using a range of media - pencils, chalk, pastels, charcoal, graphite. • Mix various shades of primary colours to create secondary colours and use these in artwork. • Observe animals and make observational drawings. • Combine a variety of media e.g pencils, paint, chalk, pastels, charcoal, graphite. • Explore a range of painting techniques using a selection of tools - e.g brushes, sticks, fingers, corks. • Draw and paint on a larger scale both indoors and out. • Use flowers and plants as a stimulus for drawing and painting. • Explore different textures and create a collage. • Use fabrics, yarns, other materials to create weavings. • Use loose parts and natural resources to create transient art. • Talk about artists' work and techniques. • Create artwork in the style of an artist. • Collaborate to create artwork as a group. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Use colour-mixing techniques, to match the colours they see and want to represent. • Combine a variety of media e.g pencils, paint, chalk, pastels, charcoal, graphite. • Choose a painting technique and tool to create their own artwork. • Draw and paint on a larger scale both indoors and out. • Make models for a purpose • Use a range of recycled materials to make models - e.g musical instruments, vehicles. • Join materials using different techniques, glues and tapes, string. • Use a range of tools e.g scissors, hole punches • Cut shapes from a range of papers and create their own collage. • Talk about artists' work and techniques. • Make Observational drawings using a range of media - pencils, chalk, charcoal, graphite. Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas. • Talk about artists' work and techniques. • Share artwork/creations and talk about their own work. • Create artwork in the style of an artist. • Collaborate to create artwork as a group.



Year 1/2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Martin Bulinya	Great Fire Of London	Peter Thorpe	L.S. Lowry	William Morris	George Seurat
National Curriculum Objectives	Suggest how artists have used colour, pattern and shape. Know how to mix paint to create all the secondary colours.	Choose and use three different grades of pencil when drawing. Know how to use charcoal, pencil and pastel to create art. Know how to use a viewfinder to focus on a specific part.	Know how to create a piece of art in response to the work of another artist. Suggest how artists have used colour, pattern and shape.	Know how to create a piece of art in response to the work of another artist. Choose and use three different grades of pencil when drawing.	Know how to create a piece of art by pressing and stamping.	Know how to create tints with paint by adding white. Suggest how artists have used colour, pattern and shape. Know how to create a piece of Art in response to the work of another artist.
Skills/Techniques to be taught	How to blend colours red, orange and yellow. Replicate the figures of Bulinya with detailed patterns drawn on.	History through Art. Create a background wash and silhouettes. Create textures and patterns for buildings. Using a view finder	Pencil exploration Colour mixing Realistic drawings of rockets. Shape background.	Sensory / symbolism Drawing Techniques: Hatching, cross hatching, circularism, scribbles, contouring, stippling, short dashes, blending and zig-zags.	Prints connected to the shapes in nature.	Water colour pointillism seascapes.
Materials Required	Paint Card	Charcoal	Oil pastels, paper, pencils	Oil pastels	Cardboard Stencils Paint	Watercolour paints, brushes.
Intended Outcome	Hot Colour African Art	London Skylines Great Fire Of London Tudor Buildings	Mixed media with additional rockets.	Lowry cityscape of buildings using Lowry inspired colours.	Nature themed Square Prints	2D Seaside Landscapes



Year 3/4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Roy Lichtenstein	Gordon Parks Maurizo Anzeri	Stephen Wiltshire Ceri Richards	Georgia O'Keeffe	Kate O'Brien (Local Artist)	Turner/Constable/Catherine Kennedy/Van Gogh
National Curriculum Objectives	Use sketchbooks to help create facial expressions. Know how to show facial expressions and body language in sketches and paintings. Know how to use line, tone, shape and colour to represent figures and forms in movement. Experiment with the styles used by other artists. Know how different artists developed their specific techniques.	Know how to integrate digital images into artwork. Use photographs to help create reflections. Know how to show reflections. Know how different artists developed their specific techniques.	Know how to integrate digital images into artwork. Use sketchbooks to experiment with different texture. Experiment with the styles used by other artists. Know how to use marks and lines to show texture in my art.	Know how to sculpt clay and other mouldable materials. Explain some of the features of art from historical periods.	Know how to print onto different materials using at least four colours. Know how to use line, tone, shape and colour to represent figures and forms in movement. Experiment with the styles used by other artists. Know how different artists developed their specific techniques.	Use sketchbooks to experiment with different texture. Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how artists have developed specific techniques.
Skills/Techniques to be taught	Primary/Secondary and contrasting colours Line drawing Facial expressions/ Body language Dot and overlay over colours Outlining	Photography—Taking a full length portrait to encapsulate body language or half body to focus on facial expressions Embroidery, using striking colours and lines for maximum effect to create mood.	https://www.stephenwiltshire.co.uk/documentary/i-am-an-artist/19102 Etching, cross hatching, pen texture Mixed media, continuing a photograph, wool/string texture.	How to handle clay: make it more malleable, avoid creating weak points by keeping it whole, sculpt with hands and tools, adding water to smoothen, use tools to create texture. Using accurate proportions and features.	https://www.youtube.com/watch?v=a-hy_opMvI Taught lino printing: Line drawing of building and figures, tracing, cutting out, ink rolling, pressing, repeating for colours.	Romanticism using chalk blends. Abstract art using oil pastel and colour contrasts. Post-impressionism using repetitive brush strokes. Using colours to create mood and contrast styles.
Materials Required	Felt tip pens, examples of artwork, class pencils.	Ipads, paint, string, needles, thread, photographs	Biro pens, field trip, iPads/digital images of local area	Air drying clay, clay shaping and cutting tools	Lino, lino cutters, printing ink, ink rollers	Oil pastels, chalk pastels, paint, watercolour
Intended Outcome	2D coloured pencil Drawing	Photograph Reflections in Anzeri style	2D Mixed media townscape	3D Sculpture	Townscape Print	Painting / Drawing / Mixed Media



Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Wassily Khandinsky/ Beatriz Milhazes	Henry Moore	Curtis Holder	Rob Wilson	Stanley Chow	Yinka Shonibare
National Curriculum Objectives	Design and make a print block or tile to replicate shapes and use different colours to create a printed image	Use marks, line and tone to produce texture based on animal sketches	Show figures or objects moving by using line, tone, shape and colour to add depth and highlight specific areas to cast shadows	Use mixed media to create landscape of Adwood Primary School	Use images created, scanned and found; altering them where necessary to create emotion in art	Research the work of an artist and use their work to replicate a style
Skills/Techniques to be taught	Designing a tile Printing Building layers Colour theory	Shading Sketching Mark making to represent animal prints	Line and tone Colour Ways to show movement through pencil marks	Mixed media Making choices as an artist	Editing digital images Using colour to depict emotion	Sculpture Using colour to replicate the work of an artist
Materials Required	Cardboard Ink Rollers	Sketching pencils	Coloured pencil Sketching pencils	Acrylic paint Newspaper/magazines Overlays Textiles Wool/thread Permanent pens	Chromebooks iPads Pens	Pipe cleaners Tissue paper Textiles Tape String/wool Cardboard Scissors
Intended Outcome	Build a class sculpture to hang from the ceiling built up of tile prints cut into circles	Animal made up of multiple animal prints https://www.nparks.gov.sg/activities/events-and-workshops/2019/12/the-lakeside-project---jurong-lake-gardens	Self portrait of the child; showing movement from one position to another	Mixed media landscape of the school facade	Portraits of famous individuals from Manchester altered digitally using colour to represent emotions	Book covers inspired by the British Library and 3D pipe cleaner sculptures inspired by the 'Dysfunctional family'



Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Kara Walker	Grayson Perry	Marina Debris	Rachel Gadsen Rachel Smith-Ruffle	Katie O'Brien	Islamic Art
National Curriculum Objectives	Use a full range of pencils, charcoals or pastels when creating a piece of observational art. Understand what a specific artist is trying to achieve in any given situation.	Understand why art can be very abstract and what message the artist is trying to convey. Know how to overprint to create different patterns. Explain why different tools have been used to create art.	Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art.	Know which media to use to create maximum impact. Explain the style of art used and how it has been influenced by a famous artist.	Explain the style of art used and how it has been influenced by a famous artist.	Know how to use a range of e-resources to create art. Know how to overprint to create different patterns.
Skills/Techniques to be taught	Use light techniques to create a silhouette/ profile	Create a printing block using string over line drawings	Ethically re-using materials for art Testing Materials: durability, shaped, strength of materials, fit for purpose and how the materials are joined together.	Observational art Sketchbook to explore effects using chalk, paint, ink and pen.	Pencil drawing of buildings, Teaching watercolours Perspective, foreground	Nature and Geometric shapes in Islamic Architecture Interlocking circles with a compass. Overlapping colours to create new shades.
Materials Required	Black paper, torches, charcoal, pencils, chalk pastels.	Fabrics, IT repeat patterned paper, sewing needles and threads	Packaging, plastic bags, lids, boxes, string,	Mirrors, paint, ink, chalk pastels, string	Watercolour grade paper, watercolour paints and brushes	Compasses, pencil crayons, watercolours, felt tips
Intended Outcome	2D Silhouettes	Overprint Portrait 2D Abstract	3D Outdoor Trashion Show	2D Relief Mental Health Portraits	Water colour Townscape	2D/3D continuous wire piece with coloured acetate