

Art and Design Long Term Plan

| Year 1 | Key Skills | Content / Unit or Topic inc. Artists studied | Curriculum Links | Key Facts inc. materials and techniques | Key Vocabulary |
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| <p>Exploring & Developing Ideas</p> <p>(On going all year)</p> | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | <p>Marvellous Me</p> <p>To look at self portraits from a variety of artists showing different moods.</p> <ul style="list-style-type: none"> Children to ask questions about a piece of art. Children to describe what they can see in a piece of art and give an opinion of an artist. To explain how people feel in a piece of art and how they can tell this. | <p>Topic</p> <ul style="list-style-type: none"> English Science History Geography | <p>Children will have identified facial features in Science, and can identify how features can change to show different emotions. To think about colour and how this can create a 'mood'.</p> | <p>Mood Emotion Feeling Atmosphere Tones Opinion Like Dislike Difference Similarity</p> |
| <p>Evaluating & Developing work</p> <p>(On going all year)</p> | <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. | <p>Children will build up their skills weekly to then create the final outcome.</p> <p>They will evaluate their week each half term, discussing what they like about their masterpiece and what they may change and adapt in the future.</p> <p>They will discuss with their peers and offer praise and how other work makes them feel.</p> | | | |
| <p>Drawing</p> | <ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. | <p>Marvellous Me</p> <p><u>Kapow</u> unit – Drawing / Mark Making.</p> <ul style="list-style-type: none"> Children to develop their drawing and mark making skills. Children to create their own self portrait, thinking about line, shape and colour. | <p>Topic</p> <ul style="list-style-type: none"> English Science History Geography | <p>Children will look in a mirror and study their own features, thinking about size, proportion and shape.</p> <p>Children will use short pencil strokes and gentle lines, using mark</p> | <p>Size Proportion Shape Lines Mark making Stroke Sketch Mood Colours</p> |

Art and Design Long Term Plan

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| | <ul style="list-style-type: none"> Begin to explore the use of line, shape and colour | <ul style="list-style-type: none"> Children to use different artists styles to inspire their own work. | | <p>making to develop sketching skills. Children can choose colour to represent the mood they want to create in their work.</p> | |
| | | <p>Castles Children will sketch castles and think about the lines.</p> <ul style="list-style-type: none"> Children will create lines with different thickness – bold, thick lines to show depth and main outlines – thin, light lines to demonstrate details, i.e. brick outlines. | <p>Topic</p> <ul style="list-style-type: none"> English History Geography DT | <p>Children will study castles and look deeply at the details. They will carefully consider the thickness of pressure of their pencil lines to reflect the castle. They will use thick, bold lines for main outlines and key features, and thin, light lines for subtle detail.</p> | <p>Sketch Lines Depth Thickness Bold Light Details Pressure</p> |
| <p>Painting</p> | <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust | <p>Hot and Cold Children to use paint to create different moods and effects.</p> <ul style="list-style-type: none"> Children to identify and use cool tones to paint an arctic scene (use of glitter to build up texture). Children to identify and use warm tones to paint a desert scene (use of sand to build up texture). Children to use dark, cool shades to create a darker mood (dark blues, dark purples, etc). | <p>Topic</p> <ul style="list-style-type: none"> English Science History Geography | <p>Children will look at a variety of pictures showing cool and warm tones, and discussing how it creates different moods. Children will look at a variety of pictures showing light and dark shades, and discussing how it creates different moods. Children will experiment in mixing primary colours to create</p> | <p>Cool Warm Light Dark Mood Tones Shades Atmosphere Primary Secondary Colour wheel Mixing texture</p> |

Art and Design Long Term Plan

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| | | <ul style="list-style-type: none"> - Children to use light, warm shades to create a lighter mood (yellows, oranges, etc). - Children to experiment mixing primary colours to make secondary colours. - | | secondary colours and use their knowledge of colour wheels to do this. Children will add texture to their work. | |
| Printing | <ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. | <p>Our Green World Children will use nature to create repeating patterns by printing.</p> <ul style="list-style-type: none"> - On a nature walk, children will choose a variety of interesting leaves with different shapes, and these will be painted and printed onto paper. - Children will use flowers to create prints by painting them and pressing the flowers onto paper. - Children will take tree rubbings, using paper and charcoal/chalk. | <p>Topic</p> <ul style="list-style-type: none"> - English - Science - Geography - DT | Children will identify a variety of trees by recognising the leaves, and use these in their repeating prints. Children will understand how to gently print the leaves and flowers, and how to create a repeating pattern by doing this. | Repeating Pattern Print Rubbing |
| Textiles / Collage | <ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, | <p>Wonderful Weather Children will use collage to create a scene for different seasons.</p> <ul style="list-style-type: none"> - They will think about how nature may look during that season. - For example, oranges, browns and reds to represent the leaves on the floor. | <p>Topic</p> <ul style="list-style-type: none"> - English - Science - Geography | Children will use their knowledge of the changing seasons to create a collage. They will think about how nature looks during that season and use appropriate colours for it. They will understand that using small bits of | Collage Seasons Nature Colours Leaves Changing |

Art and Design Long Term Plan

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| | fabric, plastic, tissue, magazines, crepe paper, etc. | | | paper can build up a picture. | |
| 3D Form | <ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. | <p>Our Green World <u>Kapow</u> unit – Sculptures and 3D. To use sculpture and 3D form to create a 3D tree or plant.</p> <ul style="list-style-type: none"> Children will follow the Kapow unit and plan, design and create their 3D tree or plant. First children will use clay to sculpt and manipulate clay to create a standing tree. They will use the skills – rolling, kneading and shaping. Children will work collaboratively to create a 3D tree or plant and this will be formed as a class. | <p>Topic</p> <ul style="list-style-type: none"> English Science Geography DT | <p>Children will sculpt and manipulate clay to create a standing tree. They will need to think about size, proportion and shape, to allow it to stand. Children will use skills such as rolling, kneading and shaping, but also using equipment to create texture and realism. Children will use paper and other materials to create parts of a tree or plant, which will be come together to create a whole class collaborative sculpture.</p> | <p>Sculpture Manipulate Rolling Kneading Shaping Mould 3D Collaborative Texture Realism Size proportion</p> |
| Breadth of Study | <ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design. | <p>Marvellous Me To explore different pieces of art and look at the work of a variety of artists.</p> <ul style="list-style-type: none"> Investigate different kinds of art and make comparisons and contrasts between them. | <p>Topic</p> <ul style="list-style-type: none"> English Science History Geography | <p>Children will be able to identify and explain similarities and differences between artists and investigate how we can use different kinds of art, craft and design to create a certain mood.</p> | <p>Similarity Difference Mood Compare Contrast</p> |
| | | <p>Wonderful Weather</p> | <p>Topic</p> <ul style="list-style-type: none"> English | <p>Children will have knowledge and</p> | <p>ICT Seasons</p> |

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| | | <p>Children to use ICT to create a picture. Children will use ICT to create different scenes for the 4 seasons, thinking about how trees change throughout the year and colours that reflect this (e.g. green leaves in summer, orange/brown leaves in autumn).</p> | <ul style="list-style-type: none"> - Science - Geography | <p>understanding of the 4 seasons and how the weather changes throughout the year. Children will know how trees change and how landscapes may look different (using colour changes to reflect this).</p> | <p>Trees Changes Colours Autumn Winter Spring Summer Landscape Weather</p> |
| | | <p>Our Green World <u>Kapow</u> unit – Sculptures and 3D. To use sculpture and 3D form to create a 3D tree or plant.</p> <ul style="list-style-type: none"> - Children will follow the Kapow unit and plan, design and create their 3D tree or plant. - First children will use clay to sculpt and manipulate clay to create a standing tree. They will use the skills – rolling, kneading and shaping. - Children will work collaboratively to create a 3D tree or plant and this will be formed as a class. | <p>Topic</p> <ul style="list-style-type: none"> - English - Science - Geography - DT | <p>Children will sculpt and manipulate clay to create a standing tree. They will need to think about size, proportion and shape, to allow it to stand. Children will use skills such as rolling, kneading and shaping, but also using equipment to create texture and realism. Children will use paper and other materials to create parts of a tree or plant, which will be come together to create a whole class collaborative sculpture.</p> | <p>Sculpture Manipulate Rolling Kneading Shaping Mould 3D Collaborative Texture Realism Size proportion</p> |

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Marvellous Me

Hot & Cold

Pirates

Wonderful Weather

Our Green World

Castles