



## Rotation A

### Art Long Term Plan

#### 3 Class Scenario (September 2021 – July 2022)

	Autumn	Spring	Summer
YR/1	<p><b>Self-portraits</b>  <u>Objectives / Skills</u>  <u>Reception and Y1</u></p> <ul style="list-style-type: none"> <li>• Drawing using line, texture and pattern</li> <li>• Paint mixing- secondary colours, hair and skin tones, dark and light</li> </ul> <p><u>In addition, Y1 will:</u>            Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space            To explore differences and similarities within the work of artists from different times and cultures.            To begin to use a sketchbook to gather ideas for artwork.            To use pencil to develop sketches.            To use a variety of tools to add colour to sketches (paint / pastel / crayon / coloured pencil).            To explore the use of line, colour and shape.            To review what they and others have done and say what they think about it.            To identify what they might change in future work.</p>	<p><b>Investigating Materials (related to topic work or following children's own interests)</b>  <u>Objectives / Skills</u>  <u>Reception and Y1</u></p> <ul style="list-style-type: none"> <li>• Manipulating materials- folding, tearing, cutting, pleating</li> <li>• Join materials in appropriate ways for task</li> <li>• Colour materials</li> <li>• Collect and sort fabrics</li> <li>• Weave materials</li> </ul> <p><u>In addition, Y1 will:</u>            Use a range of materials and a variety of tools creatively to design and make products            Record and explore ideas from first hand observation, experiences and imagination            To review what they and others have done and say what they think about it.            To identify what they might change in future work.            Use a sketchbook to gather and collect ideas and artwork.</p>	<p><b>What is sculpture?</b>  <u>Objectives / Skills</u>  <u>Reception and Y1</u></p> <p>Investigate sculpture through the work of Antony Gormley by:</p> <ul style="list-style-type: none"> <li>• Drawing- lines, texture, shape and space</li> <li>• Collage- shape, texture and colour</li> <li>• Sculpture- joining materials</li> <li>• Photography</li> </ul> <p><u>In addition, Y1 will:</u>            Ask and answer questions about starting points of their work and develop their ideas.            Explore differences and similarities in the work of artists from different times and cultures.            Continue to develop the use of the sketchbook to explore and review ideas.            To review what they and others have done and say what they think about it.            To identify what they might change in future work.</p>

<p><b>Y2/3/4</b></p>	<p align="center"><b>Norman Cornish and Ray Lonsdale</b></p> <p><u>Objectives / Skills</u></p> <p><u>Year 2</u></p> <p>-Pupils should be taught about the work of artists describing differences and similarities between different practices and disciplines and making links to their own works.</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>-To select from a range of art and design techniques (colour, pattern, texture, line, shape, form and space).</p> <p>-To review what they and others have done and say what they think about it.</p> <p>-To identify what they might change in future work, annotating work in a sketch book.</p> <p><u>Year 3 &amp; 4</u></p> <p>-Pupils should be taught about great artists in history.</p> <p>-To improve their mastery of selected art techniques (drawing, painting, sculpture).</p> <p>-To compare ideas, methods and approaches in their own and others' work and say how they feel about them, recording this by annotating sketch books.</p> <p>-To adapt their work according to their views and describe how they might develop it further.</p>	<p align="center"><b>Victorian Artists: William Morris Patterns and JMW Turner Paintings</b></p> <p><u>Objectives / Skills</u></p> <p><u>Year 2</u></p> <p>-Pupils should be taught about the work of artists describing differences and similarities between different practices and disciplines and making links to their own works.</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-To use painting and printing to develop and share ideas, experiences and imagination.</p> <p>-To review what they and others have done and say what they think about it.</p> <p>-To identify what they might change in future work, annotating work in a sketch book.</p> <p><u>Year 3 &amp; 4</u></p> <p>-Pupils should be taught about great artists in history.</p> <p>-To improve their mastery of selected art techniques (painting and printing).</p> <p>-To compare ideas, methods and approaches in their own and others' work and say how they feel about them, recording this by annotating sketch books.</p> <p>-To adapt their work according to their views and describe how they might develop it further.</p>	<p align="center"><b>Ancient Greek Clay Modelling</b></p> <p><u>Objectives / Skills</u></p> <p><u>Year 2</u></p> <p>-Use clay to develop ideas stimulated by the Ancient Greeks.</p> <p>-Design and make a clay coil pot, decorated using inspiration from Ancient Greek design.</p> <p>-To review what they and others have done and say what they think about it.</p> <p>-To identify what they might change in future work, annotating work in a sketch book.</p> <p><u>Year 3 and 4</u></p> <p>-To improve their mastery of art and design techniques involving clay.</p> <p>-To design and make a clay jug using pinching method using inspiration from Ancient Greek design.</p> <p>-To compare ideas, methods and approaches in their own and others' work and say how they feel about them, recording this by annotating sketch books.</p> <p>-To adapt their work according to their views and describe how they might develop it further.</p>
<p><b>Y5/6</b></p>	<p><b><u>Chinese Art</u></b></p> <ul style="list-style-type: none"> <li>• Chinese 3d masks and culture</li> </ul> <p>-Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>-Create human forms showing movement</p> <ul style="list-style-type: none"> <li>• Chinese brush painting</li> </ul> <p>-Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>-Develop fine brush strokes</p> <p><u>Year 5 &amp; 6</u></p> <p>-Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>-Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>-Adapt work according to their views.</p>	<p><b><u>Popular culture/identity</u></b></p> <ul style="list-style-type: none"> <li>• Art of everyday objects</li> <li>• Digital photography</li> <li>• Still life drawing painting</li> <li>• Local area sketches.</li> </ul> <p>-Use first hand observations using different viewpoints, developing more abstract representations</p> <p>-Introduce perspective, fore/back and middle ground</p> <p><u>Artist Study</u></p> <p>Banksy</p> <p><u>Year 5 &amp; 6</u></p> <p>-Use the work of artists to replicate ideas or inspire own work</p>	<p><b><u>Human Art Form</u></b></p> <ul style="list-style-type: none"> <li>• Contrast human art forms i.e sculpture, drawing, paint, print etc</li> </ul> <p>-Design and create sculpture, both small and large scale</p> <ul style="list-style-type: none"> <li>• Anthony Gormley study 'Angel of the North' line drawings</li> </ul> <p>-Introduce perspective, fore/back and middle ground</p> <p>-Investigate proportions</p> <ul style="list-style-type: none"> <li>• Albrecht Durer- drawing skills i.e hatch/cross, shade tone, shadows.</li> <li>• Painting of a war scene – Blitz Art</li> </ul> <p>-Investigate working on canvas experiment with colour in creating an effect</p> <p><u>Year 5 &amp; 6</u></p>

		<ul style="list-style-type: none"><li>-Use a sketchbook to develop ideas.</li><li>-Select and record from first-hand experience.</li></ul>	<ul style="list-style-type: none"><li>-Work in a sustained and independent way from observation, experience and imagination.</li><li>-Use a variety of materials for their work.</li><li>-Explore the roles of arts and craftspeople from different times and cultures.</li></ul>
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