














## East Ravendale CE Primary School

### Art Long Term Plan Cycle B

	EYFS		Y1/2	Y3/4	Y5/6
Autumn Term	Weather	Families	City and Coast	The Water Cycle	Coastal Erosion
Curriculum Area	Painting	Photography/Drawing	Painting/printing	Painting	Drawing
Core knowledge and skills	<ul style="list-style-type: none"> <li>- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>- Recognise and name the primary colours being used.</li> <li>- 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>- Enjoy using a variety of media.</li> <li>- Use and begin to control a range of media. Draw on different surfaces and coloured paper.</li> <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> </ul>	<ul style="list-style-type: none"> <li>- Explore lightening and darkening paint without the use of black or white.</li> <li>- Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.</li> <li>- Continue to explore printing, simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>- Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to develop a painting from a drawing.</li> <li>- Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <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 look at working in the style of a selected artist (not copying).</li> </ul>	<ul style="list-style-type: none"> <li>- Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>- Develop their own style of drawing through: line, tone, pattern, texture.</li> <li>- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>- Develop their own style using tonal contrast and mixed media.</li> <li>- Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</li> </ul>

<p>Artist Inspiration</p>	 <p>Observations from the outdoors</p>	<p>Family portraits</p>	<p>Cityscape artists</p> 	<p>Watercolour artists e.g. Claude Monet</p>  <p>Artists using water for inspiration</p>	<p>Paul Nash - coastal drawings</p> <p>Tony Plant - beach drawings</p> 
<p>Why here? Why now?</p>	<p>As children enter EYFS they will be encouraged to use their observational skills and to recreate what they see around them, using paints and other media within the provision.</p>	<p>Children will use their own pictures from home, including familiar people to then use simple pencil markings to develop their own drawings.</p>	<p>This unit builds on collage work from EYFS, where pupils will now use block painting and printing techniques to create their own cityscapes, either from picture inspiration or their own imagination.</p>	<p>In this unit children will use their growing knowledge of Ancient Egypt to recreate their own artefacts, including using hieroglyphics to create their own cartouche based on the study of ancient artefacts.</p>	<p>In this unit children will use more developed skills from across KS1 and LKS2 to create a specific piece of art. They will be able to experiment with different shades and tones and talk about their artwork using artistic language and specific vocabulary.</p>
<p>Spring Term</p>	<p>Transport</p>	<p>Superheroes</p>	<p>Women who changed the world</p>	<p>Europe - what's so great about the Mediterranean?</p>	<p>North America</p>
<p>Curriculum Area</p>	<p>Printing</p>	<p>Collage</p>	<p>Painting Portraits</p>	<p>Sculpture</p>	<p>Painting</p>
<p>Core knowledge and skills</p>	<ul style="list-style-type: none"> <li>- Simple pictures by printing from objects.</li> <li>- Develop simple patterns by using objects.</li> <li>- Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy playing with and using a variety of textiles and fabric.</li> <li>- Develop simple patterns by using objects.</li> <li>- Impress and apply simple decoration.</li> <li>- Cut shapes using scissors and other modelling tools.</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>- Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</li> <li>- Use a sketchbook to plan and develop simple ideas and continue to store information on</li> </ul>	<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>- Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>- Make a slip to join two pieces of clay.</li> </ul>	<ul style="list-style-type: none"> <li>- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>- Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>- Understanding which works well in their work and why.</li> </ul>

		- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	colour mixing, the colour wheel and colour spectrums. - Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	- Construct a simple base for extending and modeling other shapes. - Decorate, coil, and produce maquettes confidently, when necessary.	
Artist Inspiration	<p>Van Gogh</p>  <p>Dennis Muraguri</p> 	<p>Roy Lichtenstein</p> 	<p>Frida Kahlo</p> 	<p>Picasso; Gaudi</p> 	<p>Jackson Pollock</p> 
Why here? Why now?	As children have begun to master the use of drawing/painting materials they will now move to developing printing skills. They will continue to develop their observational skills as they use a different media to create art.	Through using an artist to inspire their own creations, pupils will begin to develop their observation skills and cutting skills, and will start to consider how to layer ideas onto a page.	Building on from skills across EYFS and KSI pupils will now use their own observational skills to sketch and paint their own portraits in the style of a specific artist.	In this unit pupils will have the opportunity to study sculptors native to the Mediterranean, and look at how their work has shaped the area. They will use this inspiration to create their own sculptures using skills learned in EYFS and KSI and developed skills through observation of techniques used by other artists.	In this unit children will experiment with colour and texture as they begin to use techniques developed by other artists.
Summer Term	Animals	Kings and Queens	Weather and Seasons	Shrinking Planet	Tudors
Curriculum Area	Drawing	Sculpture	Textiles	Printing	Drawing/Painting
Core knowledge and skills	- Enjoy using a variety of media.	- Enjoy a range of malleable media	- Match and sort fabrics and threads for colour, texture, length, size and shape.	- Increase awareness of mono and relief printing.	- Work in a sustained and independent way to create a detailed drawing. Develop a key

	<ul style="list-style-type: none"> <li>- Use and begin to control a range of media. Draw on different surfaces and coloured paper.</li> <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> </ul>	<p>such as clay, papier Mache, Salt dough.</p> <ul style="list-style-type: none"> <li>- Impress and apply simple decoration.</li> </ul> <p>Cut shapes using scissors and other modelling tools.</p> <ul style="list-style-type: none"> <li>- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</li> <li>- Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> </ul>	<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>- Continue to experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<p>element of their work: line, tone, pattern, texture.</p> <ul style="list-style-type: none"> <li>- Develop an awareness of composition, scale and proportion in their paintings.</li> <li>- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>- Mix colour, shades and tones with confidence building on previous knowledge.</li> </ul>
Artist Inspiration	<p>George Stubbs, Franz Marc, Edward Munch</p> 			Courtney Mattison, Tomas Saraceno, Jenny Kendler	<p>Holbein</p> 
Why here? Why now?	Children will have the opportunity to observe pictures from a variety of artists across the eras. They will use these drawings, along with models to create their own drawings.	In this unit children will create their own pieces which they can physically wear. They will be able to talk about what they have created and celebrate their artwork.	The children will build upon their knowledge of experimenting with different materials and will now be using this knowledge to create a woven piece of art. They will look at how to mix fabrics for effect and learn how to weave.	In this unit children will continue to develop simple printing skills from EYFS and KS1. They will use artists as inspiration, noting shape and pattern to create their own pieces..	Towards the end of KS2 children will now combine drawing and painting skills developed through the years. Using Tudor artists as inspiration they will be able to create their own, carefully drawn, portrait pieces.