



St Bede's RC VA Primary School: Art & Design Long Term Plan - Cycle A

Please ensure all objectives from the progression document are covered across the year.

Year	Autumn	Spring	Summer
1/2	<p style="text-align: center;">Why is my world wonderful?</p> <p>Focus: Developing painting and drawing skills, explore colour mixing from primary to secondary colours, adding things to paint to create textured effects, paint with control, neatly without gaps.</p> <p>Suggestion: Look at the world around us: sky, sea, sun, forests, flowers, colour, shapes Artists: Kandinsky, Seurat, Mondrian</p> <p>Key Skills Covered: <u>Y1</u></p> <ul style="list-style-type: none"> To know how to load the brush with the correct amount of paint. To develop a preferred brush hold. To know how to clean a brush with water to preserve colours To name and recognise the primary colours and explore colour mixing from primary to secondary colours To learn how to blend colours on the paper whilst the paint is wet. To use colours, textures lines and shape imaginatively, to show their thoughts and feelings. Adding things to paint to create textured effects e.g. water, salt oil, sand, rice etc. To develop their ability to draw things from simple geometric shapes To use a range of media e.g charcoal, crayons, felt tips etc. To draw for pleasure, developing interest in the things in the world around them. To try out new ways of making lines and marks and describe a wide range of texture and forms. To explore light and dark, learning how to create both and controlling them to make tones. Draw and paint from imagination. Learn about artists and their work/style Talk about their work saying what went well and what they could improve 	<p style="text-align: center;">Animals including humans</p> <p>Focus: Further developing drawing and painting skills. Explore sketching and shading, blending, light and dark, using varied media</p> <p>Suggestion: Self portraits, facial awareness, use of mirrors, full body, animals, texture through lines Artists: Van Gogh, Picasso, Warhol</p> <p>Key Skills Covered: <u>Y1</u></p> <ul style="list-style-type: none"> To use different size brushes for different effects. To know the different types of paint and the properties of each e.g. poster, watercolour, powder etc. To use different painting surfaces e.g cartridge paper, card, fabrics etc. and recognise which is suitable for a task. To develop their ability further to draw things from simple geometric shapes. They learn similarities between a range of media e.g, pencil, charcoal, etc. and can talk about the differences saying which they prefer and why. Use new ways of making lines and marks and describe the effects. Practise shading tones, with few gaps and neat edges Begin to blend shading with fingers and rub out rough edges to refine the detail. To use sketchbooks to record and try out ideas. Draw and paint from memory e.g. people, animals etc. Draw and paint to invent. Develop an understanding of how different artists express the same theme. Use language to describe art e.g. cold colours, angry shapes, sad colours, prickly textures etc. Give encouragement to others to improve or offer advice Use key words when describing art. 	<p style="text-align: center;">Plants</p> <p>Focus: Developing collage, using textiles to create work which can also include weaving to layer materials for effect. Sculpture in 2D and 3D form developing manipulation skills.</p> <p>Suggestion: Explore various flowers and plants, looking at shapes of petals, leaves and stems both 2D and 3, collage flowers, weave vases, print with petals/leaves Artists: Monet, Eileen Downes, Van Gogh Sculpture flowers, Marc Quinn</p> <p>Key Skills Covered: <u>YR1</u></p> <ul style="list-style-type: none"> To paint 3D surfaces e.g. models and textures using thicker paint. To develop further drawing for pleasure, developing interest in things in the world around them. To make marks with a variety of objects including natural and man made. To learn different methods of printing e.g mono, block, relief, etching into soft materials etc. To create repeating patterns and recognise patterns in the environment. To develop tearing, cutting and layering paper to create different effects. To learn how to cut, glue and trim materials. To develop a collage based on a simple drawing using paper and materials. Learn to investigate texture through rubbings. Learn basic weaving techniques using paper. To cut, form, tear, join and shape a range of materials e.g clay, card, pipe cleaners etc to make things they have designed/invented. To manipulate clay by rolling, pinching, kneading, coiling etc. To understand that their creations have to dry/set. To take care to finish their creations to their ability. To develop ideas, work in groups, listen to ideas and decide what to do.

	<p><u>Y2</u></p> <ul style="list-style-type: none"> • Making good progress in developing painting skills. Recognising different types of painting surfaces, paint, brushes and painting equipment. • Painting neatly and carefully without gaps. • To measure and mix paint they need and apply the paint sensitively and with control. • Develop colour mixing to make fine variations in secondary colours. • To begin to use different techniques to create effects. • Drawing is becoming more competent, greater detail is shown, techniques are improving and there is evidence of greater control. • Link drawing shapes to writing and alter to suit ideas • To develop their confidence in ways of making lines and marks and describe a wide range of texture and forms. • Make art for expression, imagination, pleasure, to translate and describe things • To work from memory. • learn about the work of different artists and styles. • To look at art for pleasure, choosing which art they like best and say why? • To help each other, sharing knowledge and skills. <p>Key vocabulary: Primary, Secondary, colour, painting, drawing, brush stroke, observation, control, memory</p>	<p><u>Y2</u></p> <ul style="list-style-type: none"> • To develop further colour mixing to make finer variations in secondary colours. • To experiment with painting on a range of 2D surfaces e.g cartridge paper, card, fabric, textured surfaces etc. • To learn to use given self made tools to create original lines and shapes when painting expressively. • To use a range of drawing media e.g coloured pencils, charcoal, crayons, oil pastels etc. They know the similarities and differences between these materials and select which one is most suitable for the task they need. • To develop a sense of the subjects they like to draw and have the opportunity to draw these, learning to improve their style from a range of sources including, phops, books, friends, internet etc. • Can use media more effectively to create light and dark tones in their work and blend and shade more effectively, refining rough edges. • To develop evidence of their work in sketchbooks. • To record events, people, family, develop memory through observational drawing. • Draw from observation e.g mirror, photo etc. • To say things about works of art that they like using correct words. • To question to establish facts and opinions about art and artists. • Have time to talk about their own work and that of others, offering opinions of how they could make it better. • Developing the use of key art terms and vocabulary. <p>Key vocabulary: blend, tone, observation, portrait, self portrait, surfaces, texture, media, tool, control, light, dark</p>	<ul style="list-style-type: none"> • To further develop an understanding of how different artists express the same theme. • To learn from watching others. <p><u>YR2</u></p> <ul style="list-style-type: none"> • To paint on 3D surfaces such as models using suitable paint and tools. • To have developed a sense of subjects they like to draw and have the opportunity to draw these, further learning to improve their style from a range of sources including , observation, books etc. • To use a variety of printing techniques e.g .relief, fabric, rubbings etc. • To begin to create patterns of increasing complexity and repetition. • To print using a variety of materials and objects. • To use a variety of media e.g fabric, plastic, tissue paper, magazines, beads etc.to tear cut and layer to create artwork to suit collage ideas. • To use natural materials to create a temporary collage. • To weave using a variety of media e.g wool, paper etc • To be introduced to dying fabrics, e.g. tea bags, beetroot, onion, red cabbage etc. • Develop an understanding of 2D and 3D in sculpture. • Can make simple plans for making a 3D design and can identify what to do first. • To know different ways of joining and can choose the correct method e.g when to use glue or tape etc. • Can manipulate clay to make a simple design. • Make art for expression, imagination, pleasure to translate and describe things • To work in groups/pairs to design and make things, listening to others ideas, deciding what is best to do, identify roles and resolve issues. • Learn different ways art can be made • To concentrate for longer periods of time. • To help each other sharing knowledge and skills. • Can say how they made their work and link it to an artists work if appropriate. <p>Key vocabulary:</p>
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			cutting, tearing, glueing, layer, natural, manipulate, kneading, coiling, pinching, rolling, collage, sculpture, 2D, 3D
3/4	<p style="text-align: center;">Fantasy Stories</p> <p>Focus: To develop drawing, painting and printing skills by painting for pleasure, expressing their individual ideas and feelings through colour, shape, lines, texture, neatness etc. Using a range of media e.g. paint, pastel, chalk, water colour etc. to begin to layer work. To introduce dying fabrics e.g. tie dyeing, colour resist, marbling</p> <p>Suggestion: Look at the work of fantasy artists how they have expressed their ideas and feelings through shape and colour. We all see and imagine things differently. Look at colours that express feelings for angry, happy, sad, hot, cold etc. Shading to make 3D effects, perspective of paintings looking at background and foreground.</p> <p>Imagine a background for a fantasy picture, and how you could create it through dyeing techniques for the next DT topic.</p> <p>Artists linked with fantasy work - Tim White & John Stephens</p> <p>Key Skills Covered:</p> <p>Y3</p> <ul style="list-style-type: none"> • Paint with increasing control • Develop colour mixing skills to suit the purpose. • Paint with expression using a variety of methods, rags, sticks, sponges etc. • To adapt the paint to create texture • Draw for a sustained period • Add detail and texture to work • Try different drawing styles • Develop ability in mark making and lines to achieve variation in tones, texture etc • Children drawing for pleasure • Print with a variety of objects and materials • Talk about the process used to produce a simple print. • To explore pattern and shape for printing. • Introduced to tie dyeing fabric • Make art for expression, imagination and pleasure. • Look at work artists have completed to inspire and say what they like and what they don't. 	<p style="text-align: center;">Romans</p> <p>Focus: To develop collage and textile skills through mosaics, look at pattern, shape, colour, size, cutting and position. Refine drawing skills by planning, and designing a mosaic. Using a range of media, paper, printing, fabric, natural materials etc. create a mosaic to your design. Compare past and present work. Evaluate outcomes.</p> <p>Suggestion: Explore Roman mosaics. Look at the designs and pictures. Why did they make/ create them? How did they make them? Look at Images of modern day mosaics, compare them to Roman times? Create own work based on mosaic style</p> <p>(Possible mosaic link to Mother's Day or Easter card) Artist: Alexandra Freccero - modern mosaic work</p> <p>Possible website links: http://www.primaryhomeworkhelp.co.uk/romans/mosaics.html https://alexart.azurewebsites.net/Pages/MosaicsNew.htm ↓ https://www.youtube.com/watch?v=X22M2j-JS-g</p> <p>Key Skills Covered</p> <p>YR3</p> <ul style="list-style-type: none"> • Develop more accurate control showing confidence, adapting and refining drawings, knowing it can take time to get it right. • To use drawing for different reasons • To use sketchbooks to record visual images. • To experiment with different media e.g. overlapping and layering to express views. • Develop individual collage. • Explore a range of work for inspiration e.g. books, photographs, internet etc. • To learn about different artists comparing work from the past to present day, identifying what they like best and why. • Evaluate their work, explaining choices and whether they were correct developing artistic language. • To use pattern and shape creating designs for printing (Possible link to Mother's Day or Easter card design) <p>YR4</p>	<p style="text-align: center;">States of Matter</p> <p>Focus: To develop sculpture skills using a range of media in more abstract form. Manipulate a range of media to form desired effects showing shape, space and form. Use modelling tools to engrave media. To use a range of techniques to join and manipulate materials. To work carefully and safely adhering to safety rules.</p> <p>Suggestion: To explore the works of different sculpture artists. To identify similarities and differences within work. Define 3D and develop language related to sculpture. Look at a range of sculptures and compare, what you like, what you don't like and why, improving vocabulary and individual preferences. Look at how they are made and materials they are made from. Explore using media to create a design in its melted/ soft state form before manipulate into a shape for change of state to happen</p> <p>All tasks linked with science - states of matter Slime art https://www.stevespanglerscience.com/lab/experiments/slime-art/ stained glass sugar - Adult help with sugar- create design, roll to harden so that it will be able to stand when set. https://www.stevespanglerscience.com/lab/experiments/stained-glass-sugar/ chocolate art. create picture/pattern, in one piece roll or place over an upturned bowl to shape and harden. https://www.youtube.com/watch?v=GxbshbvMllk Artists- Anthony Gormley, Barbara Hepworth, Auguste Rodin</p> <p>Key Skills Covered:</p> <p>YR3</p> <ul style="list-style-type: none"> • To try different drawing styles and media • To draw 3D shapes more confidently and learn apply neat, flat areas of shading by filling in shapes to the edges without leaving gaps. • To make marks in a range of media to achieve variation in line, texture, tone, shape and pattern • Manipulate and join the media reasonably independently. • Develops models using a range of media • Plans and designs and evaluates model

	<p>Y4</p> <ul style="list-style-type: none"> • Can make sensible judgements about how to improve their work. • To paint neatly and carefully without leaving gaps and messy edges. • Previous learned skills evident, showing improved control, amount of water in cleaning brush, not obliterating underline drawing. • Mix secondary colours and tertiary colours easily and use colour to express mood and feeling. • An awareness of tints and shades in painting, the sky is not a singular colour it is painted from light to dark. • Experiment with techniques to see what works and what doesn't and evidenced in sketch books. • Make informed choices in drawing including paper and media. • Add detail, some shading and texture. Introduce perspective at a basic level, by shading flat areas in single tones from dark to light, learning that light affects objects to make them look solid • Use drawing for different reasons, pleasure, to solve problems, thinking • create and refine a print using a variety of techniques. • Select materials to print with to get desired effect. To introduce to resist printing, marbling, coldwater paste etc • They realise they have their own ideas and thoughts and can record their ideas verbally and by using a combination of materials to express this. • Look at art for pleasure expressing links with reason using some artistic language. • They can compare ideas, methods and approaches in their own work and that of others to say what they think and feel about them. <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> • To draw basic shapes fluently with more confidence, adapting and refining design, knowing it can take time to get it right. • To ensure detail and texture are included in design, Use shading of colours to define how light affects objects. • Use learned skills more readily. • Refine and alter ideas and explain using artistic vocabulary. • To use a range of stimulus for collage work, trying to think of abstract ways to show views. • To realise they have their own ideas and thoughts about art and can record their thoughts and ideas verbally and by using a combination of materials and colour to express this. • To look at how artists created their work. They can look and compare artists' work from the past, present and other cultures identifying likes and dislikes. • Use their own ideas and thoughts to portray meaning. • To compare ideas, methods and approaches in their own work and that of others, saying what they think and feel about them. <p>Key Vocabulary:</p> <p>collage, mosaic, planning, designing, modern, stimulus, experiment, accurate</p>	<ul style="list-style-type: none"> • Uses modelling tools/equipment to engrave/ make texture in work. • To make art for expression, imagination and pleasure to translate and describe things. • To learn about sculpture artists and find out about a piece of work they completed. • To make sensible judgements about their ability to improve their work. <p>YR4</p> <ul style="list-style-type: none"> • To develop control over a range of media. exploring their unique properties and expressing different mark making techniques to suit the task. • Use sketchbooks to develop ideas and evidence work • To be able to work with more confidence using shape, space and form. • To plan, design, make, shape, adapt and evaluate their model, understanding that it has been sculptured. • Make informed choices about the 3D techniques chosen. • Use a variety of materials. • To realise they have their own ideas about art and can record their thoughts and ideas verbally and by using a combination of materials and colour to express this. • To look at art for pleasure, using artistic language. • To compare ideas, methods and approaches in their work and say what they think about them <p>Key Vocabulary:</p> <p>sculpture, manipulate, change of state, engrave, safety, expressing, compare, develop, imagination</p>
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	<p>sustained, texture, variation, expression, methods, judgement, tie dying, informed choices, obliterating, tertiary colours, tints, shades, method, approaches, perspective, mood and feelings</p>		
5/6	<p>WW1</p> <p>Focus: To further develop drawing, painting and sculpture skills. Include shadows and shading in work. Develop drawing and painting with perspective. Use knowledge of colour mixing to create new shades and tones to create 3D effects in work. Use sculpture to create a piece of artwork, manipulating and engraving clay for a chosen purpose.</p> <p>Suggestion: look at the work of artists from WW1, what are the paintings telling us. Discuss how the artist has expressed the feelings, shading etc. Charcoal drawings of the trenches. Paintings of poppyfields or poppies. Sketch aircraft, drawing to scale and enlarging. Visit the war memorial in the village and sketch from different angles, improving 3D drawing.</p> <p>Sculpture: Wire poppy, build up with papier mache, clay, recycled materials. Create own design of a war memorial.</p> <p>Artists- Randolph Schwabe- Voluntary workers in Flax field Paul Nash- The field of Passchendaele & Over the top Percy Wyndham Lewis- A Battery Shelled Charles Sargeant Jagger- The Battle of Ypres & The Worcesters at Gheluvelt Monet - The Poppyfields</p> <p>Key Skills Covered:</p> <p>Y5</p> <ul style="list-style-type: none"> • Paint with a developing ability to create shadows, highlights etc. • Paint neatly and with control. • Control the amount of water and paint so as not to obliterate under-drawing. • Use knowledge of texture in work. 	<p>WW1</p> <p>Focus: To further develop printing techniques and textile work to create collage artwork. Look at using a variety of materials to use to create printing effects, layering colours, blending and creating textures in the finish. Develop collaborative skills to create a group collage. Use a variety of relevant and suitable materials to create a collage piece of work.</p> <p>Suggestion: Look at paintings and pictures of The Blitz. Get the children to think about the printing techniques that they know. Explore some of the effects that they give, would they be suitable? investigate other ways to print. Still looking at the blitz in small groups look to create a collage picture using different media natural and man made. Possibly a whole class picture split into sections which can be pieced together. Plan and work together to create it. Look at using recycled media e.g. magazines, labels etc</p> <p>Artists- Kurt Schwitter, Fred Tomaselli, Dolan Geiman</p> <p>Useful site- https://www.youtube.com/watch?v=TOaSDgpiA0U</p> <p>Key Skills Covered</p> <p>Y5</p> <ul style="list-style-type: none"> • Pupils develop a personal style of drawing for pleasure and problem solving in groups • To explain some printing techniques. • To choose appropriate methods for their task. • To build up layers in their work. • To organise their work in terms of patterns, repetition, or random printing. • To investigate ways of changing fabric e.g. sewing, cutting, tearing, creasing etc. • To choose suitable materials for the task. 	<p>Has life got better for children in Britain?</p> <p>Focus: To further develop sketching, drawing and painting skills of humans. To use shading to add definition to features. To improve the use of lines in drawing. To use learned techniques of colour mixing to add definition to work. To compare the work of artists since Victorian times to present day expressing similarities and differences and using pieces of work as a stimulus for their own work.</p> <p>Suggestions: Look at a range of artists who included children in their work over the years since Victorian times, Post Impressionism, Realism, Art Nouveau, contemporary, abstract, pop Art etc. Compare how the children were drawn and painted, noting hair style, clothing and pose. Use these pictures as a stimulus for children to recreate over the half term. Final piece of work, it could be a child's own creation linking elements from what they like from previous weeks.</p> <p>Artists- Edouard Manet - The Railway 1874 Arthur John Elsley - English Countryside children pre 1923 Jean Stanway - War time paintings 1940 John Dodgson- Under Arches Rue de Seine Donald Zolan Andy Warhol</p>

	<ul style="list-style-type: none"> To paint a 3D model, using appropriate paint and covering it with the required amount of layers to provide a good finish. To learn basic perspective, shading flat areas in single tones from light to dark. Control a range of drawing media, exploring their properties and expressing different mark making techniques to suit the task. Develop a personal style of drawing, drawing for pleasure and to solve problems. To work for a sustained and independent way from observation, experience and imagination. To describe different qualities involved in modelling. incorporate the use of a range of materials in sculpture. Plan sculpture through drawing and other preparatory work from pictures or real life. To develop finishing touches to detail to complete sculpture. Combines and controls materials to express thoughts and feelings. Make thoughtful observations and ask questions about starting points to clarify ideas. Explore the roles and purpose of artists in different times and cultures. Accept negative feedback not as a criticism but as a learning point. Look at work fairly acknowledging what they have done well, as well as the improvements to be made. <p>Y6</p> <ul style="list-style-type: none"> Pupils paint with more control and skill. Paint confidently, neatly and careful. Control the amount of paint and know when to thicken and how to create texture in a finish. To add different hues of the same pigment, or add darker and lighter colours to create more interesting values rather than painting whole areas in one colour. To draw showing an increasing level of skill, incorporating some basic perspective, light and shade form. There is a greater application of skill when drawing. Pupils are confident to experiment and manipulate with the elements of art: line, tone, pattern, texture, form, colour and shape. Use sketchbooks to record results. Create sculpture and construction with increasing independence. 	<ul style="list-style-type: none"> To extend their work within a specified technique. To use learned knowledge to create collage. Pupils use artwork as a stimulus for collage. Uses the addition of different media to improve ideas. Select relevant ideas and processes to use in their work. To use evaluation to understand what they need to do to improve their work and that all artists do this. <p>Y6</p> <ul style="list-style-type: none"> To describe varied techniques. To be familiar with layering prints. To be confident in printing on different media To alter and modify work. To work relatively independently. To be more confident with the use of materials. Pupils choose the techniques, colours and textures when designing and making a piece of work. To express, evaluate, extend and justify their work. To have the opportunity to express their own thoughts and ideas from imagination or observation. To be more confident at articulating their opinions, using terminology such as formal elements and be able to say how materials have been used to create mood and emotion. To know how to evaluate their work fairly and accept criticism and that most artists find this part a vital process in art improvement. <p>Key vocabulary:</p> <p>layering, random, stimulus, modify</p>	<p>Key Skills Covered</p> <p>Y5</p> <ul style="list-style-type: none"> To control the density of paint, to make things appear lighter and further away, more intense to bring closer. To use knowledge of texture in work when required. To show control of the amount of paint and water used, so that they do not obliterate under drawing. Continue to experiment with painting techniques to see what works and what doesn't. Develop the amount of paint and water for blending, improving translucency of colour. To be introduced to different types of drawing e.g. abstract etc. Develop a personal style of drawing, for pleasure and purpose. To work for a sustained and in an independent way from observation, imagination and experience. Combines and controls materials to express thoughts and feelings. Explore the roles and purposes of artists working in different times and cultures. Make careful consideration and judgements about their own work and that of others. Accept negative feedback not as a criticism but as a learning point. <p>Y6</p> <ul style="list-style-type: none"> To use their skill to paint neatly and carefully when required without leaving a messy edge, but be able to paint with a looser style when painting demands it. To control the amount of paint and water they use so they don't obliterate under-drawings but also know when to thicken paint and how to create textures. To know the different hues of the same pigment, or to add darker and lighter colours to create more interesting values, rather than painting whole areas in one colour. To learn different styles of drawing e.g abstract etc. They are able to gain inspiration from these sources to help. To use a range of different media, describing properties and expressing preferences to suit style and purpose. Develop their own personal style of drawing expressing what they like drawing and can draw for pleasure and purpose. Record their ideas in a sketchbook.
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	<ul style="list-style-type: none"> • Plan sculpture through preparatory work, from real life or picture form. • Make informed choices of materials to be used to match the need of the design. • refine finishing touches techniques to provide a pleasing appearance. • To create art for pleasure and solve problems. • Investigate art, craft and design in the locality, looking at 2 & 3 dimensional form. • Look at a wide range of artists' work for pleasure and inspiration. • They understand that the creation of art is not easy and should not be too self critical or compare their work to others at their own expense. <p>Key Vocabulary perspective, sculpture, shading, tones, hues, expression, comparison, criticism, inspiration, construction</p>		<ul style="list-style-type: none"> • To use the addition of different media to improve ideas. • Investigate art & design in a variety of genres, styles and traditions. • Look at a wide range of artists, work and painting styles for both pleasure and inspiration. • Becoming more confident in articulating their opinions, using terminology such as formal elements and being able to say how the materials have been used to create mood and emotion. • To understand that the creation of art is not easy and should not be too self-critical or compare their work to others at their own expense. • To evaluate their work fairly. <p>Key Vocabulary: Impressionism, Realism, Art Nouveau, abstract, translucency, hues, preferences, articulating</p>
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