



# Adswood Primary School

## Art and Design Long Term Planning



### CONCEPTS: Initial Lesson/appraisal of artwork

#### CONTENT

This concept asks children to think about what the artwork is about.

Is it realistic? Who is it about? What is it about? What message, if any, does it convey? Is it exaggerated? Distorted? Children should consider if there are any hidden meanings behind the colour choice, main ideas, symbols or simply in the style it has been created in. Does the piece adhere to a particular art style or period throughout history? Children are given time to analyse and appreciate a single piece of artwork rather than a collection from a particular artist.

#### COMPOSITION

This concept asks children to think about the composition of artworks and how they have been arranged.

How are all of the elements put together? How are shapes/figures positioned? Consideration may be given to the emphasis on foregrounds/backgrounds, dominant/central colours or shapes. Is there a focal point? Do all components link together seamlessly or do they contrast? In 3D work, have some features been given more importance? Consider if there are any recurring shapes, lines or forms which determine the overall design of the piece.

#### CREATION

Children will discuss how has this artwork been created.

What tools, materials, techniques and processes have been used? What may have led to this artwork? Did this piece build up from a particular starting point? Would this have been quickly created or would it have developed over a long time? Developed in clear stages? What stages did the artist go through to achieve the end piece? What skills have been used? Consider; line drawing, shading, painting, cutting, shaping, rolling, printing, collage, tearing, sewing, moulding etc..

#### CONNECTIONS

This concept explores what mood has been created within this artwork.

How does this artwork speak to you? Do you like it? Why/why not? Do you like elements of it but not the whole piece, or are there any particular parts that you don't like about it? Does it remind you of anything else? What thoughts, feelings and emotions does this give you? How does it make you feel? How do you think the artist was feeling when they created this artwork? Consider if this artwork is; calm/busy quiet/noisy aggressive/peaceful dominant/subtle happy/sad messy/controlled.



# National Curriculum Requirements



## Subject Content and objectives

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.



# EYFS



Creative Arts and Design		
Autumn	Spring	Summer
<ul style="list-style-type: none"><li>• Begin to draw with purpose, deciding what to draw before making marks.</li><li>• Use a variety of mark-makers with increasing control and efficiency.</li><li>• Understand that they can draw through observation</li><li>• Make Observational drawings using a range of media - pencils, chalk, pastels, charcoal, graphite.</li><li>• Draw and paint a self portrait using mirrors.</li><li>• In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.</li><li>• Explore what happens mixing primary colours to create secondary colours.</li><li>• Begin to explore a range of painting techniques</li><li>• Begin to print using objects and paint.</li><li>• Use a range of materials to make models - e.g musical instruments, vehicles.</li><li>• Join materials using different techniques, glues and tapes, string.</li><li>• Use a range of tools e.g scissors, hole punches</li><li>• Mould clay/dough with hands using techniques such as pinching, squeezing, pulling, poking, and patting to achieve a desired effect (e.g. sausages, balls, thumb pot). Use tools appropriately to roll, cut, flatten etc.</li><li>• Talk about artists' work and techniques.</li><li>• Create artwork in the style of an artist.</li><li>• Collaborate to create artwork as a group.</li><li>• Display artwork in the class Art Gallery.</li></ul>	<ul style="list-style-type: none"><li>• Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels).</li><li>• Make Observational drawings using a range of media - pencils, chalk, pastels, charcoal, graphite.</li><li>• Mix various shades of primary colours to create secondary colours and use these in artwork.</li><li>• Observe animals and make observational drawings.</li><li>• Combine a variety of media e.g pencils, paint, chalk, pastels, charcoal, graphite.</li><li>• Explore a range of painting techniques using a selection of tools - e.g brushes, sticks, fingers, corks.</li><li>• Draw and paint on a larger scale both indoors and out.</li><li>• Use flowers and plants as a stimulus for drawing and painting.</li><li>• Explore different textures and create a collage.</li><li>• Use fabrics, yarns, other materials to create weavings.</li><li>• Use loose parts and natural resources to create transient art.</li><li>• Talk about artists' work and techniques.</li><li>• Create artwork in the style of an artist.</li><li>• Collaborate to create artwork as a group.</li></ul>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Use colour-mixing techniques, to match the colours they see and want to represent.</li><li>• Combine a variety of media e.g pencils, paint, chalk, pastels, charcoal, graphite.</li><li>• Choose a painting technique and tool to create their own artwork.</li><li>• Draw and paint on a larger scale both indoors and out.</li><li>• Make models for a purpose</li><li>• Use a range of recycled materials to make models - e.g musical instruments, vehicles.</li><li>• Join materials using different techniques, glues and tapes, string.</li><li>• Use a range of tools e.g scissors, hole punches</li><li>• Cut shapes from a range of papers and create their own collage.</li><li>• Talk about artists' work and techniques.</li><li>• Make Observational drawings using a range of media - pencils, chalk, charcoal, graphite. Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.</li><li>• Talk about artists' work and techniques.</li><li>• Share artwork/creations and talk about their own work.</li><li>• Create artwork in the style of an artist.</li><li>• Collaborate to create artwork as a group.</li></ul>



# Year 1/2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Portraits	Bridget Riley	Jean Michel Basquinet	Techniques and collage	Andrew Gormley <i>Focus Ed Lit Link</i>	Edward Munch <i>(The Scream)</i>
National Curriculum Objectives	Know the names of the primary and secondary colours.  Know how to show how people feel in paintings and drawings.	Know how to create a repeating pattern in print.  Know how to use pencils to create lines of different thickness in drawings.	Describe what can be seen and give an opinion about the work of an artist.  Ask questions about a piece of art.	Know the names of primary and secondary colours.  Know how to cut, roll and coil materials.  Know how to create a repeating pattern in print.	Ask questions about a piece of art.	Know how to cut, roll and coil materials.  Know how to use IT to create a picture.  Know how to show how people feel in paintings and drawing.  Know how to create moods in artwork.
Skills/Techniques to be taught	Pencil skills  Observational drawings using a mirror  Exploring skin colours and tones.  Drawing facial features.	Weaving with paper strips using lines drawn in different thicknesses.  Repeating a template to create a pattern.  Use overlapping lines and curves to create a pattern.	Graffiti style art with a mixture of oil pastels and felt tips. Focussed on lettering, shape and form.  Chalk pastels outdoors.	Cut, roll and coil  Collage using layering techniques  Create individual printing blocks with string and cardboard.	3D sculpture  Shaping clay, smooth finish, connecting pieces together.	Take a posed photograph to mimic <i>The Scream</i> .  Use sketchbooks to experiment with various ways to create background using coiled and rolled material,
Materials Required	Paint and card	Coloured paper, scissors, drawing tools, pencils, pens, felt tips	Chalk pastels, black paper	String, PVA, cardboard pieces,	Air drying clay  Paint	Ipads, digital portraits, string, beads, paint, card to coil and roll.
Intended Outcome	Linked to PSHE A4 Self Portraits	2D Abstract Line Art	Graffiti Portrait Art	Annanci The Spider Repeated Web Print.	Individual sculptures of famous landmarks using salt dough.	2D Mixed Media Photo



# Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Giuseppe Arcimboldo	Margot Godferry	Sanna Galega	Ben Giles	Trevor Grimshaw	Vanessa Scott
National Curriculum Objectives	I know how to show facial expressions in art.  Recognise when art is from different historical periods.  Know how to compare the work of different artists	I know how to identify the techniques used by different artists.  I know how to use a range of brushes to create different effects in painting.	I know how to identify the techniques used by different artists.	Recognise when art is from other cultures.  I know how to use digital images and combine with other media.  Know how to use IT to create art which includes their own work and that of others.	I know how to use sketches to produce a final piece of art.  I know how to use different grades of pencil to shade and to show different tones and textures.	I know how to create a background using a wash.  I know how to use a range of brushes to create different effects in painting.
Skills/Techniques to be taught	Facial expressions  Observational drawings	Shading	Tone	Texture  Digital Art	Background	Wash / Wax Resist  Watercolour detailed painting of boats.
Materials Required	Real fruit and veg  Paper, pencils, colouring pencils	Watered down poster paint to achieve a blown effect.  Tissue paper, felt, cellophane, straws.	String, magazine cuttings, strips to roll.	Printed images  Printed selfies	Charcoal, shaded pencils, sugar paper.	Watercolours, brushes, art paper, white candle wax
Intended Outcome	Arcimboldo Inspired Face. A4.	Volcano Art  Mixed Media / LCC	Paper Bead Jewellery	Collage of printed images with a printed 'selfie' in style of Ben Giles.	Trevor Grimshaw re-creation	Canal Art  Layered mixed media 'canalscape' with a wash background.



# Year 4/5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Wassily Khandinsky/ Beatriz Milhazes	Henry Moore	Curtis Holder	Rob Wilson	Stanley Chow	Yinka Shonibare
National Curriculum Objectives	Design and make a print block or tile to replicate shapes and use different colours to create a printed image	Use marks, line and tone to produce texture based on animal sketches	Show figures or objects moving by using line, tone, shape and colour to add depth and highlight specific areas to cast shadows	Use mixed media to create landscape of Adswood Primary School	Use images created, scanned and found; altering them where necessary to create emotion in art	Research the work of an artist and use their work to replicate a style
Skills/Techniques to be taught	Designing a tile Printing Building layers Colour theory	Shading Sketching Mark making to represent animal prints	Line and tone Colour Ways to show movement through pencil marks	Mixed media Making choices as an artist	Editing digital images Using colour to depict emotion	Sculpture Using colour to replicate the work of an artist
Materials Required	Cardboard Ink Rollers	Sketching pencils	Coloured pencil Sketching pencils	Acrylic paint Newspaper/magazines Overlays Textiles Wool/thread Permanent pens	Chromebooks iPads Pens	Pipe cleaners Tissue paper Textiles Tape String/wool Cardboard Scissors
Intended Outcome	Build a class sculpture to hang from the ceiling built up of tile prints cut into circles	Animal made up of multiple animal prints <a href="https://www.nparks.gov.sg/activities/events-and-workshops/2019/12/the-lakeside-project---jurong-lake-gardens">https://www.nparks.gov.sg/activities/events-and-workshops/2019/12/the-lakeside-project---jurong-lake-gardens</a>	Self portrait of the child; showing movement from one position to another	Mixed media landscape of the school facade	Portraits of famous individuals from Manchester altered digitally using colour to represent emotions	Book covers inspired by the British Library and 3D pipe cleaner sculptures inspired by the 'Dysfunctional family'





# Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study	Kara Walker	Grayson Perry	Robert Burle Marx (links to Kingswood)	Rachel Gadsen Rachel Smith-Ruffle	Marina Debris	Islamic Art
National Curriculum Objectives	Use a full range of pencils, charcoals or pastels when creating a piece of observational art.  Understand what a specific artist is trying to achieve in any given situation.	Understand why art can be very abstract and what message the artist is trying to convey.  Know how to overprint to create different patterns.  Explain why different tools have been used to create art.	Understand why art can be very abstract and what message the artist is trying to convey.  Understand what a specific artist is trying to achieve in any given situation.	Know which media to use to create maximum impact.  Explain the style of art used and how it has been influenced by a famous artist.	Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art.	Know how to use a range of e-resources to create art.  Know how to overprint to create different patterns.
Skills/Techniques to be taught	Use light techniques to create a silhouette/ profile	Create a printing block using string over line drawings	Use shape, lines and paper stock to arrange geometric shapes to create art	Observational art  Sketchbook to explore effects using chalk, paint, ink and pen	Ethically re-using materials for art  Testing Materials: durability, shaped, strength of materials, fit for purpose and how the materials are joined together.	Nature and Geometric shapes in Islamic Architecture  Interlocking circles with a compass  Overlapping colours to create new shades
Materials Required	Black paper, torches, charcoal, pencils, chalk pastels.	Fabrics, IT repeat patterned paper, sewing needles and threads	Sketchbooks, paper, collage, rulers, pencil	Mirrors, paint, ink, chalk pastels, string	Packaging, plastic bags, lids, boxes, string,	Compasses, pencil crayons, watercolours, felt tips
Intended Outcome	2D Silhouettes	Overprint Portrait 2D Abstract	Rio Street Art Shape/Composition	2D Relief Mental Health Portraits	3D Outdoor Trashion Show	2D/3D continuous wire piece with coloured acetate