

Chenies School Art Curriculum Long Term Plan

Ongoing	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Knowledge about artists</p>	<p>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</p> <p>Including: works specific to techniques being taught Works from different cultures Works showing – colour, collage, sculpture, printing.</p> <p>Example artists: Jackson Pollock, Paul Klee, Kandinsky, Georges Braque, Pablo Picasso Anthony Gormley, Louise Bourgeois, Jean Arp, Richard Long,</p>	<p>Learn about great artists, architects and designers in history</p> <p>Including: Use the work of artists and sculptors to replicate ideas or inspire own work, look at and consider their work, Consider work from different cultures and using different forms eg colour, textile, abstract Look at work form the greats and contemporary artists</p> <p>Example artists: David Hockney, Ruth Daniels, Mark Quinn, Carol Simms, Malevich, Matisse, Mondrian, Michelangelo, Leonardo da Vinci, OP artist Bridget Riley, Stacey Chapman, Picasso, Henry Moore, Patricia Greaves</p>	<p>Learn about great artists, architects and designers in history</p> <p>Including: Use the work of artists to replicate ideas or inspire own work Consider styles used Consider work from other cultures and using different forms eg colour, textile, abstract Look at work form the greats and contemporary artists</p> <p>Example artists: Cezanne, Derain, Van Gogh, Derain, Vlaminck, Braque, Seurat, David Hockney, Tracey Emin, Picasso, Jim Dine, Cornelia Parker, Georgia O Keiffe, William Morris, Picasso, Duchamp, Andy Warhol, Claude Lorrain, Poussin, Jan Beaney and Annemei</p>
<p>Creating ideas</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>For instance: Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) <p>For instance: Develop sketch books Use a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Experiment with a wider range of materials Present work in a variety of ways</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) <p>For instance: Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques</p>

Whole school project / ideas	Tie-dying eg bunting Weaving eg outdoor activities Outdoor sculptures eg house events, outdoor learning day Focus artists
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		Autumn	Spring	Summer
Years 1 & 2 A	Topic Title	Super Me	Homes	Land Ahoy
	Subject Area	Textile and Collage	Sculpture	Working with Colour
	End product	Use Batik to create picture eg a calendar	Clay mud huts	Seascape paintings
	Skills to be taught	<i>Simple batik work Explore colour, design, dying</i>	<i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i>	<i>Recognise, name and mix primary and secondary colours Variations / shades of the same colour Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour</i>
Years 1 & 2 B	Topic Title	Food and Harvest	Toys	Down at the bottom of my garden
	Subject Area	Mark making	Drawing	Printing
	End product	Exploring – Harvest pictures	Observational drawings	Floral / plant Art – Monet link
	Skills to be taught	Use thick felt tip pens/chalks/ wax crayon/ pastel Hold a large paint brush correctly & make marks using paint with a variety of tools. Consider consistency when applying paint. Colour within the line. Draw on smaller and larger scales	Begin to control lines to create simple drawings from observations Use pencils /chalks/charcoal/wax crayon/ pastel Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings	Experiment with amounts of paint applied and develop control Develop controlled printing against outline /within cut out shapes Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns

Years 3 & 4 A	Topic Title	There's a Pharoah in the bath!	Ruins	Who's invading now?
	Subject Area	Textile and Collage	Sculpture	Working with Colour
	End product	Make a bookmark with different stitches on binca	Clay pots	Viking pictures eg boats, faces, initials
	Skills to be taught	<i>Sew simple stiches using a variety of threads and wool</i>	<i>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip</i>	Mix and match colours (create palettes to match images) Lighten and darken tones using black and white. Experiment with colour to create more abstract colour palettes Explore complementary and opposing colours in creating patterns
Years 3 & 4 B	Topic Title	Tribal Tales	Off with Her Head	The Romans are coming
	Subject Area	Mark Making	Drawing	Printing
	End product	Cave Pictures	Tudor Portraits	Roman based textures eg helmet, road
	Skills to be taught	Use sketchbooks to record drawings from observation. Experiment with different tones using graded pencils Draw on a range of scales. Use a variety of brushes and experiment with ways of marking with them.	Include increased detail within work Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Develop shadows. Use of tracing .Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)	Blend two colours when printing Using roller & inks, Explore taking prints from other objects (leaves, fabric, corrugated card) to show texture Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Form string roller prints to create continuous patterns

Years 5 & 6 A	Topic Title	A Child's War	Hola Mexico	Allotment
	Subject Area	Textile and Collage	Sculpture	Working with Colour
	End product	Design and make a stocking / cushion cover (sewing / attaching)	Mayan Masks	Plant / flower pictures – Georgia O'Keefe
	Skills to be taught	<i>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</i>	<i>Make masks from a range of cultures and traditions, building a collage element into the sculptural process Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</i>	Build on previous work with colour by exploring intensity Develop watercolour techniques. Explore using limited colour palettes. Develop fine brush strokes
Years 5 & 6 B	Topic Title	Stargazers	Up the Mountain	Scream Machine
	Subject Area	Mark making	Drawing	Printing
	End product	Abstract Planet pictures	Animal Pictures	Monoprint of a fairground ride
	Skills to be taught	Develop more abstract representations Introduce perspective, fore/back and middle ground Include colour Explore a range of mediums (not paint) on a range of backgrounds Work indoors and outdoors Explore total qualities eg using cross hatching, Pointillism ,sidestrokes, use of rubber to draw/highlight	Use first hand observations using different viewpoints Investigate proportions Explore perspective Use a range of mediums Make choices	Explore monoprinting