

ART Curriculum Long Term Planning 2020 - 2021

	Autumn		Spring		Summer	
EYFS	Drawing Mark making - continuous line, line thickness Recognisable shape Correct handling of media	Printing Stamped objects, use of toys, wheels, fruits and vegetables	Colour Primary colour - names and recognition Secondary colour - names and recognition Appropriate colour choice as necessary	Painting Correct choice of tools - paintbrush, sponge-stick. Handling of tools Scale of work	3D Form Model making - plasticine, clay, blocks, folded paper Found objects- natural and man-made	
Year 1 2020 - 2021 Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in their future work.	3D Form SK-Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Suggested Activity - <u>How do I look?</u> Using a variety of paper textures, weights and colours, fold, cut, join and crimp paper to create African masks.	DT unit Christmas Card Designs (Cauliflower cards) Chalk pastel polar bears Calendar art	Textiles SK-Create images from imagination, experience or observation. Suggested Activity Use easy wax resist (white candle) and tie-dye to create hot and cold pictures.	DT Unit	DT Unit	Printing SK-Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Build a repeating pattern and recognise pattern in the environment. Suggested Activity - <u>What is the moon like?</u> Using a large circular poly-tile create an impression of the surface of the moon. Print onto black paper using white ink.
Year 2 2020 - 2021 Review what they and others have done and say what they think and feel about it	Textiles SK-Create images from imagination, experience or observation. Use a variety of techniques, inc. weaving, French	DT unit Christmas Card Designs (Cauliflower cards) Cotton ball stamped snowy owls Calendar art	Drawing SK-Record and explore ideas from first-hand observation, experience and imagination. Layer different media. Suggested Activity - <u>Who am I?</u>	DT Unit	DT Unit	Painting SK- Mix and match colours using artefacts and objects. Mix a range of secondary colours, shades and tones.

ART Curriculum Long Term Planning 2020 - 2021

<p>Identify what they might change in their current work or develop in their future work.</p>	<p>knitting, tie-dying, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Suggested Activity - <u>Can you make a magical pattern?</u> Use easy wax resist (white candle) to create an African design on fabric and use dye to create a batik effect. Repeat using a secondary colour.</p>		<p>Self portrait - half and half Print a full face A4 photo picture of each child. It can be colour or black and white. You can ask the children to show how they are feeling in their photograph about their return to school. Before giving the picture to the children cut it carefully in half and stick to a piece of A4 paper. The children are to use pencils to recreate the missing half of their face.</p>			<p>Suggested Activity <u>How can you reach for the stars?</u> Look at <i>Van Gogh's Starry Night</i> paintings and discuss the style of the work. Re-create their own version using tempera paint. Once dry use lolly sticks to make a ladder place an appropriate sized photo of the child climbing the ladder and reaching for the stars.</p>
<p>Year 3 2020 -2021 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>DT Unit</p> <p>Christmas Card Designs (Cauliflower cards) overlap tissue trees forest with a watercolour background.</p> <p>Calendar Art</p>	<p>3D/Form</p> <p>SK- Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Suggested Activity - <u>How can a Viking look better?</u> Looking carefully at Viking jewellery and it's use. Recreate designs and make a Viking brooch using clay. Decorated with clay shapes made from rolling into thin cables or cutting from thin slabs. Join using scratch and slip</p>	<p>DT Unit</p>	<p>Artist Study</p> <p>SK- Select and record from first-hand experience observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p>Textiles</p> <p>SK- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery whilst exploring the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Suggested Activity</p>

ART Curriculum Long Term Planning 2020 - 2021

		<p>technique. Once dry paint and varnish with PVA.</p> <p>Dragons eyes.</p>		<p>Suggested Activity <u>Who is Frida Khalo?</u> Create a <i>Frida Khalo</i> inspired self portrait.</p>		<p><u>Why does this cathedral have 3 spires?</u> Lichfield Cathedral - create a decorated textile based piece of work of the interior of the cathedral. Work to be completed after a visit to the cathedral. Look at cathedral A in R.</p>
<p>Year 4 2020 -2021 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>DT Unit</p> <p>Christmas Card Designs (Cauliflower cards) Wax resist snowflake - watercolour background and salt</p> <p>Calendar Art</p>	<p>Textiles</p> <p>SK- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery whilst exploring the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Suggested Activity - <u>Why do we wear colour?</u> Explore Viking clothing and how fabric was coloured and decorated. Create a variety of natural dyes and colour a</p>	<p>DT Unit</p>	<p>3D/Form</p> <p>SK- Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Suggested Activity - <u>Why wear a mask?</u> After studying Mayan artefacts design and create a Mayan mask. Start by designing a mask and creating it using layered and textured card and paper. Secondly recreate the designed mask in clay. Look carefully at joining pieces</p>		<p>Artist Study</p> <p>SK- Select and record from first-hand experience observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Suggested Activity - <u>Why does this cathedral have 3</u></p>

ART Curriculum Long Term Planning 2020 - 2021

		<p>piece of cloth to create a piece of Viking inspired clothing. Decorate with a variety of stitches to create a repetitive design.</p>		<p>using scratch and slip method and incising clay for effect.</p>		<p><u>spires?</u> Lichfield Cathedral - create a mixed media collage of the important areas of the cathedral. Work to be completed after a visit to the cathedral.</p>
<p>Year 5 2020 - 2021 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Christmas Card Designs (Cauliflower cards) Northern light scene Vivid chalk pastels on black background</p> <p>Calendar Art</p>	<p>3D/Form SK- Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Suggested Activity - <u>How do you get to Duat?</u> Make canopic jars using a mixture of plastic cups, cardboard, mod-roc or papier-maché. Paint using a mix of tempera paint and PVA.</p>		<p>Artist Study SK- Select and record from first-hand experience observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Suggested Activity <u>Kandinsky - What is Synaesthesia?</u> Look at his understanding of the relationship between sound and colour. Create an abstract painting focussing on</p>	<p>Drawing SK- Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination.</p> <p>Suggested Activity - <u>How does a single letter tell a story?</u> Anglo-Saxon Art-Illuminated manuscripts - create an letter that is personal meaning to them (name etc) and recreate in the same style as Anglo-Saxon illuminated manuscripts with drawing showing the 'story' of the letter.</p>	

ART Curriculum Long Term Planning 2020 - 2021

				<p>a piece of music and the colours that can be heard and their shapes. Create a senses focussed poem based on the art work <i>Couple Riding</i>.</p>		
<p>Year 6 2020 - 2021 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Christmas Card Designs (Cauliflower cards) <i>Winter Art painting working in the style of Jenny Aranyi</i></p> <p>Calendar Art</p>	<p>Painting/Colour SK- Carry out preliminary studies, test media and materials and mix appropriate colours. Show an awareness of how paintings are created (composition).</p> <p>Suggested Activity - <u>Who were the Egyptians?</u> Create a personalised Egyptian death mask. Look carefully at the stylised facial depictions and specific use of colour. Paint using a mix of tempera and acrylic.</p>		<p>Drawing SK- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Suggested Activity - <u>How is nature mathematical?</u> Use graphite sticks to create large scale drawings focussing on line, tone, light and shade to record the work of UK artist and sculptor <i>Peter Randall-Page</i>.</p>		<p>3D/Form SK- Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Suggested Activity - <u>What are we?</u> <i>Yinka Shonibare</i> Create a whole class <i>Yinka Shonibare</i> plate installation using mixed media. Draw, paint and collage on paper plate to highlight their identity. Put together to make a whole class installation. Either wall mount or create a hanging from a wooden rail.</p>

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Key Stage 1 NC Objectives

- 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 NC Objectives

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.