



Poulton Lancelyn

ART

Long Term Plan

2023/24

## Art Rationale

Our high quality Art curriculum is inspiring, allows children to explore their imagination and express their thoughts and feelings about the world around them. Art lessons allow pupils to explore emotions, their sense of self and opportunities to interpret ideas creatively. Children are introduced to a wide range of stimulus, which encourages them to consider what the artist or culture is trying to express and explore how this can be accomplished. Stimuli have been carefully selected to represent genders, cultural influences and classical vs modern pieces. Throughout their art journey through the school, children have the opportunity to work with various different media and explore techniques which they then use to enhance their own pieces of art work. Children work both independently and collaboratively on projects planning, creating and refining their ideas. Natural links are made to other areas of the curriculum such as history, science, design technology, computing and literacy.

Art Intent						
	Drawing		Surface and Colour		Working in Third Dimensions	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Spirals Drawing	Picasso portraits Drawing	Stone Age Art Drawing	Norse Art Drawing	Georgia O'Keeffe Drawing	Lowry Drawing
Spring	Dragon Eye Working in Third Dimensions	Kandinsky Surface and Colour	Michelle Reader Working in Third Dimensions	Kara Walker Working in Third Dimensions	Gakonga African Art Surface and Colour	William Morris Surface and Colour
Summer	Andy Warhol Surface and Colour	Matisse Surface and Colour  Navajo patterns Working in Third Dimensions	Gary Drostle, Emma Biggs, Cleo Mussi, Gaudi Surface and Colour	Frida Kahlo Surface and Colour	Architecture Working in Third Dimensions	Antony Gormley Working in Third Dimensions

## Art Implementation

Art at Poulton Lancelyn Primary School allows children to appreciate great artists and craftspeople to develop understanding of how art can be produced and the skills involved. The teaching of Art throughout the school follows the National Curriculum. It has been developed with research and teacher's expertise to deliver high quality, progressive and creative sequences of lessons. It has been designed so that pupils engage in a variety of techniques whilst exploring artists and designers from around the world.

The coverage across the school has been planned to ensure key elements are built upon throughout the children's primary education. As children progress through the year groups, they are able to draw on their previously learnt knowledge and skills to create increasingly more detailed and complex projects in the areas of; drawing, surface and colour and working in third dimensions. Lessons are based on observing, understanding and applying the 8 principles of art. The concepts of the elements of art; line, form, shape, colour, value, texture and space are interwoven through children's analysis of examples of art and then applied to their own pieces of work.

For each project, pupils explore carefully chosen examples of a given stimulus or artist. They then experience and experiment with relevant skills relating to the media. Children are encouraged to use their knowledge to imagine and plan for their own piece of work. Pupils apply their skills and knowledge to create their ideas which go through a process of refinement and reflection. Classes are encouraged to think creatively about how to display and celebrate their work so that it can be experienced by others. Children have the opportunity to talk with adults and peers to express their motivation behind creating their pieces of artwork.

### Art Progression Map 2021/22

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to own work</p>		<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>Create sketchbooks to record observations and use them to review and revisit ideas</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>			
<b>Use of sketchbook</b>	<ul style="list-style-type: none"> <li>Use a sketchbook to gather and collect art work</li> <li>Record ideas, observations and designs in sketchbook to show the development of ideas and skills</li> </ul>	<ul style="list-style-type: none"> <li>Record ideas, observations and designs in sketchbook to show the development of ideas and skills</li> <li>Understand basic use of a sketchbook (introduction to annotations) and work out ideas for projects</li> <li>Use sketchbook to record what they see and collect, recording new processes and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbook to collect and record visual information from different sources</li> <li>Use sketchbook to plan and develop ideas, gather evidence and investigate testing media</li> <li>Use sketchbook to support the development of a design over several stages</li> </ul>	<ul style="list-style-type: none"> <li>Collect images and information independently in sketchbook</li> <li>Use sketchbook to plan and develop ideas, gather evidence and investigate testing media</li> <li>Use sketchbook to support the development of a design over several stages</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbook to develop ideas, keeping notes on how to further develop ideas</li> <li>Plans and completes extended sets of drawings in sketchbook to plan a painting, print or 3D piece</li> <li>Express ideas and observations responding to advice from others to rework and improve design ideas</li> <li>Conduct/ present independent research in sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas using different or mixed media, using sketchbook, keeping detailed notes</li> <li>Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs</li> <li>Express ideas and observations responding to advice from others to rework and improve design ideas</li> <li>Adapt and refine work to reflect its meaning and purpose, keeping notes and annotations</li> </ul>
<b>Exploring, developing and evaluating ideas</b>	<p><u><b>KS1</b></u></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination</li> <li>Ask and answer questions about the starting points for their work, and develop ideas</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Review own work and that of others, reflect thoughts/ feelings</li> <li>Identify what might be changed in current work or develop future work</li> <li>Investigate different kinds of art, craft and design</li> </ul>		<p><u><b>KS2</b></u></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas to use in own work</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>Adapt work according to views and describe how it might be developed further</li> <li>Annotate work in sketchbook</li> <li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> <li>Work independently and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> </ul>			

Work of other artists	KS1		Lower KS2		Upper KS2	
	<ol style="list-style-type: none"> <li>Describe the work of famous, notable artists and designers.</li> <li>Express an opinion on the work of famous, notable artists.</li> <li>Use inspiration from famous, notable artists to create their own work and compare.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Warhol, Pablo Picasso, Wassily Kandinsky</li> </ol>		<ol style="list-style-type: none"> <li>Use inspiration from famous artists to replicate a piece of work.</li> <li>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: Gary Drostle, Emma Biggs, Cleo Mussi, Gaudi, Michelle Reader, Van Gogh, Frida Kahlo, Kara Walker</li> </ol>		<ol style="list-style-type: none"> <li>Give detailed observations about notable artists', artisans' and designers' work.</li> <li>Offer facts about notable artists', artisans' and designers' lives.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: Gakonga, Georgia O'Keeffe, William Morris, Lowry, Antony Gormley</li> </ol>	
Drawing	<ol style="list-style-type: none"> <li>To draw a continuous line</li> <li>To draw horizontal, vertical and diagonal lines</li> <li>To draw lines of various thicknesses</li> <li>To draw straight, curved and wavy lines</li> <li>To draw with pencil, oil pastels and chalk</li> <li>To create patterns with lines</li> <li>To give justification for choices</li> </ol>		<ol style="list-style-type: none"> <li>Explore tone using different grades of pencils</li> <li>Experiment with creating pattern and texture using sketching techniques</li> <li>Sketch from observation</li> <li>Begin to draw carefully in line from observation, recording shapes and positioning marks/features with some care</li> </ol>		<ol style="list-style-type: none"> <li>Experiment with showing line, tone and texture with different hardness of pencils</li> <li>Use shading to show light and shadow effects.</li> <li>Use different materials to draw.</li> <li>Show an awareness of space when drawing</li> <li>To begin to use drawing techniques to create texture</li> <li>Alter and refine drawings</li> </ol>	
	<ol style="list-style-type: none"> <li>Make informed choices in drawing</li> <li>Alter and refine drawings and describe changes using art vocabulary</li> <li>Collect images and information in a sketchbook</li> <li>Use research to inspire drawing</li> <li>To explore relationships between line and tone, pattern and shape, line and texture</li> <li>To experiment with shading negative and positive space</li> </ol>		<ol style="list-style-type: none"> <li>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>Use a variety of tools and select the most appropriate</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand</li> <li>Use a viewfinder to focus on a specific part of an image</li> <li>Begin to express ideas and observations responding to advice from others to rework and improve design ideas</li> </ol>		<ol style="list-style-type: none"> <li>Continue to express ideas and observations responding to advice from others to rework and improve design ideas</li> <li>Manipulate and experiment with the formal elements of art (line, shape, colour, form, space, value, texture)</li> <li>Begin applying rules of simple perspective</li> <li>Identify and draw vanishing points and horizon lines</li> <li>Create a drawing in the style of Lowry</li> </ol>	
Surface and Colour	<ol style="list-style-type: none"> <li>Name the primary and secondary colours</li> <li>To mix paint to create secondary colours</li> <li>Select and use different brushes to explore and make marks of different thicknesses</li> <li>Apply paint to a surface to create a painting in the style of Andy Warhol</li> </ol>		<ol style="list-style-type: none"> <li>Mix paint to create all the secondary colours</li> <li>Mix colour and predict outcomes</li> <li>Add black and white to alter tints and shades</li> <li>Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</li> <li>Investigate, experiment, mix and apply colour to create a painting in the style of Wassily Kandinsky</li> </ol>		<ol style="list-style-type: none"> <li>Select colours and materials to create effect, giving reasons for their choices</li> <li>Explore texture through layering, overlapping and overlaying to place objects in front and behind</li> <li>Refine work as they go to ensure precision</li> <li>Learn and practise a variety of techniques, e.g. overlapping, tessellation and mosaic</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand:</li> </ol>	
	<ol style="list-style-type: none"> <li>Use more than one colour to layer in a print</li> <li>Replicate patterns from observations</li> <li>Design and make printing blocks</li> <li>Make repeated patterns with precision</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</li> </ol>		<ol style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary, secondary, warm and cold and complementary colours</li> <li>Use paint to create visually interesting pieces</li> <li>Create mood in paintings</li> <li>Experiment with wet on dry, wet on wet and gradient wash painting techniques</li> <li>To use oil/wax pastels to create a wax resist</li> </ol>		<ol style="list-style-type: none"> <li>Print using a range of colours</li> <li>Create an accurate print design to meet given criteria</li> <li>Experiment with mono-printing techniques by marking onto an ink block, controlling line and tone using tools or pressure</li> <li>Experiment with block-printing techniques</li> <li>Create and arrange accurate patterns using mono-printing and block-printing</li> <li>Combine 2 types of printing to create own artwork</li> </ol>	

		<ol style="list-style-type: none"> <li>1. Create individual and/ or group montage</li> <li>2. Explore shape and colour through montage</li> <li>3. Use repeated patterns within montage</li> <li>4. Use paste and adhesives to select and place cut or torn shapes onto a surface to convey an idea</li> <li>5. Scissor cut shapes with increasing accuracy and arrange to a surface for a purpose</li> <li>6. Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea</li> </ol>	texture, shape, form, pattern, mosaic			
<b>Working in Three Dimensions</b>	<ol style="list-style-type: none"> <li>1. Use clay to construct a simple functional form</li> <li>2. Add texture to a piece of work using tools</li> <li>3. Cut, roll, and coil clay</li> <li>4. Handle and manipulate malleable materials to represent something known</li> <li>5. Feel, recognise and control surface by experimenting with basic tools on rigid or pliable materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Sew 2 fabrics together</li> <li>2. Respond to craft artists to help them adapt and make their own work</li> <li>3. Sort/ group fabrics and threads by colour and texture</li> <li>4. Using weaving techniques with various materials</li> <li>5. Introduction to different types of simple stitches</li> </ol>	<ol style="list-style-type: none"> <li>1. Cut, make and combine shapes to create recognisable forms</li> <li>2. Use recycled materials and practise joining techniques</li> <li>3. Add materials to the sculpture to create detail</li> <li>4. Use key vocabulary to demonstrate knowledge and understanding in this strand (e.g. 2D shape, brim, peak, buckle, edging, trimmings, shape, form)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sketch lines with accuracy using backwards forwards sketching techniques</li> <li>2. Draw simple outlines from images</li> <li>3. Cut accurately</li> <li>4. Arrange paper cut outs to convey emotions</li> <li>5. To use space to create perceived distance</li> <li>5. Refine work drawing on feedback from others</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the different qualities involved in modelling, sculpture and construction.</li> <li>2. Plan sculpture through drawing</li> <li>3. Develop skills in using clay including slabs, coils, slips, etc.</li> <li>4. Create sculpture and constructions with increasing independence</li> <li>5. Use a variety of media</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan and design a sculpture</li> <li>2. Use tools and materials to carve, add shape, add texture and pattern;</li> <li>3. Develop cutting and joining skills</li> <li>4. Use wire, coils, slabs and slips to create an armature</li> <li>5. Use modroc to create a 3D sculpture</li> <li>6. Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast</li> </ol>

## Lesson Sequence

**Explore and Investigate:**

Introduction to an artist/ stimulus, share examples to analyse and make relevant links, discuss vocabulary, examine relevant principles and elements of art

**Experience and Experiment:**

Build on skills, experiment and practise techniques unique to unit focus, work on small scale to collect ideas

**Imagine and Plan:**

Plan for own or collaborative artwork inspired by the skills, techniques and stimulus covered

**Create:**

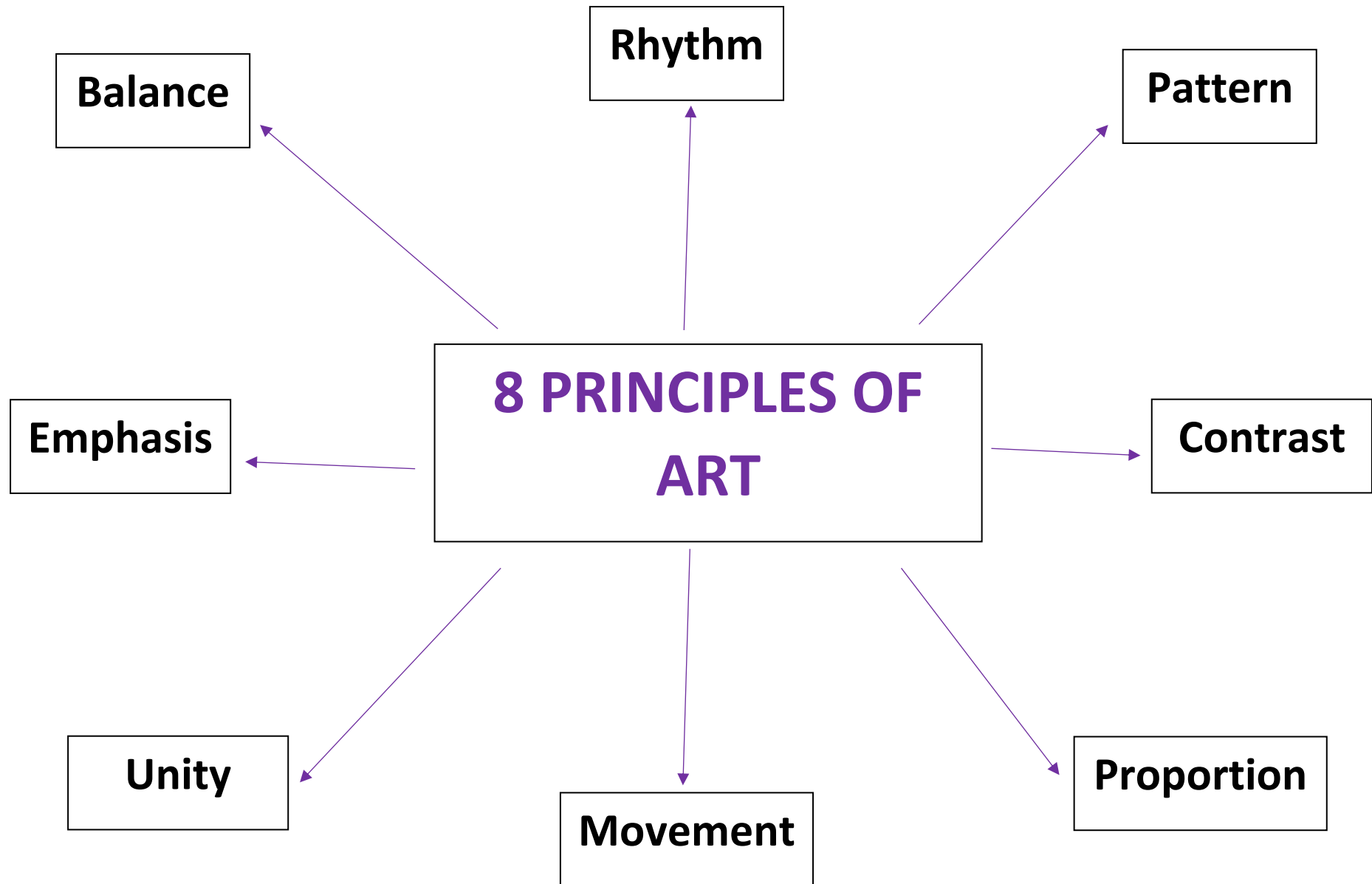
Apply knowledge and skills to produce own artwork

**Refine:**

Critique own work and that of others, make suggestions and adaptations, share ideas

**Reflect:**

Children create an artist's statement about their piece, consider creative display, opportunity to photograph work and discuss process





**Line:**

- One dimensional
- Can define the edges of a form
- Can vary in length/ width/ direction
- Horizontal/ vertical/ diagonal
- Thick/ thin
- Straight/ curved
- Geometric/ organic

**Form:**

- Height
- Width
- Depth
- 3D
- Can enclose a space

**Shape:**

- 2D or 3D
- flat area surrounded by edges or an outline
- Geometric shapes are precise and regular, often found in human-made things
- Biomorphic shapes are found in nature

**Colour:**

- Hue- the origin of a colour
- Intensity- brightness or muted qualities
- Value- tints/ tones

## ELEMENTS OF ART

**Value:**

- Differences in light and dark
- The tint or shade of a colour
- Used to show the effects of light on form
- Can give the illusion of 3D to 2D art

**Texture:**

- The surface quality of a work of art
- The way things look or feel
- Can be actual physical texture or implied visually
- Artists can use techniques to create the illusion of texture
- Artists can choose textured materials to enhance their art

**Space:**

- The area around and within shapes, forms, colours and lines
- Positive and negative space can be created visually
- Background, foreground, middle ground
- The positioning of shapes

# Art and Design

## Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject Content

### Key Stage 1

Pupils should be taught:

- 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
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work

### Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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