

ART – Long Term Plans

Our whole-school Curriculum Development Leader for Art is Ms Morrell

EYFS

Topic name	Learning question/s	Main EYFS	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Rangoli Patterns	What are Rangoli patterns?	<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 	<p>Fine motor skills (funky fingers)</p> <p>Language – naming colours, numeracy, naming shapes</p> <p>Manipulating materials</p> <p>The world around us</p>	<p>Pattern</p> <p>Colour</p> <p>Shape</p>	<p>Aside from Forest Friday, all themes follow a text. These themes are not just exclusive to Art but will also cover other areas of the EYFS curriculum, such as physical development ect. There is a strong link to 'Environment', 'Well-being' 'Our school our town' Cultural diversity and the world of work</p>	
Kandinsky Patterns	What shapes can you see?	<ul style="list-style-type: none"> Share their creations, explaining the process they have used 		<p>Shape</p> <p>Pattern</p> <p>Position</p>		

Year 1

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p><u>PORTRAITS</u></p> <p><i>Rembrandt</i></p> <p><i>Van Gough</i></p>	<p>What is a portrait?</p> <p>What is an artist?</p>	<p>to use a range of materials creatively to design and make products</p> <p>§ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>§ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>§ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>	<p>Generating Ideas 1.0</p> <p>Recognises that ideas can be expressed in art work.</p> <p>Generating ideas 1.1(across all 3 units)</p> <p>Experiments with an open mind</p> <p>(enthusiastically try out and use all materials provided.</p> <p>K&U 1.0 Able to recognize/ describe some characteristics of different kinds of art, craft and design</p> <p>Evaluating 1.0 Shows interest in and describes</p>	<p>Portrait</p> <p>Features</p> <p>Form</p> <p>Shape</p> <p>Line</p> <p>colour</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Look at a range of different portrait types (physical)</p>

		disciplines, and making links to their own work.	what they think about the work of others. K&U 1.1 Knows the names of the tools, techniques and the formal elements (colour, shapes, tones etc.) that they use			
<u>SCULPTURES</u> ?	What is a sculpture?	Same as above	Making 1.0 Tries out a range of materials/processes and recognizes that they have different qualities Making 1.1 Use materials purposefully to achieve particular characteristics or qualities Evaluating 1.0 Shows interest in and describes what they think about the work of others	3D Clay Form Texture	Well- being and mental health World of work Our town our school (local artist)	Visit to Stockwood Park
<u>STILL LIFE</u> Monet ?	What is still life?	Same as above	Making 1.0 Tries out a range of materials/processes and recognizes that they have different qualities	Composition Shading Line Shape Form Size Colour	Well- being and mental health World of work Our town our school (local artist)	Local artist

			<p>Making 1.1 Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating 1.0 Shows interest in and describes what they think about the work of others.</p>			
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Year 2

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p><u>ABSTRACT PORTRAITS</u></p> <p>Picasso</p> <p>Giuseppe Arcimboldo</p>	<p>What does abstract mean?</p> <p>Who paints abstract portraits</p>	Same as above	<p>Generating ideas 2.0 Tries put different activities and makes sensible choices about what to do next</p> <p>Making 2.0 Deliberately choices to use particular techniques for a given purpose</p>	<p>Abstract</p> <p>Different</p> <p>Perception</p> <p>Proportion</p> <p>Colour</p> <p>Features</p> <p>shades</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	Visit from local artist

			Making 2.1 Develops and exercises some care and control over the range of materials they use (seek to improve)			
<u>LANDSCAPES</u> Lowry Constable Turner	What is a landscape? What does rural mean? What does urban mean?	Same as above	Generating ideas 2.1 Uses drawing to record ideas and experiences Evaluating 2.0 When looking at creative work, expresses clear preferences and gives some reasons for these	Contrast Compare Watercolours Oils Charcoal Representation Landscape Urban Rural Shades Colour Smudge	Well- being and mental health World of work Our town our school (local artist) Environment	Local Area visit/School grounds/ Town centre
<u>PRINTING</u> William Morris + woman/culture	What is printing? How do you print?	Same as above	K&U 2.0 Knows that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times K&U 2.1 Able to talk about the materials, techniques and processes they have used, using	Print Design Repeat Shape Form Colour Ink etch	Well- being and mental health World of work Our town our school (local artist)	Link carnival arts?

appropriate vocabulary
(e.g. know the names of
tools, colours (across all 3
units))

Year 3

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<u>STILL LIFE COMPOSITION</u> Modern and trad artists	What is a composition? What makes a good composition for still life?	§ 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.	Generating ideas 3.1 Uses a sketchbook for different purposes, including recording observations, planning and shaping ideas (across all 3 units) Making 3.0 Develops practical skills by experimenting with, and testing the qualities of a range of different materials and techniques Making 3.1 Selects, uses appropriately a variety of materials and techniques in order to create their own work	Pastels Paints Chalk Composition charcoal	Well- being and mental health World of work Our town our school (local artist)	Local artist Gallery?
<u>SCULPTURE</u> Natural materials		As above	Evaluating 3.0 Reflects upon what they like and	Small scale Large scale Design	Well- being and mental health	Trip to Wendover woods/Kidney

<p>Any Goldsworthy</p>	<p>What is non-permanent sculpture? What is a natural material?</p>		<p>dislike about their work in order to improve it</p> <p>K&U 3.0 Knows about and describes the work of</p> <p>some artists, craftspeople, architects and</p> <p>designers (across all 3 units)</p>	<p>Natural Interpretation Evaluation</p>	<p>World of work Our town our school (local artist)</p>	<p>woods creating own sculptures on large/small scale- groups etc. ICT- photograph/film</p>
			<p>Generating ideas 3.0 Gathers and reviews</p> <p>information, references and resources related to</p> <p>their ideas and intentions</p> <p>K&U 3.1 Able to explain how to use some of the tools and techniques, they</p> <p>have chosen to work with</p>			

Year 4

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<u>WATERCOLOURS</u> Monet Female colour	What is a watercolour? Who are the famous artists?	As above				
<u>MOSAICS</u> Sonia King	What is a mosaic? What is the medium? What is the origin of mosaic art?		Create tiles for a mosaic path Could follow a nature theme. Look at modern day mosaic artist Sonia King's work. K&U 4.1 Demonstrates how tools they have chosen to work with, should be used effectively and with safety Making 4.0 Investigates the nature and qualities of different materials and processes systematically (across all 3 units)			Visiting mosaic artist and trip to ST Albans Verulamium

Artists from around the world	Why is art from around the world different?	Same as above	Generating ideas 3.1 Uses sketchbooks, and	Colour Style	Well- being and mental health	
African-Nigerian	What influences the artist?		drawing, purposefully to improve understanding,	Consider skills and progression	World of work	
Indian	How does culture influence art?		inform ideas and plan for an outcome –		Our town our school (local artist)	
European-	How does it make you feel?		progression of ideas to be evident (across all 3 units) Making 4.1 Applies technical skills to improve the quality of their work e.g. painting they select and use different brushes for different purposes (also applies to water colour unit)			

Year 5

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<u>Anime</u>	<p>What is Anime?</p> <p>Who are the Anime artists?</p> <p>Where did Anime originate?</p> <p>What are the key features of Anime?</p>	Same as above	<p>Generating ideas 5.0 regularly</p> <p>Analyses and reflects on their progress taking account of what they hope to achieve (across all 3 units)</p> <p>K&U 5.0 Researches/discusses approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions</p> <p>Generating ideas 5.1</p> <p>Confidently uses sketchbooks for a variety of</p>	Disproportion Ink style	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	Zoom link- Sue

			<p>purposes, recording observations, developing ideas, testing materials, planning and recording information</p>			
Digital Art	<p>What does digital mean?</p> <p>How can art be represented through digital form?</p>	Same as	<p>K&U 5.1 describes the processes they are using and how they hope to achieve high quality outcomes (across all 3 units)</p> <p>Generating ideas 5.0 Engages in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Begin by exploring the use of digital cameras to capture /record/observe moments- within nature.</p> <p>Children can explore using photographic software</p>	<p>Close up of natural resource e.g. leaf, conker etc...</p> <p>Use this image to design a line drawing and digital collage.</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	Gallery to present work

			<p>to crop/alter images then using a range of</p> <p>charcoals/pencils/chalks etc recreate and think</p> <p>about</p> <p>lines/shape/colour/texture</p>			
<p><u>Sculpture</u> <u>artist</u></p>	<p>Is sculpture always made from clay?</p>		<p>Making 5.0 investigates and exploits the potential</p> <p>use of new and unfamiliar materials: tries out</p> <p>several different ways of using new tools and</p> <p>materials</p> <p>Materials 5.1 uses their acquired technical</p> <p>expertise to make work which effectively reflects</p> <p>their ideas and intentions</p>	<p>Wire sculpture</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	

Year 6

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
People in motion	<p>What is motion?</p> <p>How do artists capture moving people and objects in their work?</p>	Same as above	Scholar pack objectives		<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	
Architecture	<p>What is architecture?</p> <p>Why do architects choose specific designs for buildings?</p> <p>Can buildings be art?</p>	Same as above	Scholar pack objectives		<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	Local walk- hat factory/mall/Luton Hoo
Set design	<p>What is set design?</p> <p>How do artist choose to represent scenes in performances and why?</p> <p>What materials are used in set design</p>		Scholar pack objectives		<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	Theatre visit