



Art Long Term Planning

'Achieve Excellence'






What does it mean to get better at Art at Wimboldsley?

To build on prior knowledge, gathering skills across drawing, painting and sculpture. Developing an understanding of the intricacies of Art and gaining a broad knowledge of artists and from different paradigms: traditional (before 1860), modern (1860-1960) and contemporary (1960 onwards).

Practical - materials, techniques, formal elements

Disciplinary understanding of what is art. Subject content.

Theoretical - Artist and art. Chronology of art.

	Autumn	Spring	Summer
Reception END POINTS: Key Concepts:	Artist: Kandinsky (modern) 	Artist: Andy Goldsworthy (contemporary) 	Artist: Van Gogh (Traditional) 

<p>Reception</p> <p>END POINTS:</p>	<p>Drawing: Hold and use drawing tools with increasing control to make marks - pens, chalk, crayon</p> <p>Make simple representations of familiar objects and people e.g. family using different enclosed shapes.</p> <p>Develop and practice closed lines using good control</p> <p>Develop and practice different line types eg wavy, curved, straight, thick, thin</p> <p>Painting: Independently access painting resources from continuous provision.</p> <p>Name and recognise primary colours</p> <p>Select thick and thin brushes for a purpose.</p> <p>Describe a picture created by an artist - Kandinsky (Circles). (Close their eyes and describe what they remember, describe the colours and textures)</p> <p>3D Sculpture/Malleables: Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil</p> <p>Mould clay to create a Diwali diva lamp.</p>	<p>Drawing: Select coloured drawing tools for a purpose..</p> <p>Rehearse and refine using marks, lines and curves to create simple representations of familiar objects and people.</p> <p>Make simple drawings from observations eg self portrait,</p> <p>Painting: Select colours for a purpose and begin to mix these colours eg orange, green and purple.</p> <p>Use a stencil to create printed artwork.</p> <p>3D Sculpture/Malleables: Sculpt, shape, twist and bend materials to make new 3D shapes.</p> <p>Use nature objects to create transient art in the style of Andy Goldsworthy (Close their eyes and describe what they remember, describe the colours and textures, build a story around the art)</p> <p>Attach and join materials using glue, tape, staples, paper fasteners.</p>	<p>Drawing: Use mark making tools to make drawings that represent ideas or tell a story eg Handa's journey, story map, lego model design</p> <p>Share their drawings, explaining the process used;</p> <p>Painting: To use paint and control a paintbrush to create a representation of a sunflower.</p> <p>Look at and talk about their artwork (Ongoing)</p> <p>Use Van Gogh as inspiration to produce a piece of artwork. (Sunflowers observational paintings).</p> <p>3D Sculpture/Malleables: Make a 3D model.</p>
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Year 1

Drawing

Formal elements: Line, shape, space

Artist:

Romero Britto (Contemporary)



Painting

Formal elements: Texture, Movement, Colour

Artist:

Van Gogh (Traditional)



Sculpture

Shape, Form Space

Artist: Barbara Hepworth (Contemporary)



END POINTS:

Know that when you hold a pencil close to the tip, will increase control and detail

Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.

Draw lines of different sizes and thickness

Show pattern and texture by adding dots and lines and begin to shade

Experiment with line - use a variety of straight, wobbly, spiral, looped and zig zag lines.

Experiment with different pencils, pens and crayons.

Look at artworks from the artist and discuss the following questions:

What different lines has the artist

Use terminology primary and secondary colours

Identify warm and cool colours

Make a simple colour wheel

Explore mixing primary colours to make secondary colours.

Use paint brushes with increasing control

Look at artworks from the artist and discuss the following questions:

How does this artwork make you feel?
What do the colours remind you of?

Final Piece - Create a painting of a landmarks in either warm or cool colours

Know how to shape and model materials for a purpose - clay techniques - .Investigate clay, pinching, rolling, twisting, scratching, coiling and smoothing.

Be aware of how to use the tools safely




Explore using air hardening clay




Experiment adding texture using tools. E.g dots and lines

Shape and mould materials from observation and imagination.

Look at the sculptures:What does the sculpture represent
What shapes can you see (Use your imagination)




Final Piece - Create a simple sculpture using clay

	<p>used?</p> <p>Final Piece - Create a piece of work in the style of Romero Britto</p>		
Year 2	<p>Drawing Formal elements- Line Shape Pattern Colour Artist:- Franz Marc (modern)</p> 	<p>Painting Shape Tone, form, colour Artist: Paul Klee (modern)</p> 	<p>Sculptures Shape form (Traditional) African Sculptures</p> 
END POINTS:	<p>Experiment with different materials (chalk pastels colour pencils) to draw lines.</p> <p>Hold the pencil further towards the end for loose sketching.</p> <p>Draw lines/marks from observations and lines that follow basic contours and outlines of shapes.</p> <p>To create and blend different tones and gradients by changing pressure. (light, mid, dark)</p> <p>Chooses a position of the pencil based on purpose.</p> <p>Know that holding the pencil close to the point will help control and detail, further towards the end creates loose</p>	<p>Experiment and use thick and thin brushes to paint.</p> <p>Begin to understand the colour wheel and colour spectrum and make clear choices of colour in their work linked to this.</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>To use a paintbrush stroke in one direction to make a smooth paint line</p> <p>Know how to hold a paintbrush to create smooth brush strokes</p> <p>To use a suitable brush to produce marks appropriate to work ec. Small brush, small marks.</p>	<p>Know how to shape and model materials for a purpose (e.g. a mask) from observation and imagination.</p> <p>Experiment adding texture using tools. E.g dots and lines</p> <p>Mould, form and shape materials to create a 3D form</p> <p>Shape and mould materials from observation and imagination.</p> <p>Be aware of how to use the tools safely</p> <p>To look at clay sculptures by well known artists</p> <p>Discuss how they think a piece of art was made.</p>

	<p>sketching.</p> <p>Know that a pencil must be used at an angle when applying different tones</p> <p>Know that directional shading is moving the pencil back and forth using the contour line</p> <p>Discuss how they would describe this artwork to somebody who hasn't seen it</p> <p>Final Piece - Create a drawing of an animal and use chalk or coloured pencils to add colours</p>	<p>Express thoughts and feelings about a piece of art</p> <p>Describe their first reaction to a piece of artwork</p> <p>Discuss whether their reactions change the more they look at it.</p> <p>Final Piece - Create a block painting of buildings using a range of colours</p>	<p>Final Piece - Create an African Mask out of Paper Mache</p>
<p>Year 3</p> <p>END POINTS:</p> <p>Practical - materials, techniques, formal elements</p> <p>Disciplinary understanding of what is art. Subject content.</p> <p>Theoretical - Artist and art. Chronology of art.</p>	<p>Drawing</p> <p>Formal elements- shapes pattern movement</p> <p>Artists: Lowry (modern)</p> 	<p>Painting</p> <p>Formal elements: Colour, movement, tone, texture</p> <p>Artists: William Morris (modern)</p> 	<p>Sculpture</p> <p>Formal elements: Shape, Space, form</p> <p>Artists: Antony Gormley (contemporary)</p> 
	<p>Choose different grades of pencil for different effects</p> <p>Use hatching and cross hatching to show areas of dark and light and use pencil pressure to make a clear difference between (light, mid and dark) shades with blending.</p> <p>Choose a variety of materials for</p>	<p>Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.</p> <p>Using directional brush strokes, their objects can begin to possess form.</p> <p>Use the colour wheel and colour spectrum to choose colours for effect</p>	<p>Begin to show confidence in modelling forms and structures.</p> <p>Begin to investigate carving clay</p> <p>Join two parts successfully slip</p> <p>Use pinch/ slab/ coil techniques.</p> <p>Add texture to a piece of work.</p>

	<p>different effects (pencil, charcoal, pastel)</p> <p>Draw more refined lines and shapes in observational drawings to create a more accurate outcome.</p> <p>Know that tone can create contrast in a drawing (difference between light and dark).</p> <p>Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</p> <p>Form questions such as: If you could interview the artist, what would you ask?</p> <p>Describe what do you like/not like about the artist's style</p> <p>Give titles to individual pieces of work explaining why</p> <p>Final Piece - Observational drawing of the school at breaktime in the style of L.S. Lowery</p>	<p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p> <p>Know that when using a paintbrush at a shallow angle increases surface area.</p> <p>Know that paint can be layered to add texture.</p> <p>Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.</p> <p>Explain what would you do with this piece of art if you owned it?</p> <p>Describe if you could change one thing about a piece of art, what would it be?</p> <p>Final Piece -</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Explain how does the art makes you feel</p> <p>Explain likes and dislikes about a piece of art</p> <p>Final Piece -</p>
<p>Year 4</p> <p>END POINTS:</p> <p>Practical - materials, techniques, formal</p>	<p>Drawing</p> <p>Formal elements- shapes pattern movement Artists : Picasso</p>	<p>Painting</p> <p>Formal elements: Colour, movement, tone, texture Artists: Monet (modern)</p>	<p>Sculpture</p> <p>Formal elements: Shape, Space, form Artists: Keith Haring</p>

<p>elements</p> <p>Disciplinary understanding of what is art. Subject content.</p> <p>Theoretical - Artist and art. Chronology of art.</p>			
	<p>Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.</p> <p>Know that when drawing from observation, they must consistently look at the subject to check accurate shape, form, tone and proportion</p> <p>Use different pressures to relieve a drawing of graphite to uncover lighter tones.</p> <p>Use an eraser to expose lighter tones to show texture in an artwork.</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Sketch a clear idea and have the work looking like the children imagine.</p> <p>Discuss the subject /theme of the piece</p> <p>Describe the artist's work.</p> <p>Explain that art takes many forms</p>	<p>Knows which paint brush to choose for an effect.</p> <p>Choose the correct paintbrush grip for purpose and outcome. E.g. If the artist's work seems more fluid then holding the paintbrush towards the end will help this style.</p> <p>Paint objects that are sized appropriately in comparison to one another (distance)</p> <p>Begin to create objects in the foreground that appear larger than those in the back and midground.</p> <p>Follow the contours of a shape using directional brush strokes to show its form with consideration</p> <p>Beginning to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</p> <p>Know that painting can be done over a sustained period of time.</p> <p>Describe an opinion about what makes</p>	<p>Make a slip to join to pieces of clay.</p> <p>Choose from and use a range of decoration techniques</p> <p>Begin to combine techniques to create finished pieces.</p> <p>Produce more sophisticated models</p> <p>Take a 2D drawing into a 3D form.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Show awareness of the effects of time upon sculptures</p> <p>Describe how does the piece of art makes them feel</p> <p>Explain which of the artists pieces do like/dislike the most</p> <p>Discuss why an artist chose to use a particular medium</p>

	Final Piece -	<p>some art/pieces/artists better than others</p> <p>Explain whether very old art is still worth looking at today.</p> <p>Final Piece -</p>	Final Piece -
Year 5/6 Cycle 1 Artists	<p>Drawing Formal elements: Shape Space Form Tone Artist- Edvard Munch</p> 	<p>Painting Formal elements: colour pattern texture Artist Georgia O' Keeffe</p> 	<p>Sculpture Formal elements: Shape, space, form Artist: Joan Miró</p> 
END POINTS:	<p>Work to create a drawing with more intricate detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Use perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork more accurately</p> <p>Y6- Shapes and lines are refined accurately when appropriate to the artwork.</p> <p>Choose complementary materials/media to use together in one</p>	<p>Use a wide range of painting tools based on their properties, purpose , outcome.</p> <p>Paint an object from a viewpoint using knowledge of perspective.</p> <p>Use areas of light and shadow in a painting.</p> <p>Use tints and tones to enhance dark and lighter areas of paint.</p> <p>Use directional brush strokes in a painting to enhance an effect</p> <p>Y6 - Use a more expressive range of painting tools based on their properties, purpose , outcome.</p>	<p>Transform 2D designs into 3D models.</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Attempt to transform 2D designs into 3D models.</p> <p>Shape using a variety of moldable materials.</p> <p>Identify and choose different textures to add to a sculpture.</p> <p>Use a variety of materials linked to known artists.</p> <p>Know that free standing sculpture are</p>

	<p>piece of work</p> <p>Y6 - Use a 1 point perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork</p> <p>Y6 -Use a vanishing point to show perspective.</p> <p>Y6 - Use complementary materials/media provided in a piece of work</p> <p>Develop our drawing into a line print</p> <p>Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</p> <p>Know that tone can affect the mood of an artwork. Dark = melancholy</p> <p>Y6 Draw type or medium by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement.</p> <p>Y6 Know that a loose grip can suggest movement in an artwork.</p> <p>Identify elements of perspective in an artist's work.</p> <p>Final Piece -</p>	<p>Y6 - Clearly show areas of light and shadow in a painting by using tints and tones</p> <p>Y6 -Use directional brush strokes with confidence to create form in a painting</p> <p>Y6 - Instinctively make primary, secondary and tertiary colours to make different shades</p> <p>Know that paint brushes can differ in appearance and purpose</p> <p>Can interpret a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families (Y6 - plus properties and mood)</p> <p>Make connections between an artwork and their own work.</p> <p>Final Piece -</p>	<p>three-dimensional objects unattached to any backdrop</p> <p>Show an awareness of objects having a third dimension</p> <p>Interpret an object in a 3D form</p> <p>Combine a variety known techniques to create form</p> <p>Adapt work when necessary and explain why</p> <p>Design and make freestanding sculptures</p> <p>Y6 - Create work which is open to interpretation by the audience.</p> <p>Y6 - Use a wide variety of materials linked to known artists.</p> <p>Y6 - Use recycled, natural and manmade materials to create sculpture</p> <p>Y6 -Transform 2 D designs into 3 D models.</p> <p>Final Piece -</p>
Year 5/6	<p>Drawing</p> <p>Formal Elements: Line, shape, space</p> <p>Artists: Roy Lichtenstein</p>	<p>Painting</p> <p>Formal Elements: Colour, pattern, texture</p> <p>Artists: Vincent Van Gogh</p>	<p>Sculpture</p> <p>Formal Elements: Shape, space, form</p> <p>Artists: Barbara Hepworth</p>

Cycle 2 Artists

END POINTS:

