



Love God, Love each other, Love Learning

Long Term Plan Art 2019 20

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>To use drawing, painting and sculpture to develop their ideas, experiences and imagination.</p> <p>Artist: Paul Klee - Senecio 1922</p> <p>Painting - Making dark colours by adding black.</p> <p>Making light colours by adding white.</p> <p>Using dark and light colours together.</p> <p>Sculpture - Junk modelling</p>	<p>Observational drawings</p> <p>Steps to Success:</p> <p>-I can draw from first-hand observation,</p> <p>-I can focus on the line and shape within it.</p> <p>3D Sculpture - Alexander Calder/Marc Quinn - exploring wire by bending, twisting and looping it, Pulling, pushing and decorating clay (bread) shapes,</p>	<p><i>Create a sketch book</i></p> <p>Printing</p> <p>Artist: Monet</p> <p><i>Experiment with mood using colour</i></p> <p><i>Mix and use Tertiary colours</i></p> <p><i>Marbling</i></p> <p><i>Explore positive and negative image</i></p> <p><i>Use prints to create cave paintings of natural environment trees, animals, etc.*changing the contents to the lessons to match the new rainbow skills document and new CPD art books.</i></p>	<p>Sketching of eyes: Hector Gonzales</p> <p>Tone, texture and shading.</p> <p>Paul Cezanne</p>	<p>Observational drawings -</p> <p>Experimenting with different pencils and lines/tones</p> <p>Sketching flowers that are in front of the chn to develop observational skills.</p> <p>Rachel Ruysch</p> <p>Step by Step Art:</p> <p>Drawing</p> <p>Working in the style of another artist</p>	<p>Art: Chuck Close: Pixelated Portraits</p>

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<p>Autumn 2</p>	<p>DT Kapow Primary- Textiles Hand Puppets</p>	<p>Portraits - sketch the Queen linked to stamps. - using half an image and creating the other half using tone and overdrawing - adding details afterwards.</p> <p>Textiles - link to DT project - adding on buttons, beads and sequins, changing a design by drawing, sewing and sticking, simple weaving.</p>	<p>DT taught.</p>	<p>Roman Sculptures, form, shape and composition.</p>	<p>Review and revisit Autumn 1</p> <p><u>Step by Step Art:</u></p> <p><u>Drawing.</u></p> <p><u>Composition - arranging shapes, lines and colours.</u></p>	<p>Art (textiles) linked to Topic: Seasonal Wearings: Colour & Texture.</p> <p>Art: Ar2/1.3 (drawing, painting & pastel) linked to Topic: About great artists, architects and designers in history: Lowry Landscapes (pencil, paint and pastel), choosing to use a limited range of colour to produce a chosen effect. Explain how to use composition, scale and proportion.</p> <p>Art (sculpture) linked to Topic: Working with foil: gesture & pose (linked to Giacometti), followed by working with wire. Sculpture linked to the great exhibition.</p> <p>The following units (in red) have not been completed due to Covid-19 related</p>
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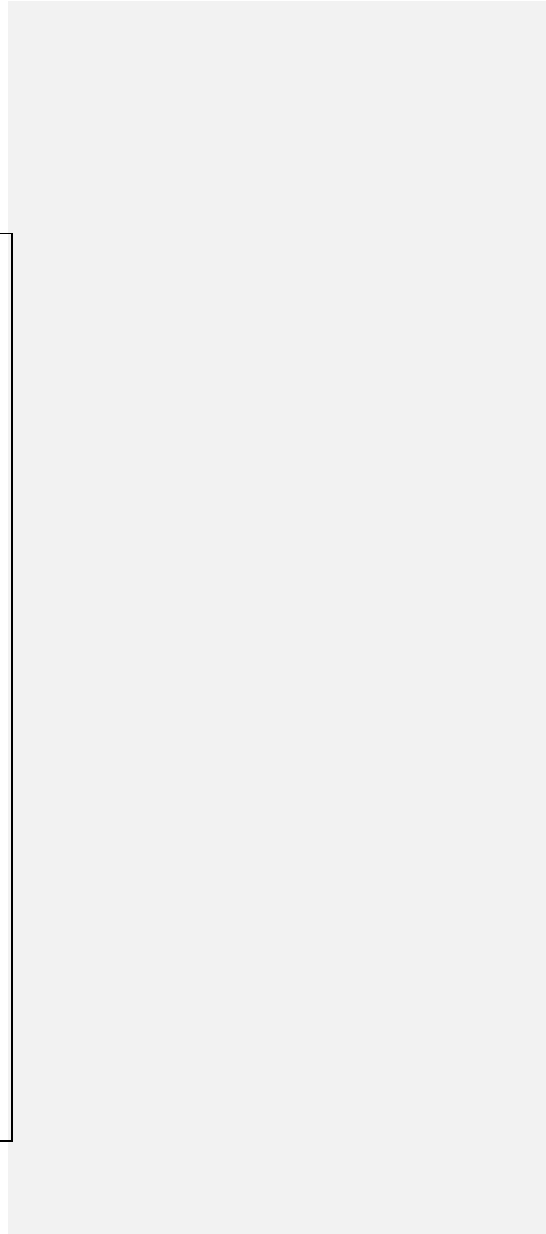
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						<p><i>bubble closure</i></p> <p><i>Art (painting & collage) linked to Science: Exploring camouflage (in painting), folded and symmetrical prints (printing) and developing a collage design (line, shape and pattern) linked to artist, Daniel Mackie.</i></p> <p><i>Art (collage) linked to Enterprise: Mixed Media Decorative Collage (Colour, Shape, Pattern, Line and Texture).</i></p>
Spring 1	<p>DT Kapow Primary - Mechanisms: Wheels and Axels.</p> <p>To use drawing, painting and sculpture to develop their ideas, experiences and</p>	<p>Andy Goldsworthy Season patterns Natural collage</p>	<p>Painting</p> <p>Artist: Eric Carle</p> <p>Begin to work more abstractly</p> <p>Experiment in many different ways</p> <p>Use watercolour to produce a wash</p>	<p>L S Lowry -Portraits and how they show mood. Painting.</p> <p>Link mood to digital photography.</p>	<p>Continuous line drawings.</p> <p>Allison Kunath - using observational skills to create continuous lines - drawing on pencil knowledge.</p> <p>Step by Step Art:</p>	<p>Art: Chinese Art linked to Chinese New Year (watercolour painting). To improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>Art: 'A sense of place'</p>



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	<p>imagination.</p> <p>Artist: Yayoi Kusama Finding and making new lines and line patterns. Making and naming colours of your own. Working in a colour family.</p>		<p>Uses brushes in different ways</p> <p>Paint a volcano in the style of Eric Carle. Use tabs, flaps and pop ups.</p>		<p>Printing</p> <p>Simple stencils, extending monoprinting</p>	<p>Landscape Art (paints)</p> <ul style="list-style-type: none"> - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - about great artists in history -Use a full range of design, experimentation, exploration alongside the work of others to develop their own work -Analyse and comment on their own and others' ideas, methods and approaches -Refine their work, often with several adaptations, to move towards an end point -Begin to use perspective in both
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						<p>abstract and real life art</p> <p>Art: Further work with newspaper (linked to DT): Shape and Form</p>
<p>Spring 2</p>	<p>DT Kapow Primary - Mechanisms: Moving Storybook: Sliders (link to World Book Day)</p> <p>Printing - taking rubbings and prints of plants</p> <p>Drawing - Using tone, finding out about light and dark by smudging and blending</p>	<p>DT taught.</p> <p>Van Gogh Starry Night - exploring colour, shade. Painting - making dark colours, making light colours, using thick and thin paint. + drawing in pastels to add details - extending smudging, pressing and blending.</p>	<p>Artist study: Link to other cultures.</p> <p>Local regional artists.</p> <p>Stephen Campbell</p> <p>Sculpture into buildings.</p> <p>Use a digital camera to collect ideas</p> <p>Use an ICT programme with edit</p> <p>Use montage (Rochdale/ Toad Lane)</p>	<p>Egyptian Art - Looking at jewellery. Collage and combing different materials.</p> <p>Printing.</p> <p>Pounce.</p> <p>Registering.</p>	<p>Mayan artwork - study.</p> <p>Picasso - linked with Mayans style to study and create our own piece.</p> <p>Step by Step Art:</p> <p>Drawing</p> <p>Portraits and Proportion</p> <p>Movement</p> <p>Step by Step Art:</p> <p>Painting</p> <p>Creating mood and</p>	<p>Art: Jesus Around the World: Aboriginal Dreamscapes/ Pointillism, Shading Skills, Oil Pastel & Colour Wheel Work (warm and cold colours), Types of brushstrokes (consolidating Chinese Artwork), Totem Poles and symbolism.</p> <p>Artist Study: M C Escher (Collage, Limited Colour Artwork, Digital Art work & block printing).</p>



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					<p>atmosphere</p> <p>Step by Step Art:</p> <p>Collage</p> <p>Working from observation</p> <p>Torn images</p>	<p>Islamic Printing: Central motifs Lesson.</p>
<p>Summer 1</p>	<p>DT Kapow Primary - Cooking and Nutrition: Fruit and Vegetable Smoothie (Healthy Me Week - also recaps Science Plants) Structures - Windmills.</p> <p>Collage - Making and decorating new shapes by tearing, arranging and adding. Artist: Emma Majury</p>	<p>Printing - making a printing block, making different printing blocks, take drawing into printing - link to African art</p>	<p>DT taught.</p> <p>Exekias - Greek Vase painter</p>	<p>Islam</p> <p>Links with RE.</p> <p>Continuous printing and geometric patterns.</p> <p>Textiles - stitch, tie dyeing, marbling</p>	<p>Space - Peter Thorpe</p> <p>Experiment with pastels/chalks for lines/tones</p> <p>Try and recreate one of his works and then create our own.</p> <p>Step by Step Art:</p> <p>Sculpture</p> <p>Observational work on clay tiles</p> <p>Adding and padding</p>	<p>Art: More slotted sculptures: Shape, Form and Colour linked to Kandinsky followed paper bridges linked to Alexander Calder.</p> <p>Art: J. M. W. Turner: Seascapes.</p> <p>Art: Textiles. (1) Rich Rubbings followed by (2) Wax Resist: Pattern, Colour & Texture.</p>



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Summer 2	As above	DT taught	DT taught. Lydos- Greek Vase painter	Linked with science and geography work. Henri Rousseau - rainforest.	As Summer 1	DT Taught
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