

**Primary Art Curriculum
Long Term Plan
For St James' CE Primary
School**



Art Long Term Plan

	Unit 1- Autumn 1	Unit 2- Spring 2
FS2	Painting Focus artist- Kandinsky	Collage Focus artist- Matisse
Year 1	Sculpture and painting Focus artist- Giuseppe Arcimboldi	Textiles Focus artist- Stella McCartney
Year 2	Collage Focus artist- Joan Miro	Digital Media Focus artist- Andy Warhol
Year 3	Sculpture Focus artist- Juame Plensa	Printing Focus artist- William Morris
Year 4	Painting Focus artist- Tommy Leonard	Textiles Focus artist- Victoria Potrovitza
Year 5	Digital Media Focus artist- Roy Lichtenstein	Printing Focus artist- Angela Harding
Year 6	3D sculpture Focus artist- Vivian Westwood	

FS2

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p>30-50 Explores colour.</p> <p>40-60 Explores what happens when they mix colours.</p> <p>ELG Experiments with colour</p>	<p>To be able to identify and name colours.</p> <p>To match colours.</p> <p>To know that when mixed colours change.</p> <p>To know how to mix colours.</p> <p>To know which colours to select to create a chosen colour.</p>	<p>Creating own artwork in the style of Kandinsky.</p> <p>Children are to mix colours for each layer of their circles.</p>	<p>40-60 manipulates materials to achieve a planned effect.</p> <p>ELG- safely use tools and techniques.</p> <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To manipulate materials.</p> <p>To know how to layer materials.</p>	<p>To create own collage piece of work.</p>

Year 1

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p>Drawing</p> <ul style="list-style-type: none"> ☒ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ☒ Control the types of marks made with the range of media. <p>Lines and Marks</p> <ul style="list-style-type: none"> ☒ Name, match and draw lines/marks from observations. ☒ Invent new lines. ☒ Draw on different surfaces with a range of media <p>Form and Shape</p> <ul style="list-style-type: none"> ☒ Observe and draw shapes from observations. ☒ Draw shapes in between objects. ☒ Invent new shapes. <p>Tone</p> <ul style="list-style-type: none"> ☒ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <p>Texture</p> <ul style="list-style-type: none"> ☒ Investigate textures by describing, naming, rubbing, copying 	<p>Sculpture</p> <ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. <p>Form</p> <ul style="list-style-type: none"> • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. <p>Texture</p> <ul style="list-style-type: none"> • Change the surface of a malleable material e.g. build a textured tile. <p>Painting</p> <ul style="list-style-type: none"> • To communicate something about themselves within their painting. 	<p>Make the picture with the fruit and take a picture with the iPad, then draw the individual fruits (draw, paint) and use these along with recycled material to make the model.</p>	<p>Drawing</p> <ul style="list-style-type: none"> ☒ Control the types of marks made with the range of media. <p>Lines and Marks</p> <ul style="list-style-type: none"> ☒ Name, match and draw lines/marks from observations. . <p>Form and Shape</p> <ul style="list-style-type: none"> ☒ Observe and draw shapes from observations. ☒ Invent new shapes. <p>Texture</p> <ul style="list-style-type: none"> ☒ Investigate textures by describing, naming, rubbing, copying 	<p>Textiles</p> <ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. <p>Colour</p> <ul style="list-style-type: none"> • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. <p>Texture</p> <ul style="list-style-type: none"> • Create fabrics by weaving materials i.e. grass through twigs. <p>Designer Knowledge</p> <ul style="list-style-type: none"> • Chronology of the focus artists life • The artist's style of work • The artist's themes and inspirations • Lifestyle of artist 	<p>To create a 'Spring Festival' T Shirt Children to present their T Shirts at a fashion show held after school</p>

	<ul style="list-style-type: none">• Create moods within their painting.• Choose to use thick and thin brushes as appropriate.• Paint a picture of something they can see.• Name primary and secondary colours. <p>Artist Knowledge</p> <ul style="list-style-type: none">• Chronology of the focus artists life• The artist's style of work• The artist's themes and inspirations• Lifestyle of artist				
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Year 2

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p>Drawing ☒Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ☒Control the types of marks made with the range of media.</p> <p>Lines and Marks ☒Name, match and draw lines/marks from observations. ☒ Invent new lines. ☒Draw on different surfaces with a range of media.</p> <p>Form and Shape ☒Observe and draw shapes from observations. ☒Draw shapes in between objects. ☒Invent new shapes.</p> <p>Tone ☒ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Texture ☒ Investigate textures by describing, naming, rubbing, copying</p>	<p>Collage Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture.</p> <ul style="list-style-type: none"> • Fold, crumple, tear and overlap papers. • Work on different scales. <p>Colour</p> <ul style="list-style-type: none"> • Collect, sort, match colours appropriate for an image. <p>Shape</p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately. <p>Texture</p> <ul style="list-style-type: none"> • Create, select and use textured paper for an image. <p>Artist Knowledge</p> <ul style="list-style-type: none"> •Chronology of the focus artists life •The artist's style of work •The artist's themes and inspirations <ul style="list-style-type: none"> • Lifestyle of artist 	<p>Children to create a painting and a collage of their shape.</p>	<p>Drawing ☒Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ☒Control the types of marks made with the range of media.</p> <p>Lines and Marks ☒Name, match and draw lines/marks from observations. ☒ Invent new lines.</p> <p>Form and Shape ☒Observe and draw shapes from observations. ☒Invent new shapes.</p> <p>Tone ☒ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Texture ☒ Investigate textures by describing, naming, rubbing, copying</p>	<p>Digital media</p> <ul style="list-style-type: none"> • Use a simple graphics package to create images and effects with: • lines by changing the size of brushes in response to ideas; • shapes using eraser, shape and fill tools; and • colours and texture using simple filters to manipulate and create images. • Use basic selection and cropping tools. <p>Artist Knowledge</p> <ul style="list-style-type: none"> • Chronology of the focus artists life • The artist's style of work 	<p>A repeated flower picture including photo, painting, sketch, digital image.</p>

Year 3

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p>Drawing</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of 	<p>3D sculpture</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object. 	<p>To create their own sculpture inspired by The Dream. Tweet the sculptures to Jaume Plensa</p>	<p>Drawing</p> <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources. <p>Lines and Marks</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<p>Printing</p> <ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<p>To create the set for the fashion show using the printed wallpapers</p>

<p>pencil and other implements to achieve variations in tone.</p> <ul style="list-style-type: none">• Apply tone <p>Texture</p> <ul style="list-style-type: none">• Create textures with a wide range of drawing implements. <ul style="list-style-type: none">• Apply a simple use of pattern and texture in a drawing.					
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Year 4

Unit 1			Unit 2		
Key Skills	Key Knowledge	Key Skills	Key skills	Key knowledge	Outcomes
<p>Drawing</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p>Tone</p>	<p>Painting</p> <ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p>Colour</p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. <p>Mix and use tints and shades.</p>	<p>To create a painting of school and or our local area.</p>	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. <p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. <ul style="list-style-type: none"> Apply a simple use of pattern and texture in a drawing. 	<p>Textiles</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <ul style="list-style-type: none"> Match the tool to the material. Develop skills in stitching, cutting and joining. <p>Artist Knowledge</p> <ul style="list-style-type: none"> Chronology of the focus artists life The artist's style of work The artist's themes and inspirations <ul style="list-style-type: none"> Lifestyle of artist 	<p>To create a class wall hanging. Children can stitch, weave and print to create a wall hanging taking inspiration from Victoria Potrovitza.</p>

<ul style="list-style-type: none">• Experiment with different grades of pencil and other implements to achieve variations in tone.• Apply tone <p>Texture</p> <ul style="list-style-type: none">• Create textures with a wide range of drawing implements.• Apply a simple use of pattern and texture in a drawing.					
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Year 5

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p style="text-align: center;">Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal 	<p>Digital Media</p> <ul style="list-style-type: none"> Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas. 	<p>Create a piece of pop art representing sounds or feelings</p>	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. •Work in a sustained and independent way to create a detailed drawing. •Develop close observation skills using a variety of view finders. •Use a journal to collect and develop ideas. •Identify artists who have worked in a similar way to their own work. <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> •Use dry media to make different marks, lines, patterns and shapes within a drawing. •Experiment with wet media to make different marks, lines, patterns, textures and shapes. •Explore colour mixing and blending techniques with coloured pencils. •Use different techniques for different purposes i.e. shading, hatching within their own work. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>Create printing blocks out of cardboard and create a three layer print using Angela Harding as an inspiration.</p>

<p>contrast and mixed media.</p> <p>Perspective and Composition</p> <ul style="list-style-type: none"> • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created i.e. Composition. 			<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media. • Perspective and Composition • •Begin to use simple perspective in their work using a single focal point and horizon. • •Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>•Show an awareness of how paintings are created i.e. Composition.</p>		
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Year 6

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. 	<p>3D Sculpture</p> <ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. 	<p>To design and make clothes/ accessories out of recycled material</p>			

<p>Perspective and Composition</p> <ul style="list-style-type: none">• Begin to use simple perspective in their work using a single focal point and horizon.• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.• Show an awareness of how paintings are created i.e. Composition.					
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