

## Long Term Art Curriculum Plan 2020/2021

Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<p><b><u>Theme</u></b></p> <p>Colour with elements of Form (malleable materials)</p>	<p><b><u>Theme</u></b></p> <p>Drawing with elements of Pattern (Watercolours)</p>	<p><b><u>Theme</u></b></p> <p>Texture &amp; Pattern with elements of Printing</p>
<p><b><u>Year 1</u></b></p> <p>Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p><b><u>Year 1</u></b></p> <p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on earlier experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and manufactured world.</p> <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage correct drawings of people.</p> <p>Sketch objects in both the natural and manufactured world.</p>	<p><b><u>Year 1</u></b></p> <p>Introduce printing using simple natural printing implements - e.g., fruit and vegetables.</p> <p>Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - leaves, twigs, dried flowers. Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages – using some smaller items.</p> <p>Use texture to supply information – e.g., manufactured/natural materials, a ‘journey’ of where they have been etc.</p> <p>Sorts according to specific qualities, e.g., warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration.</p>
<p><b><u>Year 2</u></b></p> <p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.</p> <p>Make as many tones of one colour as possible using primary colours and white.</p>	<p><b><u>Year 2</u></b></p> <p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording experiences and feelings.</p>	<p><b><u>Year 2</u></b></p> <p>Build on experiences in Year 1</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p>

<p>Darken colours without using black.</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name.</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something. Work out ideas through drawing and progress to make their own sketched drawing, using sketch pencils.</p>	<p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p> <p>Up level with printing by the children revisiting different printing techniques and then applying printing implements.</p>
<p><u>Year 3</u></p> <p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce several types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading are clear.</p>	<p><u>Year 3</u></p> <p>As Year 2, plus experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and manufactured world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more exact drawings of people – particularly faces looking closely at where feature and the detail they have.</p>	<p><u>Year 3</u></p> <p>Build on all earlier experiences.</p> <p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material. Printing using a range of different materials which are natural and manufactured.</p> <p>Look at artists - Linda Caverley, Ellen Jackson, Alison King</p>
<p><u>Year 4</u></p> <p>Make colours using only the 3 primary colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art. Work with the 3 colours against a variety of backgrounds.</p>	<p><u>Year 4</u></p> <p>Identify and draw the effect of light on a surface, on objects and people. Encourage correct drawings of people and buildings to look at proportion and placement of body and shape.</p> <p>Look at movement of how we use the wrist to draw and the arm to paint large scale pictures.</p>	<p><u>Year 4</u></p> <p>Use sketch book for recording textures and patterns.</p> <p>Look at materials which can be explored through printing using string, bubble wrap, sponges to cause an effect.</p> <p>Explore weaving and how you create a pattern and a texture at the same time. Look at unusual ways to weave.</p>

<p>Look at sizes of paint brushes; question what equipment is suitable for which art.</p> <p>Look at colour to reflect moods.</p>	<p>Discuss own work and be critical – consider light and space, shape, and shadow.</p>	<p>Look at other fabrics from other counties and discuss how ours is different.</p> <p>Children to produce clay works and a woven piece of art of their choice.</p>
<p><u>Year 5 &amp; 6</u> Looking at hues, tones, tints, and moods.</p> <p>Explore the use of assorted colours when mixed. Introduce tertiary colours.</p> <p>Making sure awareness is shown with a definition of the colours mixed. Use colour to express our feelings and moods.</p> <p>Explore the texture of paint – very wet, thin, thick, and heavy – by adding PVA and looking at water, acrylic, and oil paints.</p> <p>Encourage individual identification of suitable equipment to use – size of brush.</p>	<p><u>Year 5 &amp; 6</u> Observe and recap the different variety of techniques to show the effect of light on objects and people. Use rubbers to lighten and then pencils and techniques of shading to form tonnes.</p> <p>Produce a mark making strategy to understand how each technique differs.</p> <p>Produce exact drawings of people or statues using varied materials like pencils and charcoal.</p> <p>Encourage a variety of scales and collaboratively.</p> <p>Independently select materials and techniques for them to create a specific outcome.</p>	<p><u>Year 5 &amp; 6</u> Experiment in sketch books for combining different objects for an end piece.</p> <p>Discuss and evaluate own work.</p> <p>Make connections between own work and patterns in their local environment e.g., curtains, wallpaper, books, newspaper.</p> <p>Consider ways of making fabric using natural materials.</p> <p>Think about different materials to make pottery, using patterns and the natural world around us.</p> <p>Use clay &amp; apply different tools to create shape and pattern. Develop experience in pooling together experience in textures –using cutting, paint, and weaving.</p> <p>Experience using different objects to produce prints taken from pictorial and pattern work.</p> <p>Look at Emma Bridgewater pottery and where, why and how she started.</p>