

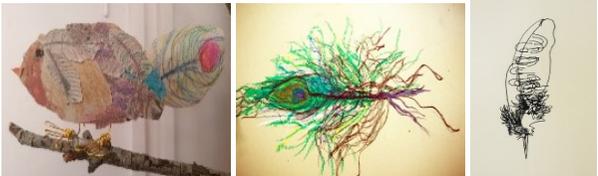


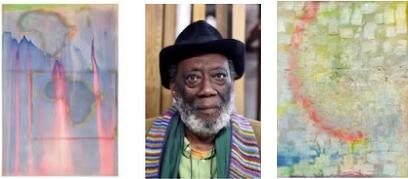
Dewhurst St Mary Primary School ART Long Term Plan



Art is an essential part of our exciting, high quality curriculum. Children are engaged, inspired, and challenged through the teaching of art, craft and design. Our intention is to equip them with the knowledge and skills to experiment, invent and create their own works of art. As our children progress, they will develop the skills to think critically, ask questions and develop a more rigorous understanding of art and design. Art, both reflects and shapes our shared British and global history, and contributes to the culture, creativity and wealth of our nation.

| | Autumn | Spring | Summer |
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| | Learning Journey All About Me & Transport | Learning Journey People who help us & Animal World | Learning Journey Growing/Life Cycles & Once upon a time |
| EYFS | Physical Development & Expressive Arts and Design The themes, ideas and concepts covered form the basis for our KS1 & KS2 Art curriculum. Children's physical development will support their ability to use tools accurately therefore the basis for our KS1 & 2 art curriculum can be also found in physical development in EYFS. Children will use their core muscle strength improving their overall body-strength, balance, coordination and agility. They will develop their small/fine motor skills so that they can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. The children explore, use and refine a variety of artistic effects to express their ideas and feelings. As the year develops the children will return to and build on their previous learning, refining their ideas and developing their ability. They will work collaboratively, sharing ideas, resources and skills. Begin to show accuracy and care when drawing. They will develop the variety of language they can use to talk about their creativity, sharing their creations, explaining the process they have used. | | |
| Year 1 | Unit A1: Leaf Man The intention of this unit is to inspire children to create an individual piece of sculpture inspired by the natural world which could be located in our Forest School. Children will begin to explore, compare and critic work by the Environmental artists, Andy Goldsworthy and Nils Udo. Through practical activities children will develop skills in weaving and manipulating clay before choosing which to use to produce their final piece of sculpture. | Unit A7: Frottage The intention of this unit is to encourage children to explore the formal elements of pattern and texture. The children will create printed patterns using everyday objects and take rubbings using different media to create and final frottage collage. Children will also begin to develop their understanding of the artist's use of a sketchbook to record ideas and inspiration. The children will begin to select their work which they will collect in their sketchbook as well as pieces to be used in a final collage. The children will take inspiration from the work of Max Ernst, specifically his work using frottage. | Unit A13: Under the Waves The intention of this unit is to challenge the children to think about how they can combine painting and drawing to create a finished artwork. They will develop their mark making and line drawing skills, using a variety of ways of and materials to make marks with. They will investigate and learn how much paint should be applied to their brush to be able to control the paint. The final piece of work will allow children to use the developing skills to create an 'Under the Waves' painting of their own to exhibit in their class gallery. |
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| Year 2 | Unit A2: All the Colours of the Rainbow The intention of this unit is to extend the pupils knowledge of colour, beyond their learning in EYFS and Year 1. The pupils will investigate, and research ways artists have used colour to create an effect, a mood or an impact (Kandinsky, Jasper Johns, The Fauvist Movement). They will explore and evaluate ways they as artists can use colour. Pupils will extend their skills through mixing secondary and tertiary colours as well as using phrases and vocabulary to explain colour effects (contrasting, tone). They will investigate how fauvists used colour to create inspirational paintings. Using local landscape images known to the children they will then produce a multi coloured landscape. | Unit A8: Opie Style The intention of this unit is to explore how faces can be portrayed in art: looking specifically at the work of British artists, Julian Opie and Damien Hurst. The children will develop their knowledge and skills using line and shape to create simple drawings based on the face. They will use collage and cutting skills to create artworks further exploring the human face and its form. Finally, working from photographs, the children will create a piece of art in the style of Opie, drawing together their skills and knowledge of shape and line but also recapping on colour theory from Unit A2. | Unit 14: Rhythm and Pattern The intention of this unit is to extend the children's ability to use pattern, shape, line and colour to produce a final piece of work, possibly a mask. The pupils will choose which mark making materials to use and how best to use them (combining paint as well as other drawing materials). A variety of media can be used to extend the pupils experiences, including string, face paint and fabrics. The children's imagination will be stimulated using examples of African art (modern and historical), architecture, textiles and drumming as well as images taken in Africa. This unit links with the children's learning in Geography. |
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| Year 3 | <p style="text-align: center;">Unit A3: Feathers</p> <p>The children will learn how artists have develop materials over time to help them create different effects in their work. Pupils will begin to look at grades of pencils and how these can use used to create different marks. They will develop their observational drawing in two styles: a series of detailed observation drawings and more expressive and free mark making. The children will need to make decisions about which materials enable them to succeed in each task. Pupils will then need to be taught basic construction and joining techniques to produce the form of a bird. These simple forms will then be added to by the pupils to create the bird of their choice from their imagination-using some of the sketches they produced during their explorative mark making.</p>  | <p style="text-align: center;">Unit A9: Prehistoric Art</p> <p>The intention of this unit is to explore texture as well as shape and line when creating paintings.</p> <p>The pupils will experiment with charcoal, berries, leaves, soil, homemade paints and more in order to get a sense of what it was like to create art thousands of years ago and suggest why these pieces were created. It is quite difficult but important to get across the sense of awe and wonder which would be felt if discovering or seeing these paintings for yourself however this should be explored with the children.</p> <p>In addition, children will examine the art of Henry Fraser. Henry is a mouth artist. His story is a remarkable one, reflecting our school value of resilience.</p>  | <p style="text-align: center;">Unit 15: The Great Pottery Throw Down</p> <p>This unit is inspired by the work of contemporary potter Kate Malone and the revolutionary Spanish architect Antoni Gaudí. Working in clay, pupils take their inspiration from their exploration of fruit to make organic, curved pots. The children will gain experience from working with clay as a resistant and responsive material as well as developing mark-making skills on onto the clay surface. This unit will ask the children to focus on developing their sculptural skills using clay. These skills are essential for them to produce a piece of good quality work towards the final stages as well as give them sight into how this material can be used.</p>  |
| | Year 4 | <p style="text-align: center;">Unit A4: Illustrate the Jabberwocky.</p> <p>The intention of this unit is to inspire children to create mood and atmosphere through drawing and mark making.</p> <p>The children will investigate how illustrators have used marks making and colour to convey mood and information about settings and characters. They will explore how light and dark can be created in drawing, through building 'mini' settings and observing the effects of shadow. Their preparatory work will be drawn together to produce a final illustration to depict setting, characters, and mood in the poem by Lewis Carol, The Jabberwocky.</p>  | <p style="text-align: center;">Unit A10: Geometric Printing</p> <p>The intention of this unit is to further inspire children to explore two of the formal elements of art: shape and pattern. Pupils make and experiment with their own simple printing blocks. Before designing a geometric pattern link to a study of Islamic Art, Ancient Greek and Art Deco images. This unit builds on the print making skills in Yr. 1, pulling together skills already practiced and developing them to create more detailed and rich prints considering choice of materials and colours. The children experience creating three of their own printing blocks to make relief and mono prints. Some children will even combine these two methods. The children will focus their work becoming skilled printers, independently making prints.</p>  |

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| Year 5 | <p>Unit A5: Inspired by Miro and Matisse</p> | <p>Unit A11: After Monet</p> | <p>Unit 17: Who am I? Where am I?</p> |
| | <p>The children will be able to bring together their knowledge of colour, mark making and construction to create a form which reflects the work of Joan Miro or Matisse. They will develop a strong understanding of how these artists used colour, shape and line in their work to go on to create their own sculpture. Children will be encouraged to self-review/evaluate this work in light of their understanding of work by these artists.</p>  | <p>This unit will focus on Impressionism. The children will further examine the use of subtle colour tones as well as loose brush strokes which went on to make this one of the most popular styles of art to date. The popularity has led to famous images to be used on everyday items and the children can explore how they feel about this. By the end of the unit the children will be able produce a mood board/ double spread in their sketchbooks showing how they have responded to a particular impressionist image. They will also create their own textile artefact (piece of merchandise) which reflects their chosen piece.</p>  | <p>This unit focuses on an Abstract Expressionists artist whose work is on display in Tate Modern. This unit explores the work of Guyana-born British artist, Frank Bowling OBE. The children explore what hidden items they can find in his paintings. Sometimes these are objects for example Christmas glitter, jewellery, foam, and oyster shells and even toys! At other times they are people or maps giving clues to tell us a more about him. The children will create their own abstract paintings working in the style of Bowling.</p>  |
| Year 6 | <p>Unit A6: Portraits</p> | <p>Unit A12: Three (Free) Drawing</p> | <p>Unit A18: Street Art or Vandalism?</p> |
| | <p>The intention of this unit is to draw together the concepts taught in previous years. The children will develop their skills by drawing the human face, working from real life and completing a work in specific artists style-giving reasons for their choice. Children will begin by examining and commenting on existing portraits looking for use of light and dark, how marks are made with paint/other media and what part colour plays in the final picture. Children will need to learn the skills and knowledge behind how to draw a face before embarking on working from life models. The sketches they produce should form the basis for a finished artwork.</p>  | <p>The intention of this unit of work is to expand the children's drawing techniques and skills through three very different drawing projects. In addition to these sessions, children should also take part in short drawing tasks, either at EMW time or afternoon registration. An additional area could be set up in the classroom for the children to access at break or after they complete a piece of work (FREE Drawing) so they might take part in a drawing activity during the school day-as and when they feel the need to. This area should be stocked with a range of mark making tools and a variety of sizes and types of paper as well as objects to inspire them (shells, fossils, seed heads, bottles, examples of other artist sketches).</p>  | <p>The intention of this unit is to encourage the children to question and discuss what they consider to be art. Through this unit children will explore techniques such as graffiti, stencil graffiti, art installations, street poster art and video projections. This unit links directly with the geography study of their local area. What is the purpose of Street Art?</p>  |