

### Art Long Term Plan 2023-2024

	Autumn Term		Spring Term		Summer Term	
Year Nur	<p><b>Drawing</b></p> <p>Children will explore mark making using large and small muscle movements using mark making materials. (PD)</p>	<p><b>Drawing</b></p> <p>In this unit pupils will begin to develop a comfortable grip with good control when holding pencils and pens. (PD) They will Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)</p>	<p><b>Colour Mixing/ Exploring Materials</b></p> <p>In this unit, pupils will explore different materials, in order to develop their ideas of how to use them and what to make. (EAD)</p> <p>They will show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (EAD/PSED)</p> <p>They will explore colour and colour mixing. (EAD)</p>	<p><b>Painting/ Printing</b></p> <p>In this unit, pupils will capture experiences and responses with a range of media such as pencils, paint, chalk, and pen.</p> <p>They will use drawing to represent ideas like movement or loud noises. (EAD)</p>	<p><b>Painting/ collage</b></p> <p>In this unit, pupils create simple representations of events, people and objects. They will develop their own ideas and decide which materials to use to express them. (EAD)</p>	<p><b>collage</b></p> <p>In this unit, pupils will continue to explore different textures and join different materials together. (EAD). They will choose the right resources to carry out their own plan (PD) and become more confident when using one-handed tools and equipment, for example making snips in paper with scissors. (PD)</p>
Year Rec	<p><b>Portraits / families</b></p> <p>In this unit, pupils will capture experiences and responses with a range of media, such as pencils, paint, chalk, pens. They will create simple representations of events, people and objects through drawing and painting.</p> <p>They will develop their small motor skills so that they can use a range of tools competently, safely and confidently. They will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</p>	<p><b>Observational drawings</b></p> <p>In this unit, pupils will capture experiences and responses with a range of media, such as pencils, paint, chalk, and pen. They will create simple representations of events, people and objects through drawing and painting. They will choose particular colours to use for a purpose. They will explore, use and refine a variety of artistic effects to express their ideas and feelings and create collaboratively, sharing ideas, resources and skills. (EAD) They will show growing accuracy and care when drawing. (PD) They will continue to build on the physical skills used in term 1. (PD)</p>	<p><b>Colour mixing:</b></p> <p>In this unit, pupils will explore what happens when they mix colours. They will create simple representations of events, people and objects. They will continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) They will continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</p> <p><b>Artist Study- Kandinsky</b></p>	<p><b>Paint/ Colour mixing</b></p> <p>In this unit, pupils will use simple tools and techniques competently and appropriately. (PD) They will use what they have learnt about media and materials in original ways, thinking about uses and purposes. Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) They will use a range of small tools, including paintbrushes. (PD)</p> <p><b>Artist Study: Van Gogh</b></p>	<p><b>Collage</b></p> <p>In this unit, pupils will use simple tools and techniques competently and appropriately. (PD) They will use what they have learnt about media and materials in original ways, thinking about uses and purposes. Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) They will use a range of small tools, including scissors and paintbrushes. (PD)</p> <p><b>Artist Study - Matisse</b></p>	<p><b>Collage</b></p> <p>In this unit, pupils will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) Pupils will begin to develop their own ideas through selecting and using materials. They will explore how media and materials can be combined and changed. They will talk and share their creations, explaining the process they have used. (EAD)</p>
Year 1	<p><b>Drawing -The Great Fire of London</b></p> <p>In this unit, pupils will experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips and chalks. They will draw lines and shapes from observations using different surfaces. They investigate pattern and texture by describing, naming, rubbing and copying from the work of Stephanie Peters.</p> <p>Artist: Turner or Stephanie Peters</p>		<p><b>Painting - Colour Chaos</b></p> <p>In this unit, the children will develop their ability to select and use different brushes to explore and make marks of different thicknesses. They will be introduced to Colour Theory, Primary and Secondary colours and simple colour mixing. They will produce their own paintings inspired by Jackson Pollock</p> <p>Artist Study: Jackson Pollock</p> <p>Link to Hot and cold parts of the world to make hot and cold pictures</p>		<p><b>Collage/Materials - Food Faces</b></p> <p>In this unit, the children will develop their ability to select different materials considering content, shape, surface and texture. They will begin to use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p> <p>They will produce a portrait inspired by Arcimboldo</p> <p>Artist Study: Giuseppe Arcimboldo</p> <p>Link to How has technology changed recently (I-Pads/ printers for portraits)</p>	
Year 2	<p><b>3D form – Sculptures</b></p> <p>In this unit, the children will develop their ability to handle and manipulate malleable materials such as clay. They will use the clay to produce figures inspired by the iron men seen on our Crosby Beach and The Dream seen in our local area, St Helens.</p> <p>Artist Study: Antony Gormley and Jaume Plensa</p> <p><b>Drawing- Trains</b></p> <p>In this unit, pupils will experiment with and control marks made with different media: pencils, rubbers, charcoal and ballpoints. They will invent lines and shapes in drawing by looking closely at the illustrations of trains by John T Kenney. They will investigate tone by drawing light/dark lines, patterns and shapes.</p> <p>Artist: illustrator John T Kenney for Thomas the Tank Engine</p>		<p><b>Printing – Relief Printing</b></p> <p>In this unit, the children will develop their ability to apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They will produce a print based on nature and the work of William Morris. They will begin to compare own design and pattern making with that of well-known designers or familiar patterns</p> <p>Artist Study: William Morris</p>			

	Autumn Term	Spring Term	Summer Term
<b>Year 3</b>	<p><b>Drawing- Cave drawings</b></p> <p>In this unit, pupils will use a sketchbook to collect and develop ideas from a range of sources, e.g. reading books, artist's work and the internet. Pupils will experiment with marks and lines with a wide range of implements e.g. chalk, pencil and crayon. They will create texture and pattern in drawing with a range of implements (also draw on textured wallpaper). Teachers may decide to combine the cave drawings to display as a long piece of artwork.</p> <p>Artist: Teyiah McAren or Akie Nakata</p>		<p><b>Painting – Lake District Colour Explosion</b></p> <p>In this unit, the children will develop their ability to explore thought-provoking images. They will begin to use colour and marks to express mood. They will produce paintings inspired by Lake District local artist Linda Mellin</p> <p>Artist Study: Linda Mellin</p> <p>Link to the landscape of the Lake District <b>3D form - Canopic Jars</b></p> <p>In this unit, the children will develop their ability to model in malleable materials and control form to assemble basic shapes or forms. They will begin to construct a simple functional form such as a coil pot, smoothing and joining clay with care. They will produce an Ancient Egyptian Canopic jar.</p>
<b>Year 4</b>		<p><b>Drawing- Local structures</b></p> <p>In this unit, pupils will draw for a sustained periods of time. They will use a sketchbook to collect and develop ideas from a range of sources, including looking at the architecture of Gaudi. They should have photographs of local buildings to use for their final drawing. Pupils will experiment with marks and lines with a wide range of implements e.g. charcoal, pencil and biro. They will experiment with different grades of pencil (HB and 4B) to achieve varied tone.</p> <p>Artst: Antoni Gaudé architect</p> <p><b>Collage - Past and Present People</b></p> <p>In this unit, the children will begin to use people as a stimulus for a mixed media work to convey meaning. They will produce collages linked to local people of the past and people today, including themselves.</p> <p>Artist Study: David Hockney</p>	<p><b>Painting – Inspired by Nature</b></p> <p>In this unit, the children will develop their ability to use colour, texture and tone on natural objects. They will begin to show the effect of light using water-colour and acrylic paint. They will produce a painting of a volcano.</p> <p>Artist Study: Margaret Godfrey</p> <p>Link to volcanoes and earthquakes</p>
<b>Year 5</b>	<p><b>Drawing - Body Shapes</b></p> <p>In this unit, pupils will work on sustained, independent, detailed drawings of Vikings in battle. They will study the work of Julian Opie and the range of body shape outlines that can be created. This will help them to draw Vikings in action stances.</p> <p>Pupils will develop close observational skills and will use a sketchbook to collect and develop ideas. They will develop drawings using tonal contrast and mixed media. They will begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p> <p>Artist: Julian Opie</p>	<p><b>Collage – Embellishment</b></p> <p>In this unit, the children will develop their ability to embellish a surface using a variety of techniques, including drawing, painting and collage. They will begin to embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing. They will have a ready-made sugar skull mask to work on. They will add exaggerated features and embellishments.</p> <p>Study: Day of the Dead imagery and look at the artist Carla Carson</p> <p>Link to the work on The Americas for upcoming Summer term</p>	<p><b>Textiles – Rainforest Scene</b></p> <p>In this unit, the children will develop their awareness of the natural environment through careful colour matching and understanding of seasonal colour. They will begin to use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image. They will produce their own rainforest scene inspired by Rousseau.</p> <p>Artist Study: Henry Rousseau</p>
<b>Year 6</b>	<p><b>3D form – Ecological Artwork</b></p> <p>In this unit, the children will develop their ability to explore how a stimuli can be used as a starting point for 3D work. They will begin to make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. They will produce 3D sculptures using a range of recyclable and disposed of items.</p> <p>Artist Study: Michelle Reader</p>	<p><b>Painting – Impressionism</b></p> <p>In this unit, the children will develop their ability to apply colour using different techniques. They will begin to use small, thin, yet visible brush strokes. They will show the effect of light and represent action or interaction. They will produce an immediate impression of a moment or scene.</p> <p>Artist Study: Claude Monet</p>	<p><b>Drawing - Broken Buildings</b></p> <p>In this unit, pupils will study the work of Anselm Kiefer to see how he represented war in his sculptures and artworks. Pupils will work on sustained, independent, detailed drawings and will develop close observational skills. They will use a sketchbook to collect and develop ideas by focusing on small sections of Kiefer's artwork. They will use different grades of pencil to create tone. St. Luke's church (the bombed out church) in Liverpool will be used as a focal photograph as the black and white picture will support pupils in creating tone.</p> <p>Pupils will experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. They will use different techniques for different</p>

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence

			<p>purposes i.e. shading, hatching and blending. Pupils will develop drawing using tonal contrast and mixed media. They will begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p>
--	--	--	---

Artist: Anselm Kiefer

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence