



St Joseph's RC Primary School, Art Long Term Plan



<p>Nursery</p>	<p><u>Knowledge:</u> To know that different emotions are portrayed in pictures.</p> <p>To learn about the artist Kandinsky.</p> <p>To know the colour names.</p> <p>To understand that different tools make different colour marks on paper.</p> <p>To know that some materials are malleable and some are rigid.</p> <p>To know how to change the shape of materials by rolling and squeezing.</p> <p>To know that materials can be cut and torn and joined together using glue.</p> <p>To know that there are different types of lines.</p> <p>To know that nature is used in Art and learn about Andy Goldsworthy.</p> <p>To know that rubbings can be created using natural materials.</p> <p>To know feelings can be represented with marks and colours.</p> <p><u>Vocabulary:</u> colours, shape, fabric, draw, pattern, texture, rolling, squeezing, playdough, clay, modelling, tools, natural materials, bumpy, zigzag, curvy, dotted, print.</p>	<p><u>Skills:</u> Use a variety of marks.</p> <p>Make continuous lines and closed shapes.</p> <p>Draw with some detail, such as representing a face with a circle and including some details.</p> <p>Show different emotions in their drawings.</p> <p>Use a variety of paper and fabric.</p> <p>Make simple prints using fingers, hands, feet and found objects.</p> <p>Mix colours; experimenting how they change.</p> <p>Apply paint using a range of tools.</p> <p>Join materials and explore textures.</p> <p>Manipulate materials to create an effect.</p> <p>Use drawing to represent ideas.</p> <p>Decide which materials to use, developing own ideas.</p> <p>Create picture of people and places.</p> <p><u>How does this prepare them for the following years?</u> This prepares them for Reception, where they will develop their understanding of, and skills in expressing themselves with, colour; the human form; malleable and modelling materials; creativity and working with different materials: malleable; paper and fabric and paint and mark making.</p>
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<p>Reception</p>	<p><u>Knowledge:</u> Different types of art include painting, drawing, collage, textiles, sculpture and printing.</p> <p>Different types of line include thick, thin, straight, zigzag, curvy and dotted.</p> <p>To know the names of the primary colours and you mix colours to create other colours.</p> <p>Papers and fabrics can be used to create art, including tearing, cutting and sticking.</p> <p>A painting of a place is called a landscape.</p> <p>Natural materials can be used to make simple 2D and 3D art work.</p> <p>Prints can be made from a range of materials including rubbing.</p> <p><u>Vocabulary:</u> Primary colours, cut, tear, fold, print, print block, roller, collage, observation, imagination, manipulate, dough, clay, rolling, squeezing, twisting, joining, clay, modelling, tools, natural materials, bumpy, zigzag, curvy, dotted</p>	<p><u>Skills:</u> Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p>Investigate and use different types of lines.</p> <p>Create accurate drawings of people.</p> <p>Explore and use different textures.</p> <p>Experiment with and use primary colours including mixing</p> <p>Draw or paint from observation or imagination.</p> <p>Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>Experiment with different forms of printing (rubblings, printing with block colours)</p> <p>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Communicate their ideas as they are creating artwork.</p> <p>Share their creations with others, explaining their intentions and the techniques and tools they used</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Communicate their ideas as they are creating artwork.</p> <p>Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p>Use a variety of drawing tools.</p> <p><u>How does this prepare them for the following years?</u> This prepares them for KS1 where they will be learning more in depth about primary and secondary colours, exploring how they mix primary colours to make secondary colours. The children will also develop their drawing skills as they learn sketching techniques and draw portraits.</p>
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Years	<p style="text-align: center;"><u>Autumn</u> Colours: Mix it</p>	<p style="text-align: center;"><u>Spring</u> Collograph Printing: Rain and Sunrays</p>	<p style="text-align: center;"><u>Summer</u> 3D Art: Street View</p>
<p>1 / 2</p> <p>Cycle A</p>	<p><u>Knowledge:</u> To know the primary colours.</p> <p>To know primary colours are mixed to create secondary colours.</p> <p>To know the names of the primary and secondary colours.</p> <p>To know about the colour wheel.</p> <p>To compare how artists use colours in their work.</p> <p><u>Skills:</u> To use primary colours.</p> <p>To mix primary colours to make secondary colours.</p> <p>Describe similarities and differences between use of colour in two or more pieces of art.</p> <p><u>Vocabulary:</u> Primary colours, secondary colours, colour wheel, colourful, bright, vibrant, beautiful, well painted, abstract, happy, sad feelings, techniques</p> <p><i>How does this prepare them for the following years?</i></p> <p>This unit lays the foundation for understanding colour theory which is revisited every two years and applied throughout the range of projects studied.</p>	<p><u>Knowledge:</u> To know what collagraphy and a motif is.</p> <p>To know what transient art is.</p> <p>To know what a print is.</p> <p>To understand the difference between soft and hard pencils and the effects that they can create.</p> <p>To know how textural materials can be described and how different textures can hold varying amounts of ink.</p> <p><u>Skills:</u> To create a motif.</p> <p>To create their own collagraphy art, using ink and paint.</p> <p>To make transient art.</p> <p>Use different types of lines when drawing.</p> <p><u>Vocabulary:</u> Collography, natural, line, straight, curved, spiral, bumpy, texture, ridged, rough, smooth, grainy, wrinkled, crumpled</p> <p><i>How does this prepare them for the following years?</i></p> <p>This prepares them for lower KS2, where they will continue to develop their skills in line drawing and the different techniques in printing.</p>	<p><u>Knowledge:</u> To know about the artist James Rizzi and the techniques he used to create his art work.</p> <p>To know the primary and secondary colours.</p> <p>To know form can be created by layering materials (cardboard, adding wire etc.).</p> <p>To know about and use malleable materials, both rigid and soft, such as clay, plasticine and salt dough.</p> <p>To know what a mural is.</p> <p><u>Skills:</u> Draw or paint a place from memory, imagination or observation (focusing on streets and buildings).</p> <p>Identify and use primary and secondary colours.</p> <p>Manipulate malleable materials by using different techniques, using the layering technique to make their art work 3D.</p> <p>Compare two pieces of art, using technical vocabulary.</p> <p>Discuss and create initial drawings as part of their artist process.</p> <p><u>Vocabulary:</u> Manipulate, malleable, squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing, Smoothing, layering, 3-D, mural, form</p> <p><i>How does this prepare them for the following years?</i></p> <p>This prepares them for lower KS2 as they continue to develop their sketching skills, learn about malleable materials and landscape drawings.</p>



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Years	Autumn Still Life	Spring Sketching and Sculpture: Flower Heads	Summer Drawing and Painting: Portraits and Poses
1 / 2 Cycle B	<p><u>Knowledge:</u> To analyse and evaluate art work based on subject matter, colour, shape, form and texture.</p> <p>To know what still life art work and a sketch are.</p> <p>To know the difference between natural and man-made forms.</p> <p>To learn about the artists Paul Cézanne and Vincent van Gogh.</p> <p>To know about primary and secondary colours and how they are made.</p> <p>Composition is the placement or arrangement of visual elements.</p> <p><u>Skills:</u> Analyse and evaluate art work using artistic vocabulary.</p> <p>Identify and mix secondary colours.</p> <p>Draw and paint natural forms from observation, imagination and memory.</p> <p>Make simple sketches to explore and develop ideas.</p> <p>Create a still life piece of art, using techniques learnt.</p> <p><u>Vocabulary:</u> natural form, nature, observation, draw, paint, sketch, still life, composition, background</p> <p><i>How does this prepare them for the following years?</i> This prepares them for KS2, where they will continue to develop creation techniques through experimentation, learn about natural art and warm and cool colours.</p>	<p><u>Knowledge:</u> To know what a sketch is.</p> <p>To know what a landscape is.</p> <p>To know how malleable materials can be used to create effects (e.g. imprints, creating texture).</p> <p>To know how to use pencils, ink and charcoal can be used to create tone and how this is different to texture.</p> <p>To know what block print is.</p> <p>To know about the artist Yayoi Kusama.</p> <p><u>Skills:</u> Make simple sketches to explore and develop ideas.</p> <p>Draw or paint features of landscape, with some attention to detail.</p> <p>Press objects into a malleable material to make textures, patterns and imprints.</p> <p>Use pencil, ink and charcoal to create effects.</p> <p>Use materials, such as clay or polystyrene, to create a sculpture.</p> <p><u>Vocabulary:</u> Sculpt, charcoal, ink, tone, thickness, texture, imprint, malleable, sketches</p> <p><i>How does this prepare them for the following years?</i> This prepares them for lower KS2, where they will learn about hatching, cross-hatching and shading techniques and develop their sculpturing skills using malleable materials.</p>	<p><u>Knowledge:</u> To learn about the Tudor artist Hans Holbein the Younger.</p> <p>To know what a sketch is and that these can be done with pencil or charcoal.</p> <p>To know what a portrait is and how / why objects are used in paintings.</p> <p>Art software can be used to make a simple line drawing.</p> <p>To know how portraits are different today than in the Tudor period.</p> <p><u>Skills:</u> Explain why a painting, piece of artwork, body of work or artist is important.</p> <p>Make simple sketches to explore and develop ideas</p> <p>Represent the human form, including face and features, from observation, imagination or memory.</p> <p>Use different types of software.</p> <p>Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>Create their own portrait, based on the skills learnt.</p> <p><u>Vocabulary:</u> Tudor, portrait, figure drawing, digital drawing, digital technology, analyse, evaluate</p> <p><i>How does this prepare them for the following years?</i> This prepares them lower KS2 where they will learn how artist's work can express thoughts and feelings. They will also continue to develop the detail used when sketching and drawing.</p>



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Years	<u>Autumn</u> Colours: Contrast and Compliment	<u>Spring</u> Sketching and Printing: Ammonite	<u>Summer</u> Weaving and Printing: Beautiful Botanicals
3/4 Cycle A	<p><u>Knowledge:</u> To learn about tertiary colours, warm and cool colours, complementary colours and analogous colours.</p> <p>How artists use colour in different ways to create effects.</p> <p>How to use watercolour paint to create bolder and stronger effect by layering.</p> <p>How visual elements which include colour, line, shape, form, pattern and tone can be used to create effects.</p> <p><u>Skills:</u> Identify, mix and use techniques studied when using coloured paint.</p> <p>Use tertiary colours, warm and cool colours, complementary colours and analogous colours to create effects in their own art work.</p> <p>Make suggestions for improving or adapting artwork (subject matter structure, composition).</p> <p>Compare artists and identify significant characteristics of the same style of artwork through time.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p> <p><u>Vocabulary:</u> Analogous, complementary, harmonious, hue, primary colour, secondary colour, colour wheel, tertiary colour, warm colour, cool colour, subject matter, structure, composition, preliminary sketches</p> <p><i>How does this prepare them for the following years?</i> The knowledge and skills in this project prepares for upper KS2 where children will learn about tints, tones and shades.</p>	<p><u>Knowledge:</u> To know what a preliminary sketch is and how they are done.</p> <p>To know what a motif is.</p> <p>A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas)</p> <p>To know how malleable materials can change shape.</p> <p>To look at the work of artists Amy Cundall and Bridget Hunt.</p> <p><u>Skills:</u> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Make a two-colour print.</p> <p>Create a 3-D form using clay.</p> <p>Compose a simple evaluation of their own work and suggest improvements.</p> <p><u>Vocabulary:</u> Ammonite, fossil, shape, pattern, join, soften, slip, hatching, cross hatching, shading</p> <p><i>How does this prepare them for the following years?</i> This prepares them for upper KS2, where they will continue to develop their skills to create effects with pencils, ink, charcoal and pen.</p>	<p><u>Knowledge:</u> To know the terms and techniques used in weaving (loom, warp and weft, interlacing, loom weaving)</p> <p>Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style, whereas more contemporary botanical examples can include more simplified graphic or digital representations.</p> <p>A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas)</p> <p><u>Skills:</u> Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p> <p>Cut and join wools, threads and other materials to a loom.</p> <p>Decorate a loom weaving using embellishments.</p> <p>Compare artists and identify significant characteristics of the same style of artwork through time.</p> <p>Work in the style of a significant artist.</p> <p>Make a two-colour print, using a different technique to Spring.</p> <p>Compose a simple evaluation of their own work and suggest improvements.</p> <p><u>Vocabulary:</u> Botanical, embellishment, loom, lino, illustration, warp, weft, weave, print</p> <p><i>How does this prepare them for the following years?</i> This prepares them for upper KS2, where they will develop their printing skills by transferring paint, ink and other art materials.</p>



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Years	<u>Autumn</u> Sketching: People and Places	<u>Spring</u> Pen and Painting: Vista	<u>Summer</u> Clay Patterns and Motifs: Islamic Art
3/4 Cycle B	<p><u>Knowledge:</u> Simple, fluid lines and shapes to add detail to figures.</p> <p>To know the distinctive features that artists have used, exploring similarities and differences between art from the same genre.</p> <p>To know about the artist LS Lowry (1887–1976) and his work. They will compare his work to the work of Leonardo da Vinci and Raffaello Sanzio da Urbino.</p> <p>To know techniques used to add texture and form (hatching, cross-hatching and shading).</p> <p><u>Skills:</u> Draw a human figure in a variety of poses, using pencil.</p> <p>Work in the style of a significant artist, showing scenes from their school and local area.</p> <p>Compare artists and identify significant characteristics of the same style of artwork, through time.</p> <p>Add tone to a drawing by using linear and cross-hatching, and stippling.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p> <p><u>Vocabulary:</u> figure drawing, fluid lines, tone, line drawing, hatching, cross hatching, shading</p> <p><i>How does this prepare them for the following years?</i> This prepares them for upper KS2 where they will develop their sketching techniques learnt to add express into a portrait and how to create perspective, light and shade.</p>	<p><u>Knowledge:</u> To explore the perspective (e.g. atmospheric) and viewpoints of art, and how this has been used overtime to express ideas.</p> <p>To know what a landscape is.</p> <p>To learn about the artists Paul Cezanne and Andre Derain, looking at their landscape paintings.</p> <p>To know how pen and ink can be used to create dark lines, contrasting with white paper and how techniques can be used to create effect (hatching, cross-hatching, random lines and stippling).</p> <p>To know how the use of warm colours and cool colours can make people feel when viewing art.</p> <p><u>Skills:</u> Choose an interesting or unusual perspective or viewpoint for a landscape, using a viewfinder if desired.</p> <p>Compare and contrast landscape artwork from different times and cultures.</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> <p><u>Vocabulary:</u> Landscape art, warm and cool colours, viewpoint, viewfinder, urban and industrial landscapes, mountainous landscapes, cityscapes.</p> <p><i>How does this prepare them for the following years?</i> This prepares them for upper KS2 where they will learn how to use pen and ink (ink wash) to add perspective, light and shade.</p>	<p><u>Knowledge:</u> To know the significance of historical art work.</p> <p>To know what motifs are (figurative, vegetal, abstract and geometric).</p> <p>To know the importance of certain symbols in Islamic Art (e.g. stars).</p> <p>To know what a relief sculpture is.</p> <p>To know techniques used to create a 3-D form from clay, including coiling, pinching, slab construction and sculpting.</p> <p>Carving, slip and scoring can be used to attach extra pieces of clay.</p> <p>Mark making can be used to add detail to 3-D forms.</p> <p><u>Skills:</u> Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Develop techniques through experimentation to create different types of art.</p> <p>Use clay to create a detailed or experimental 3-D pattern / motif.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> <p><u>Vocabulary:</u> Motifs, figurative, vegetal, abstract, geometric, secular, tessellate</p> <p><i>How does this prepare them for the following years?</i> This prepares them for upper KS2 where they will continue to explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p>



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Years	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
5/6 Cycle A	<p style="text-align: center;"><u>Trailblazers, Barrier Breakers</u></p> <p><u>Knowledge:</u> To know why certain art work is significant.</p> <p>To learn about significant black artists, including; Edmonia Lewis, Henry Ossawa Tanner, Elizabeth Catlett and Turgo Bastien.</p> <p>To know what a mood board is.</p> <p>To know what a montage is.</p> <p>To know key terms and their meanings within art; perspective, abstraction, figurative art and conceptual art.</p> <p>To understand in more depth how to analysis artwork.</p> <p>To know how different artistic movements often use colour in a distinctive way (expressionist, impressionist, fauvist and naturalist artists).</p> <p><u>Skills:</u> Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p> <p><u>Vocabulary:</u> Analysis, abstraction, figurative, conceptual, expressionist.</p>	<p style="text-align: center;"><u>Environmental Artists</u></p> <p><u>Knowledge:</u> To know key terms and their meanings within art; perspective, abstraction, figurative art and conceptual art.</p> <p>Environmental art addresses social and political issues relating to the natural and urban environment.</p> <p>To learn about significant environmental artists, including; Antony Gormley, Olafur Eliasson and Edith Meusnier.</p> <p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p><u>Skills:</u> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p> <p>Create art inspired by or giving an environmental message.</p> <p><u>Vocabulary:</u> Conceptual art, ecosystem, marine debris, sustainability, environmental, perspective, abstraction, figurative, conceptual, sculpture, carving, modelling, casting, constructing.</p>	<p style="text-align: center;"><u>Tints, Tones and Shades</u></p> <p><u>Knowledge:</u> To know what a tint, tone and shade are and how to use these effectively.</p> <p>To know how different artists (Impressionists, Fauvists) and movements (Realism, Pop Art) used colours in their paintings.</p> <p>To know how to paint a landscape including a foreground, a middle and a background.</p> <p>To know what the horizon line is and how to represent this in a drawing.</p> <p>To understand strategies used to provide constructive feedback and reflection in art.</p> <p><u>Skills:</u> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>Draw or paint detailed landscapes that include perspective.</p> <p>Adapt and refine artwork in light of constructive feedback and reflection.</p> <p><u>Vocabulary:</u> Tint, tone, tonal, shade, light, shadow, horizon, hue, perspective, scale, preliminary sketches, landscape</p>



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Years	Autumn Line, Light and Shadows	Spring Mixed Media	Summer Expression
5/6 Cycle B	<p><u>Knowledge:</u> To know what a preliminary sketch is.</p> <p>To know what a continuous, or one-line, drawing is.</p> <p>To learn about the artist Pablo Picasso and the effect of his continuous line drawings.</p> <p>To know how to use pencil, pen and ink wash can be used to create tonal perspective, light and shade.</p> <p>To know different shading techniques (cross-hatching, contour lines, stippling and scribbling).</p> <p>To know the effect of using white materials on black paper.</p> <p>How a black and white image effects the lines, shapes, forms and tones.</p> <p>Photographs can be converted to line drawings using graphics software.</p> <p><u>Skills:</u> Produce creative work on a theme, developing ideas through a range of preliminary sketches.</p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p> <p>Use pencil, pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p> <p>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	<p><u>Knowledge:</u> To know the traditional crafting techniques using paper.</p> <p>To know what papermaking is.</p> <p>To know what a mixed media collage, photo collage and paper collage are.</p> <p>To know what applique technique is.</p> <p>To know how some artists use text or printed images to add interest or meaning to a photograph.</p> <p>To know that surrealist images can combine real and imaginary images.</p> <p><u>Skills:</u> Make and use paper to explore traditional crafting techniques.</p> <p>Combine stitches and fabrics with imagination to create a mixed media collage.</p> <p>Use applique to add decoration to a product or artwork.</p> <p>Add text or printed materials to a photographic background.</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p><u>Vocabulary:</u> casting, decoupage, collage, marbling, origami and paper making, abstract, embellish, pictorial, surreal, collage</p>	<p><u>Knowledge:</u> To know what a portrait is and how this can be created in different ways.</p> <p>To know about the Expressionist artistic movement and how they express feelings, moods and emotions.</p> <p>Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p>To learn about the Expressionist painter Edvard Munch.</p> <p>To know what tints and shades are.</p> <p>To know how they use colour in Expressionist art.</p> <p><u>Skills:</u> Explore and create expression in portraiture.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p><u>Vocabulary:</u> Art movement, expressionist, expressionism, iconic, portrait, texture, tints, shades, emotions.</p>



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Vocabulary:

Abstract, composition, contrast, form, opacity, shade, shadow, tone

How does this prepare them for the following years?

This prepares them for the Art and Design programmes of study in Key Stage 3, as they continue to develop the skills learnt:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day