



Poulton Lancelyn

ART

Long Term Plan

2021/22

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, mathematics, science, design technology, computing and literacy.

Art Intent

Drawing		Painting		Printing		3D		Collage	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
	Keith Haring Figure Drawing	Picasso Portrait Drawing	Klimt Printing to create a picture	Cezanne Still Life Drawing	Degas Dancers- Realistic figure drawing, proportion	Lowery Architectural/ 1 point perspective drawing			
	Geometry/ Maths Exploring patterns through printing	Kandinsky Painting- Colour Mixing	Turner Watercolour Seascapes	Frida Kahalo Painting and IT	Van Gogh Collaborative painting, exploring colour and texture	Recheng Tsang Collaborative ceramic sculpture			

	Asian Culture Dragon eyes- Clay	Matisse- Shape Collage	South American Folk Art- Day of the Dead Exploring colour and shape	Damien Ortega Sculpture- exploring scale	Katsushika Hokusai Printing	Georgia O'Keefe Painting
	Alita Andre Experimenting with paint application	Navajo patterns Weaving- Binka	Alexander Calder Kinetic and Wire Maze Sculpture	Kara Walker Silhouettes/ story telling through collage	Pop Art Sewing	Guillermo Kuitca Sense of Place Collage to express self

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, painting, printing, collage and the 3D aspect which cover crafts such as textiles, working with malleable materials and sculpture. 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

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

Drawing	<ol style="list-style-type: none"> 1. Introduction to sketching techniques 2. Introduction to line drawing 3. Drawing using various tools, ie. dry materials: pencils, crayons, rubbers, pastels, charcoal, chalk 4. Begin to explore the use of line, shape and colour 5. Introduction to observational skills 6. Use line to represent objects seen, remembered or imagined working spontaneously and expressively 7. Hold and use drawing tools with some dexterity and control to investigate marks and represent their observations, memories or ideas with purpose/intention 	<ol style="list-style-type: none"> 1. Explore tone using different grades of pencils 2. Experiment with blending techniques 3. Experiment with creating pattern/ texture using sketching techniques 4. Sketch from observation/ images 5. Begin to draw carefully in line from observation, recording shapes and positioning marks/features with some care 6. Begin to draw realistic facial features 7. Use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame 	<ol style="list-style-type: none"> 1. Use of sketches to plan, refine and alter work to produce a final piece of artwork 2. Explore shading using different grades of pencil to achieve tones and texture 3. Use line, tone, shape and mark with care to represent things seen, imagined or remembered 4. Use a viewfinder to focus on a specific part of an artefact before drawing it 5. Can make quick line and shape drawings from observation adding light/dark tone, colour and features 	<ol style="list-style-type: none"> 1. Investigate and experiment with formal elements (line, shape, colour, form, space, value, texture) to make drawings that convey meaning 2. Investigate symmetry/ reflections 3. Use drawing to design and arrange research and elements of ideas to compose and plan for artwork 4. Alter and refine drawings 5. Draw familiar things from different viewpoints 6. Use a viewfinder to select a view then record what is in the frame 	<ol style="list-style-type: none"> 1. Select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation 2. Explore potential properties of formal elements (line, shape, colour, form, space, value, texture) and how to apply to own drawings 3. Begin to express ideas and observations responding to advice from others to rework and improve design ideas 4. Organise line, tone shape and colour to represent figures and forms in movement 5. Make quick studies from observation to record action or movement with some fluency 6. Introduction to figure drawing 	<ol style="list-style-type: none"> 1. Continue to express ideas and observations responding to advice from others to rework and improve design ideas 2. Sketches communicate emotions and a sense of self with accuracy and imagination 3. Manipulate and experiment with the formal elements of art (line, shape, colour, form, space, value, texture) 4. Use charcoal/pastels in response to light and dark, shadows and well lit areas 5. Convey tonal qualities well, showing understanding of light and dark on form 6. Begin applying rules of simple perspective
Painting	<ol style="list-style-type: none"> 1. Paint a picture of something they can see 2. Name the primary and secondary colours 3. select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques 4. Investigate mark-making using different painting tools to create particular effects 5. Use painting techniques and apply surface techniques to create or suggest a place, time or season 	<ol style="list-style-type: none"> 1. Mix paint to create all the secondary colours 2. Mix and match colours, predict outcomes 3. Mix own brown 4. Make tints by adding white 5. Make tones by adding black 6. Experiment with watercolour to create a wash 7. Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context 8. Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood 	<ol style="list-style-type: none"> 1. Predict with accuracy the colours that are mixed 2. Know where each of the primary and secondary colours sits on the colour wheel and use a developed colour vocabulary 3. Create a background using a wash 4. Use a range of brushes/ tools to create to create different effects 5. Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work 6. Represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes 	<ol style="list-style-type: none"> 1. Create all the colours that are needed for a piece of work 2. Choose paints and implements appropriately 3. Use colour to create moods in paintings 4. Use shading to create mood and feeling 5. Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting to add texture 6. Create a painting from designs and research to communicate an idea or emotion 	<ol style="list-style-type: none"> 1. Demonstrate a secure knowledge about primary, secondary, warm and cold, complementary and contrasting colours 2. Create a range of moods in paintings 3. Express emotion accurately through painting 4. Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers 5. Plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting 6. Work on preliminary studies to test media and materials 	<ol style="list-style-type: none"> 1. Explain what own style of painting is 2. Use a range of painting techniques in work 3. Use thumbnail studies gathered from observation to help plan and realise paintings 4. Show the effect of light and colour, texture and tone on natural and manmade objects 5. Develop awareness of how paintings are created (composition) 6. Work on preliminary studies to test media and materials and mix appropriate colours independently

Printing	<ol style="list-style-type: none"> 1. Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image Eg. using hands, feet, shapes, sponges, vegetables/ fruit objects and found materials 2. Repeat a pattern, randomly placed or tiled in a grid with a range of printing implements 3. Explore textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads 4. Create repeating patterns using printing techniques 5. Take rubbings from texture to understand and inform their own texture prints 6. Create a scene using printing techniques 7. Create a print using pressing, rolling, rubbing and stamping 		<ol style="list-style-type: none"> 1. Explore images and textures making collograph prints e.g. using corrugated card, string, pressprint 2. Explore lines, marks and tones through printing to create an image 3. Use printing to create embellishment and add detail to a piece of work 4. Explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint 5. Design own printing block 6. Monoprint by marking onto an ink block, controlling line and tone using tools or pressure 7. Print using a range of different materials 8. Explore textures through experimenting with printing techniques 		<ol style="list-style-type: none"> 1. Print using a range of colours 2. Create an accurate print design to meet given criteria 3. Make connections between own work and patterns in their environment 4. Use patterns from local environment to develop own work 5. Recreate a scene and detail remembered, observed or imagined 6. Compare own design and pattern making with that of well-known artists 7. Explore mono printing techniques using different surfaces 8. Combine 2 types of printing to create own artwork 	
Collage		<ol style="list-style-type: none"> 1. Create individual and/ or group montage 2. Explore shape and colour through montage 3. Use repeated patterns within montage 4. Use paste and adhesives to select and place cut or torn shapes onto a surface to convey an idea 5. Scissor cut shapes with increasing accuracy and arrange to a surface for a purpose 6. Select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea 7. Experiment using different colours 8. Explore texture through layering, overlapping and overlaying to place objects in front and behind 		<ol style="list-style-type: none"> 1. Combine visual and tactile qualities 2. Interpret stories, music, poems and other stimuli and represent these using mixed media elements 3. Use the natural / human environment as a stimulus for a mixed media work to convey meaning 4. Make a representational textured image from found textures that have been selected 5. Use different kinds of materials for collage and explain choices 6. Experiment with creating mood, feeling, movement and areas of interest using different media 7. Engage in more complex activities, e.g. control surface decoration of materials with clear intentions 		<ol style="list-style-type: none"> 1. Justify chosen materials 2. Combine pattern, tone and shape within a collage 3. Select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water 4. Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing 5. Use collage techniques to abstractly express an idea 6. Use a range of media to create collage 7. Combine visual and tactile qualities to express mood and emotions 8. Embellish a surface using a variety of techniques, including drawing, painting and printing 9. Use collage techniques to express a sense of self

3D	1. Use clay to construct a simple functional form, smoothing and joining clay with care	1. Sew 2 fabrics together	1. Add onto own work to create texture and shape	1. Experiment with and combine materials and processes to design and make 3D form	1. Use textile and sewing skills a part of a project	1. Create models on a range of scales
	2. Add texture to a piece of work using tools	2. Respond to craft artists to help them adapt and make their own work	2. Design and make a 3D form considering form / function of the piece	2. Identify and assemble found materials to make a new form	2. Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages	2. Create work which is open to interpretation by the audience
	3. Cut, roll, and coil materials such as clay, dough or plasticine	3. Sort/ group fabrics and threads by colour and texture	3. Add line and shape to a piece of work	3. Scale a design up to a larger scale and work as part of a group to create a human scale structure or form	3. Use sewing to add detail to a piece of work	3. Explore sculpting techniques on mouldable materials
	4. Handle and manipulate malleable materials to represent something known and suggest familiar objects or things	4. Using weaving techniques with various materials	4. Create a plan for a piece of work	4. Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	4. Join fabric using a variety of methods	4. Build in clay a functional form using two/three building techniques and some surface decoration
	5. Feel, recognise and control surface experimenting with basic tools on rigid / pliable materials	5. Introduction to different types of simple stitches	5. Explore and use variety of joining methods	5. Include both visual and tactile elements in their work	5. Use early textile and sewing skills as part of a project	5. Sculpt clay and other mouldable materials to create a planned finish product incorporating various techniques

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:

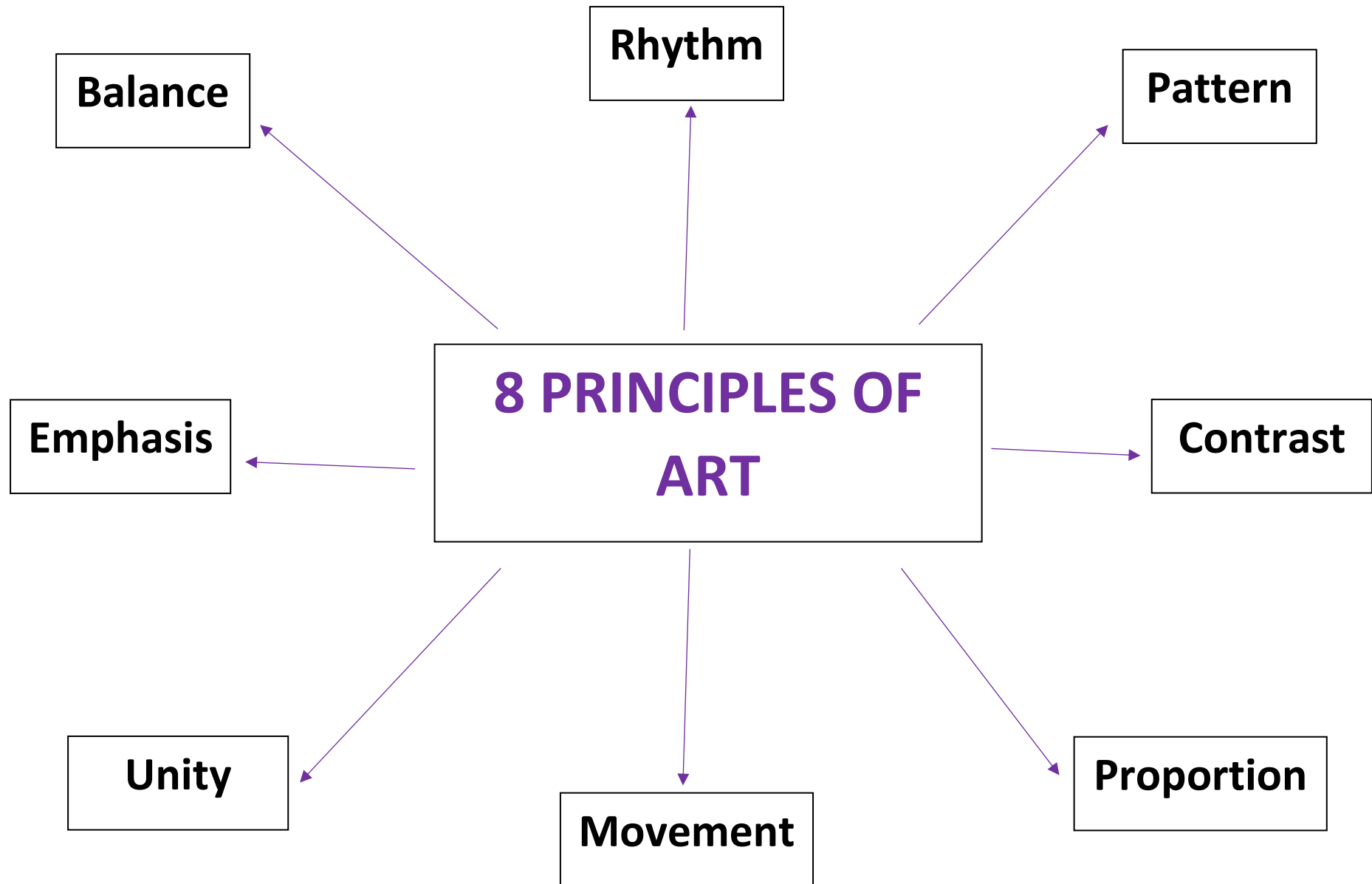
Apply knowledge and skills to produce own artwork

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