

Brackenwood Junior School



Art

Long Term Plan

Yearly Overview

Painting	Collage	Sculpture	Drawing	Print
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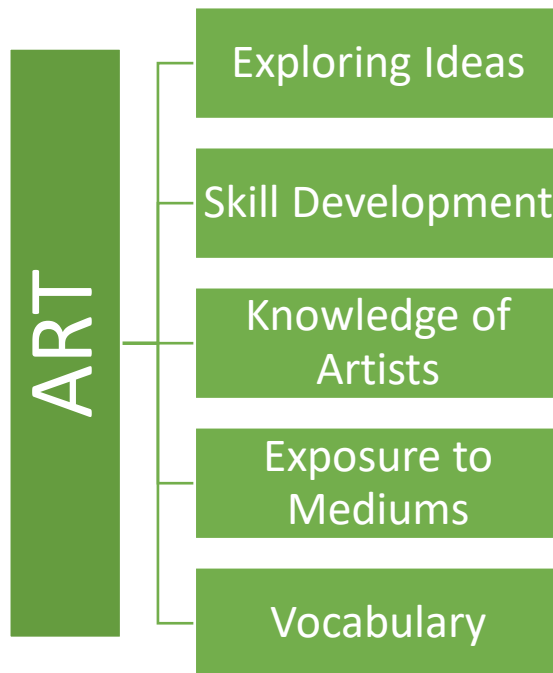
	Autumn	Spring	Summer
Year 3	Light and shade Drawing (gradients) Painting (Water colour)	Georgia O'Keeffe Drawing (observational) Painting (Water colour)	Friedensreich Hundertwasser Painting (texture) Collage
Year 4	Antoni Gaudi Sculpture (Clay)	Edward Ardizzone Drawing (Pen)	Henri Rousseau Painting (Gradients 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:



Why should children learn this subject?	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.
What will children learn to do in this subject?	<p>At Brackenwood Junior School, children will:</p> <ul style="list-style-type: none">• Learn about great artists and designers, understanding the historical and cultural development of their art forms.• Evaluate and analyse works of art by renowned artists.• Develop a rich vocabulary associated with art, craft and design.• Develop their skills in drawing, painting, sculpture and other techniques.• Produce creative works, exploring ideas and recording their experiences.• Create sketch books to record observations and to review and revisit ideas
How will we inspire them?	<ul style="list-style-type: none">• Use works of art by renowned artists as starting points.• Use the outdoor environment as a stimulus where applicable.• Teach a range of different techniques and provide access to a variety of materials.• Display and celebrate children's work.

Skills Progression Map – Art and Design

Developing ideas Understanding how ideas develop through an artistic process.	
YEAR 3 AND 4	YEAR 5 AND 6
<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas in a sketch book. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language.
Mastering techniques Developing a skill set so that ideas may be communicated.	
PAINTING <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. 	PAINTING <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and other paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.
COLLAGE <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Work with increasing precision 	COLLAGE <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use coiling, overlapping, tessellation, mosaic and/or montage.
SCULPTURE (clay) <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms • Include texture that conveys feelings, expression or movement. • Use clay and clay tools to provide interesting detail and add texture and pattern 	SCULPTURE (paper) <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use frameworks to provide stability and form.

DRAWING <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	DRAWING <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	PRINT <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail.
<p style="text-align: center;">Take inspiration from the greats Learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	
<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers.. • Create original pieces that show a range of influences and styles.

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.