















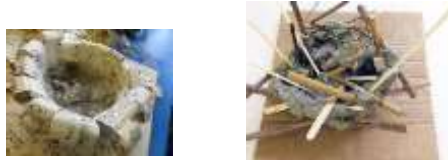






ART LONG TERM PLANNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Art – Mixed Media		Art – Painting/Mark Making		Art – Printing	
NURSERY	<p>Sing nursery rhymes.</p> <p>Use tools and paint to represent themselves and their family.</p>  <p>Link artist: Joan Miro</p>	<p>Learn autumn/weather songs.</p> <p>Explore the sounds of a forest.</p> <p>Combine materials to create an owl collage.</p>  <p>Link artist: Sophie Standing</p>	<p>Collaborative art work</p> <p>Children look at the work of Henri Rousseau to inspire their own collaborative work using poster paint and brush.</p>  <p>Link illustrator: Henri Rousseau</p>	<p>Children listen and respond to African music.</p> <p>Discuss how music can make them feel emotions and create their own piece inspired by this.</p>  <p>Link artist : Edward Tingatinga</p>		
RECEPTION	Art Drawing		Art – Painting		Art – Mixed Media	
	<p>Children to explore closed shapes and lines.</p> <p>Representing a face with bold features in correct place showing an emotion – e.g, happy, sad, scared</p>  <p>Artist: Amedeo Modigliani</p>		<p>Spin Art</p> <p>Children explore different colours and mediums to explore spin art. Children use everyday objects to create art.</p>  <p>Link artist: Callen Schaub</p>		<p>Animals – tissue paper</p> <p>Children look at different shapes to create animal sculptures. Collage is used to add colour and effect.</p>  <p>Link illustrator: Eric Carle</p>	

<p>YEAR 1</p>	<p>Art - Drawing</p> <p><u>Spiral art</u></p> <p>Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings. They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel. The focus of the exploration is around spirals – an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure.</p>  <p>Link Artist: Molly Haslund</p>	<p>Art – Painting</p> <p><u>Watercolour</u></p> <p>Children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, but also how the watercolour itself can help reveal the “story” of the painting. Children then use shape and line to explore watercolour in their final piece.</p>   <p>Link Artist: Paul Klee</p>	<p>Art – Sculpture</p>  <p>Link sculptor: Geoffrey Dashwood</p> <p>Link craftmaker: Christopher Dresser (focus on colours and design)</p>  <p>Making Birds</p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.</p>
<p>YEAR 2</p>	<p>Art – Drawing</p> <p><u>Wax resist leaves</u></p> <p>Children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.</p> 	<p>Art – Painting</p> <p><u>Landscape art</u></p> <p>Children are introduced to the idea that they can use paint in an intuitive and exploratory way. Expressive painting based on UK landscape</p>  <p>Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint)</p>	<p>Art – Sculpture</p> <p><u>Create wire and twig flower garden</u></p>   <p>To use a range of materials creatively to design and make products</p> <p>Link sculptors: Chris Kenny</p> <p>Alexander Calder</p>

	<p>The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>  <p>Link artist and craftmaker: Rosie James</p>	<p>Link artist: Van Gogh</p>  <p>Charlie French</p>	<p>Link craftmaker: Charles R Makintosh</p>
YEAR 3	<p>Art – Drawing</p> <p><u>Gestural art</u></p> <p>Children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>    <p>Link artist: Edgar Degas</p>	<p>Art – Painting</p> <p><u>Perspective art</u></p> <p>Linking to home/belonging – painting the local environment</p>  <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Link artist: L.S. Lowry Link architect: Frank Lloyd Wright</p>	<p>Art – Sculpture</p> <p><u>Recycled structures</u></p> <p>Resourcing materials to make a 3D sculpture.</p>  <p>To use a range of materials creatively to design and make their own buildings</p> <p>Link architect: Vincent Harris (John Ryland Library) Zaha Hadid</p>

	Art – Drawing	Art – Painting	Art – Sculpture
	<p><u>Illustrating an accordion book</u></p>  <p>Children explore how we can create sequenced imagery to share and tell stories. They will create an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.</p> <p>Link illustrator/artist: Shaun Tan</p>	<p><u>Cut Paper Collage Still Life</u></p>  <p>children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects. Children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p> <p>Link artist: Paul Cezanne</p>	<p><u>Sculptures with nature</u></p>  <p>children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”.</p> <p>Link artist: Marcus Coates</p>
	Art – Drawing	Art – Painting	Art – Sculpture
Year 5	<p><u>Typography</u></p>  <p>Children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three dimensional maps.</p> <p>Link artist: Grayson Perry Louise Fili</p> 	<p><u>Land and City Scapes</u></p>  <p>Children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media. Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result.</p> <p>Link artist: Kittie Jones Shoreditch sketcher</p>	<p><u>Space sculpture.</u></p> <p>Chn will explore different materials to build sculptures – e.g. soap, wire, shadows.</p> <p>They will join materials to create a 3D outcome, making considered choices about the placement of materials.</p> <p>Link artist: christoph robausch</p>  <p>Kapow</p>

Art – Drawing

Year 6

Exploring identity



Children are introduced to artists who explore their identity within their art.

Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the



artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.

Link artist: Mike

Barret

Art – Painting

3D using paint

Children will experiment with colour, form and tone to create different shades. They will use colour to create a 3 D effect.



- Pupils who are secure will be able to:
- ✓ Show their ideas about a painting.
 - ✓ Describe the difference between a still and a still life.
 - ✓ Mix tints and shades for adding back or white paint.
 - ✓ Discuss their real life experiences of how colours can appear different.
 - ✓ Use tints and shades to paint an object in 3D.
 - ✓ Try different arrangements of objects for a composition, explaining their decisions.
 - ✓ Produce a clear sketch that reflects the arrangement of their objects.
 - ✓ Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
 - ✓ Paint with care and control to make a still life with recognizable objects.

Link artist: Kent Paulette

Kapow

Art – Sculpture

Tiny house village



Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.

Link architect: Alison Brooks