

# Brackenwood Junior School



Art

Long Term Plan

## Yearly Overview

Painting	Collage	Sculpture	Drawing	Print
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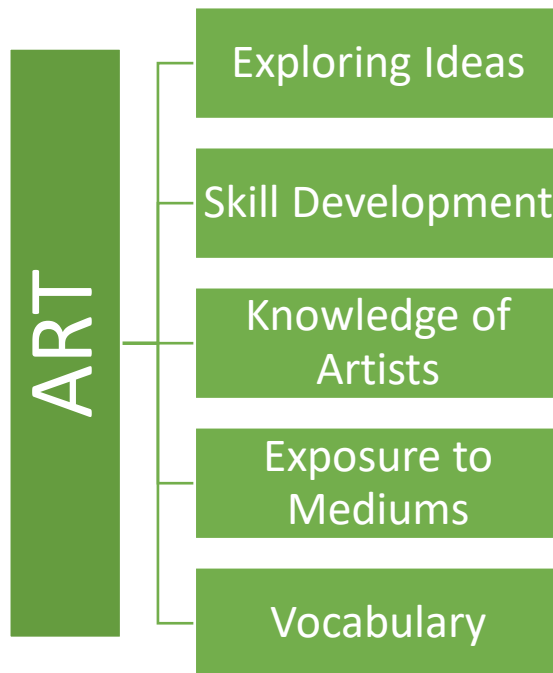
	Autumn	Spring	Summer
Year 3	Light and shade Drawing (gradients) Painting (Water colour)	Georgia O'Keeffe Drawing (observational) Painting (Water colour)	Friedensreich Hundertwasser Painting (texture) Collage
Year 4	Antoni Gaudi Sculpture (Clay)	Edward Ardizzone Drawing (Pen)	Henri Rousseau Painting (Gradients and perspective)
Year 5	L S Lowry Drawing (perspective)	Monet Painting for effect Drawing (pastels)	Paper Sculpture Sculpture (Paper)
Year 6	William Morris Printing	Leonid Afremov Painting (palette knives)	Kurt Schwitters Collage



# Art and Design

*Creativity takes courage – Henri Matisse*

## Our key driving themes are:



<b>Why should children learn this subject?</b>	<p>Art is important to children's development and being involved in the creation of art expands the ability of a child to interact with the world around them. Art provides children with opportunities for self-expression and creativity, and fosters the development of communication skills, problem solving skills and fine motor skills.</p> <p>Art and design have shaped our history and influenced our culture, and it is important for children to know and recognise ways in which this has happened.</p>
<b>What will children learn to do in this subject?</b>	<p>At Brackenwood Junior School, children will:</p> <ul style="list-style-type: none"><li>• Learn about great artists and designers, understanding the historical and cultural development of their art forms.</li><li>• Evaluate and analyse works of art by renowned artists.</li><li>• Develop a rich vocabulary associated with art, craft and design.</li><li>• Develop their skills in drawing, painting, sculpture and other techniques.</li><li>• Produce creative works, exploring ideas and recording their experiences.</li><li>• Create sketch books to record observations and to review and revisit ideas</li></ul>
<b>How will we inspire them?</b>	<ul style="list-style-type: none"><li>• Use works of art by renowned artists as starting points.</li><li>• Use the outdoor environment as a stimulus where applicable.</li><li>• Teach a range of different techniques and provide access to a variety of materials.</li><li>• Refer to pictures of artefacts from different time periods to generate ideas.</li><li>• Link tasks to other National Curriculum subjects where applicable</li><li>• Display and celebrate children's work.</li><li>• Work with professional artists.</li></ul>

# Skills Progression Map – Art and Design

<b>Developing ideas</b> Understanding how ideas develop through an artistic process.	
YEAR 3 AND 4	YEAR 5 AND 6
<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
<b>Mastering techniques</b> Developing a skill set so that ideas may be communicated.	
<b>PAINTING</b> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<b>PAINTING</b> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
<b>COLLAGE</b> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<b>COLLAGE</b> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> </ul>

<b>SCULPTURE</b> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<b>SCULPTURE</b> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
<b>DRAWING</b> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<b>DRAWING</b> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>
<b>PRINT</b> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make precise repeating patterns.</li> </ul>	<b>PRINT</b> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> </ul>
<p style="text-align: center;"><b>Take inspiration from the greats</b></p> <p style="text-align: center;">Learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	
<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

### How will this help prepare our children for secondary school?

# **National Curriculum Programmes of Study**

## **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **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.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## **Subject content**

### **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.