

Art Long Term Plan:

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1		<p>Self Portraits (Observational Drawing)</p> <p>Using and manipulating drawing tools with control and dexterity</p>		<p>Press printing using objects - Transport (Printing)</p> <ul style="list-style-type: none"> •Produce creative work by exploring ideas •Apply ink to a shape or surface 	<p>Junk Modelling - Castles (Sculpture)</p> <ul style="list-style-type: none"> •Select materials and ways of joining them •Consider the difference between a 2D and 3D image and understand form has length, height and width 	
Year 2	<p>The School Building (Observational Drawing)</p> <ul style="list-style-type: none"> •Make studies from observation with increasing accuracy •Draw things from different viewpoints 			<p>The Great Fire Of London (Collage)</p> <ul style="list-style-type: none"> •Experiment with a apply and range of techniques for collaging •Consider the use of colour and the impact on the viewer 	<p>Water Art (Digital Art)</p> <ul style="list-style-type: none"> •Open and use an art programme, select simple tools, control the size of a mark/line, select/pour/blend colours. 	

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	<p>Cave Paintings (Painting)</p> <ul style="list-style-type: none"> • Select from different methods to apply colour using a variety of tools and techniques • Paint symbols, form and compositions when exploring the work of other artists and cultures 		<p>Canopic Jars (Sculpture)</p> <ul style="list-style-type: none"> • Explore how stimuli can be used as a starting point for 3D work with focus on form, shape, pattern and texture • Develop a response through modelling 			<p>Pointillism and the work of Seurat to create paintings linked to study of Ancient Greece (Portrait Of An Artist)</p> <ul style="list-style-type: none"> • Describe the work of a great artist • Learn about their style and describe how this is similar to and different from other great artists/practices • Make links to own work
Year 4		<p>Mayan Masks (Collage)</p> <ul style="list-style-type: none"> • Understand the traditional arts and crafts of the Mayan people and 	<p>Islamic Tiles (Sculpture)</p> <ul style="list-style-type: none"> • Build in clay a functional form using a range of techniques 			<p>Printing wallpaper from an industrial stimulus (Printing/photography)</p> <ul style="list-style-type: none"> • Design a complex pattern from 2 or more motifs and print a tiled version

		represent them using mixed media elements	and surface decoration • Investigate and apply understanding of pattern			<ul style="list-style-type: none">• Superimposing images, layering and cutting out for effect• Use camera to take specific photos
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>

<p>Year 5</p>	<p>Roman Mosaic (Collage)</p> <ul style="list-style-type: none"> •Select and use cutting tools and adhesives with care for a specific outcome •Contribute to a large scale piece 		<p>Historic military paintings- Roman soldiers (Painting)</p> <ul style="list-style-type: none"> •Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion •Plan/paint symbols and forms when exploring the work of other cultures 		<p>Kara Walker contemporary black artist using silhouette as form (Portrait Of An Artist)</p> <ul style="list-style-type: none"> •Describe the work of a great artist •Learn about their style and describe how this is similar to and different from other great artists/practices •Make links to own work 	
<p>Year 6</p>		<p>Anglo-Saxon Manuscript (Drawing)</p> <ul style="list-style-type: none"> •Develop an understanding of calligraphy as a graphic art form •Build up drawings of 	<p>Viking Hoard (Sculpture)</p> <ul style="list-style-type: none"> •Recreate 2D images in 3D, looking at one area of experience- form and surface 			<p>Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination (Digital Art)</p> <ul style="list-style-type: none"> •Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message

		whole or parts of items •Embellish decoratively using layers of materials				
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