














# East Ravendale CE Primary School

## Art Long Term Plan - Cycle A

	EYFS		Y1/2	Y3/4	Y5/6
Autumn Term	Our School	Celebrations	Our Local Area	The UK	The World
Curriculum Area	Drawing Painting	Printing	Drawing	Painting (local artist study)	Printing (the evolution of maps)
Core knowledge and skills	<ul style="list-style-type: none"> <li>- Produce lines of different thickness and tone using a pencil</li> <li>- Start to produce different patterns and textures from observations, imagination and illustrations.</li> <li>- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop simple patterns by using objects.</li> <li>- Enjoy taking rubbings: leaf, brick, coin.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to record simple media explorations in a sketch book.</li> <li>- Begin to control the types of marks made with the range of media. Draw on different surfaces.</li> <li>- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul> <p>To use local artists as inspiration for our own artwork.</p> <p>To take inspiration from the local landscape.</p> <p>To observe the area around us and replicate in drawing form.</p>	<ul style="list-style-type: none"> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</li> <li>- Start to develop a painting from a drawing.</li> <li>- Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul> <p>To examine works of art by local artists</p> <p>To reproduce artwork in the style of a chosen artist</p> <p>To use similar techniques to that seen in observed art</p> <p>To evaluate own work suggesting improvements</p>	<ul style="list-style-type: none"> <li>- Develop ideas from a range of sources.</li> <li>- See positive and negative shapes.</li> <li>- Describe techniques and processes.</li> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>To view a range of maps from across the ages - describe and annotate their findings</p> <p>To collect and record in visual form their findings</p> <p>To plan their own map describing the processes</p> <p>To evaluate their own work and suggest improvements</p>
Artist inspiration		Range of cards, wrapping papers and gift tags.	<a href="http://lincolnshireartistsociety.com">Members   Lincolnshire Artists' Society</a> <a href="http://lincolnshireartistsociety.com">(lincolnshireartistsociety.com)</a>	Helen Dunning 	

Why here? Why now?	As children enter early years opportunities are provided for them to experiment with a variety of media and begin to enjoy drawing and painting. Children will begin to develop their fine motor skills by using different tools to create drawings and patterns.		In KS1 children will begin to formalise their learning and develop their artistic skills. They will begin to produce draft artwork, which they will have the opportunity to develop and evaluate. They will start experimenting with different techniques to produce quality pieces of artwork.	This unit of work will build on previous experience to develop children's skills in producing art in the style of local artists. It will link with their geography unit to study artists and paintings representative of the UK.	This unit will allow children to use skills and techniques developed in previous year groups to produce their own detailed maps, using information collected from additional sources.
Spring Term	Field to Fork	Changes	Tourism Through the Years	Stone Age to Iron Age	Mayans
Curriculum Area	Textiles	Sculpture	Painting	Printing	Sculpture
Core knowledge and skills	<ul style="list-style-type: none"> <li>- Enjoy playing with and using a variety of textiles and fabric.</li> <li>- Decorate a piece of fabric.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</li> <li>- Impress and apply simple decoration.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</li> <li>- Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>- Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</li> </ul> <p>Look at a range of postcards from across the UK and throughout time. Discuss their likes and dislikes about what they observe, Design their own artwork based on local images. Produce a postcard to entice visitors to the local beach resort.</p>	<ul style="list-style-type: none"> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>- Print simple pictures using different printing techniques.</li> </ul> <p>To use historical sources for observation. Plan and design patterns for use in printing Use different techniques for printing To evaluate work and suggest improvements.</p>	<ul style="list-style-type: none"> <li>- Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</li> <li>- Annotate work in sketchbooks Gain experience in modelling over an armature; newspaper frame for modroc.</li> <li>- Solve problems as they occur. Use language appropriate to skill and technique.</li> <li>- Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> </ul> <p>To observe and discuss a range of sculptures To plan and design a Mayan sculpture To build a base for securing sculpture To build up a sculpture using clay/Modroc To finish off their sculpture using painting techniques/applique</p>

<p>Artist inspiration</p>			<p>Donald McGill <a href="#">Seaside Postcards - The Postal Museum</a></p>  <p>Claude Monet - The beach at Trouville</p> 		
<p>Why here? Why now?</p>	<p>As children's skills develop they will begin to experiment with textures and begin to build different sculptures based on images from the class texts and their own imaginations. They will start to combine different materials to create their own artwork.</p>	<p>This unit of work gives people the opportunity to observe and take inspiration from a range of produced artwork/media. They will be able to develop their skills of planning and design before producing their own postcards.</p>	<p>This unit builds on previous experience in EYFS where children made simple prints. This will allow children to develop their planning and technical skills in printing and will lead into their next unit where they will be working with different materials, namely textiles.</p>	<p>This unit allows children to bring together skills learned across KS1 and KS2 and create sculptures using more detail and experimenting with different materials and techniques.</p>	
<p>Summer Term</p>	<p>The Seaside</p>	<p>Farms</p>	<p>The British Isles</p>	<p>Natural Disasters</p>	<p>Greenwich Mean Time</p>
<p>Curriculum Area</p>	<p>Painting</p>	<p>Drawing</p>	<p>Painting and Sculpture</p>	<p>Textiles</p>	<p>Painting</p>
<p>Core knowledge and skills</p>	<ul style="list-style-type: none"> <li>- Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</li> <li>- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to produce different patterns and textures from observations, imagination and illustrations.</li> <li>- Use and begin to control a range of media. Draw on different surfaces and coloured paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>- Shape, form, construct and model from observation and imagination.</li> <li>- Join two parts successfully.</li> <li>- Construct a simple base for extending and modelling other shapes.</li> </ul> <p>To use maps and aerial photos to observe shape and undulation</p>	<ul style="list-style-type: none"> <li>- Showing an awareness and name a range of different fabrics.</li> <li>- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>- Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</li> <li>- Experience applying colour with printing, tie-dye etc. Adapt work as and when necessary, and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</li> <li>- Mix colour, shades and tones with confidence building on previous knowledge.</li> </ul>

			<p>To create sculptures which include height and depth</p> <p>To add paint to sculpture to 'bring it to life'</p>	<p>To use artists' representations of the natural world to plan and design their own pieces of artwork</p> <p>To use a range of materials to create texture and dimension in art</p> <p>To take inspiration from artwork (Hokusai) to plan and design multimedia artwork</p>	<p>- Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>To study the work of Salvador Dali and make annotations and observations.</p> <p>To plan their own piece of artwork based on Dali's The Persistence of Memory.</p> <p>To use a range of painting techniques.</p> <p>To evaluate own work.</p>
Artist inspiration	<p>Mary Cassett - Children playing on the beach</p> 	<p>Van Gogh - Farmhouse in Provence</p>  <p><a href="#">10 Most Famous Farm Paintings - Artst</a></p>	<p>Anthony Gormley:</p>  <p>Henry Moore</p> 	<p>Hokusai - The Great Wave off Kanagawa</p> 	<p>Salvador Dali - The Persistence of Memory:</p> 
Why here? Why now?	<p>Children will now be able to work with independence and confidence to create their own pieces of artwork based on class texts and the activities in the provision. They will be able to talk about the tools and colours they are using and explain what they are creating.</p>	<p>Children will now begin to develop early skills in building and creating to now create more accurate sculptures. This will lead in to work in KS2 where sculptures will be more detailed.</p>	<p>Children will use famous works of art by Hokusai which depict the natural world and natural disasters. They will build on their experiences in printing and painting and begin to apply these techniques to textiles.</p>	<p>Children will engage with surrealism and use artistic language to discuss the painting. They will use the techniques and skills learned over time to recreate The Persistence of Time.</p>	