

Art Long Term Plan

Art teaching at Shirley Heath engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, to invent and create their own works of Art, Craft and Design. All lessons are to focus in on the key skills of drawing, painting and sculpting. Great Artists are studied so that pupils know how art and design reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Drawing underpins the skills of painting and sculpting, ensure children have opportunities in researching, developing and refining their ideas to demonstrate creativity. Teachers are encouraged not to guide designing too much.

<u>Assessment in Art and Design</u>				
	Pupils should know:	Pupils should be able to:		
<u>Year Group</u>	<u>Knowledge</u> Learning about art and artists	<u>Generate Ideas</u> Thoughts and feelings about art. Inventing, describing, designing.	<u>Make</u> Different types of art for different reasons	<u>Evaluate</u> What is good? How can you make it better? Say what you like/ don't like.
3	How to talk about materials, processes and techniques used using appropriate vocabulary. How to compare the work of different artists.	Gather and review information, references and resources to help with their ideas. Use a sketchbook as a tool for recording observations, describing and planning their artwork.	Develop the skills appropriate for their year group and choose techniques for a purpose. Explain why they chose particular tools and materials.	Explain how they could improve their work or how they would do it differently next time.
4	How to talk about materials, processes and techniques used using appropriate vocabulary. Which aspects of an artist's work inspired me to create my artwork.	Select and use relevant resources, stimuli and references to help with their ideas. Develop their ideas in a sketchbook and plan for an outcome.	Use the skills appropriate for their year group and choose techniques for a purpose. Apply these new skills to improve the quality of their work.	Reflect on their artwork and the artwork of others, giving reasons for their comments and identifying how to improve it.
5	How to describe the process in a particular project and how to achieve high quality outcomes. How to share their knowledge and understanding about various artists, designers and craftspeople and their cultural backgrounds and intentions.	Engage in open ended research to develop their own personal ideas. Show in their sketchbook where they have recorded, observed, developed ideas, tested materials and planned and recorded information.	Investigate new and unfamiliar materials and tools to learn new skills. Use their technical learning to make work which shows their ideas and intentions.	Analyse and reflect on what they have achieved and the quality of their work, considering how they could make improvements.
6	How to use technical vocabulary to show the qualities of different materials and processes. How to describe and interpret the work, ideas and practices of different artists, craftspeople and designers.	Independently develop a range of ideas which show curiosity, imagination and originality. Show evidence in their sketchbook of how they have researched, tested, developed ideas and planned how artwork will be produced and which materials will be used.	Use their technical knowledge to improve their mastery of skills. Use relevant processes in order to create successful and finished work independently.	Provide a reasoned evaluation of their own and others' work. Explain the context and intentions behind the work.

Autumn

Painting - Georgia O'Keefe

(Links to Plants in Science)

Children will learn to:

- Mix a variety of colours and know which primary colours make secondary colours.
- Experiment with monochromatic (all the colours of a single hue) paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white).
- Use a developed colour vocabulary.
- Begin to describe colours by objects raspberry pink, sunshine yellow'.
- Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.
- Use a brush with some control to produce marks appropriate to the work e.g. small brush for detail.
- Record experiments and explorations.
- Evaluate and analyse creative works using the language of art, craft design

Explore the work of Georgia O'Keefe



Spring

Sculpting - Ancient Greek Vase (Clay)

(Links to Ancient Greece Topic)

Children will learn to:

- Understand the safety and basic care of materials and tools.
- Plan, design and make models from observation and imagination.
- Learn to secure work to continue at a later date.
- Construct a simple base for extending and modelling other shapes.
- Join two parts of a sculpture successfully.
- Produce and decorate models confidently.
- Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures
- Use language appropriate to skill and technique.
- Adapt work as and when necessary and explain why.

Clay

- Make a slip to join two pieces of clay.
- Produce more intricate surface patterns/ textures and use them when appropriate.
- Produce larger pieces using pinch/ slab/ coil techniques.
- Use language appropriate to skill and technique, e.g. 'slip and score'.
- Join clay adequately and work reasonably independently.
- Create surface patterns and textures in a malleable material.

Explore the work of Tammy Durham



Summer

Drawing – Hundertwasser (Architect)

(Links to Geography Local Study)

Children will learn to:

- Explore shading, using different media to achieve a range of light and dark tones, black to white.
- Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered.
- Experiment with marks and lines with a wide range of media, eg: charcoal, chalk, pencil, crayons, pens etc. applying control and dexterity.
- Experiment with different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.
- Can create line drawings with care and can begin to draw in scale applying rules of simple perspective.
- Experiment with the potential of various pencil grades.
- Plan, refine and alter drawings as necessary.
- Draw for a sustained period, at their own level.
- Use a viewfinder to select a view and visual clues in an image, and then record what is in the frame.
- Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions).
- Begin to use the grid method to aid drawing by scale and proportion

Explore the work of Sir Christopher Wren

Explore the work of Hundertwasser



Autumn

Drawing – Landscapes in perspective (Links to the Coastal Study in Geography)

Children will learn to:

- Can make studies from observation to record action or movement with some fluency.
- Investigate and experiment with the relationship between formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning.
- Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades).
- Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.
- Uses drawing to design and plan sculptures, paintings or prints.
- Alter and refine drawings and describe changes using art vocabulary.
- Draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy.
- Develop an understanding of the concept of scale and proportion.
- Begin to use simple perspective in their work ie, by using single focal point on horizon
- Can, with some confidence use the grid method to aid drawing and proportion

Explore the work of Turner



Spring

Painting - Kandinsky (Links to Sounds in Science, Music)

Children will learn to:

- Mix paint with an understanding of primary, secondary and monochromatic and complimentary colours.
- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.
- Use colour mixing to make and match colours with increasing accuracy.
- Can understand how to use tints and tones - to lighten and darken with the use of black and white
- Produce work 'in the style' of an artist (not copying directly).
- Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. Alternate brush size depending on background and foreground.
- Use colour to reflect mood (warm and cold, complementary and contrasting colours).
- Use more specific colour language and language appropriate to the skill e.g. tint, tone, shade, hue.
- Show increasing independence and creativity with the painting process.

Collage

- Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building up visual vocabulary

Explore the work of Kandinsky



Summer

Sculpting – Nature Sculptures from Recycled Art (Links to Living things in Science)

Children will learn to:

- Use language appropriate to skill and technique with confidence.
- Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.
- Create sculpture and constructions with increasing independence.
- Able to produce more intricate patterns and textures
- Can work directly from imagination with confidence
- Able to take into account the properties of media being used and use appropriate media for a specific purpose

Clay

- Make a slip to join two pieces of clay.
- Continue to model and develop work through a combination of pinch, slab, and coil.
- Develop understanding of different ways of finishing work: paint, varnish, (glaze, polish).
- Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab

Explore the work of Andy Goldsworthy

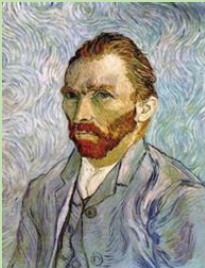


Alfie Bramley



Anthony Gormley



	Autumn	Spring	Summer
	<u>Drawing – Portraits</u> (Links to Victorians) <u>Children will learn to:</u> - Develop drawing using tonal contrast and mixed medium showing an understanding of the effect of light on objects and people. - Confidently experiment with different ways of using a tool or material that is new to them. - Develop the use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulum) within their work and make sensible choices about what to do next. - Use of scale, proportion and perspective more accurate. - Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. - Can annotate a work of art to record ideas and emotions using this to inform design ideas' - Continue to experiment with the key elements (line, tone, shape, texture, pattern, colour, form). - Work in a sustained and independent way from observation, experience and imagination. Explore the work of Vincent van Gogh 	<u>Painting – Monet</u> (Links to France in Geography and Landscapes in Perspective) <u>Children will learn to:</u> - Create a colour wheel to show complementary colours. Look at the work of artists that may use complementary colours. - Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects. - Mix and match colours to create atmosphere (mood) and light effects, e.g. using monochromatic colours. - Mix colour, shades and tones with confidence. - Show movement through paint, e.g. rivers to show movement. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources eg: observational drawing, music, poetry. - Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. - Explore the effect on paint of adding water, glue, sand, sawdust, and use this in a painting. Can confidently use language appropriate to skill and technique Explore the work of Claude Monet 	<u>Sculpting – Chinese Masks</u> (Links to Ancient China in Topic) <u>Children will learn to:</u> - Describe the different methods, skills and techniques involved in modelling, sculpture and construction, using appropriate technical vocabulary. - Develop skills using Modroc to create simple 3D effect. - Plan a sculpture through drawing and other preparatory work. - Recreate 2D images in 3D, looking at one area of experience eg: Chinese opera mask, figure focusing on form/surface. - Shape, form, model and join with confidence - Work directly from observation with confidence Explore Chinese Opera 

Autumn

Drawing – People of War (Links to Coventry Blitz)

Children will learn to:

- Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail.
- Develop their use of the effect of light on objects and people from different directions., conveying tonal qualities well.
- Can convey tonal qualities well, showing good understanding of light and dark on form.
- Develop ideas using different or mixed media pencil, ink, biro, pastel charcoal etc.), using a sketchbook.
- Independently select and effectively use relevant drawing materials and processes, and sharing reasons for their choices.
- Increased accuracy in the use of scale, proportion and perspective.
- Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.

Explore the work of Henry Moore



Spring

Painting – South American Art (Links to South America in Topic)

Children will learn to:

- Introduce the idea of tertiary colours (primary + secondary) and harmonious colours.
- Create tints (colours with white added) and shades of a pure hue (a colour).
- Work in a sustained and independent way to develop own style of painting.
- Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.
- Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.
- Choose appropriate paint, paper and implements to adapt and extend their work.
- Carry out preliminary studies, test media and materials and mix appropriate colours.
- Work from a variety of sources, inc. those researched independently.
- Show an awareness of how paintings are created, composition.
- Plan/paint symbols, forms, shapes and composition when exploring the work of other artists/cultures informing their painting.
- Use colour to express moods and feelings.

Collage

- Add collage to a printed or painted background, using a range of media.
- Use different techniques, colours and materials with creativity and experimentation
- Use collage as a means of extending work from initial ideas.
- Organise their work in terms of **pattern**, repetition, symmetry or random printing styles.

Explore the work of Frieda Khalo



Summer

Sculpting – Ancient Mayan Head Sculpture (Links to Ancient Mayans Topic)

Children will learn to:

- Use language appropriate to skill and technique with confidence.
- Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.
- Create sculpture and constructions with increasing independence.
- Able to produce more intricate patterns and textures
- Can work directly from imagination with confidence
- Able to take into account the properties of media being used and use appropriate media for a specific purpose

Clay

- Make a slip to join two pieces of clay.
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- Develop understanding of different ways of finishing work: paint, varnish, (glaze, polish).
- Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab.

Explore Maya glyphs

