



**THE RADSTONE**

**Primary School**

**LONG TERM PLANNING**

**Art and Design**

### Purpose of Study

Art and Design is taught at The Radstone Primary School following the National Curriculum and Development Matters (EYFS). At TRPS we truly believe that Art, craft and design embodies some of the highest forms of creativity. We aim to provide a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, we encourage them to think critically and develop a more rigorous understanding of art and design. All staff at TRPS believe that children should also know how art and design both reflect and shape our history, culture and creativity of our nation.

### Art in the Early Years

In Reception children will be learning to develop their knowledge of exploring and use media and materials through a variety of planned and independent play based tasks. The EYFS aims for the children to develop the following:

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect

### Aims of the Art and Design national curriculum

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.

**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.**

## EYFS Overview

In the EYFS children will explore Art and Design through many different ways both independently and through adult led activities. This will be taught across the year through various weekly themes. Some aspects that will be explored are: painting, drawing, mark making, printing, manipulating playdough/clay to make sculptures and what happens when colours are mixed.

## Key Stage 1 Overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<p><b>Take a Line for a Walk</b> <b>Artist Studies: Vincent Van Gogh/Henri Matisse</b> <b>Skill Focus: Drawing/Painting</b></p> <ul style="list-style-type: none"><li>- Experimental mark making, sketching with a variety of different lines e.g. curved, straight, light, dark.</li><li>- Use a variety of tools and techniques including the use of different brush sizes and types.</li><li>- Mix and match colours to artefacts and objects.</li><li>- Work on different scales.</li><li>- Mix secondary colours and shades.</li><li>- Explore different types of paint.</li><li>- Create different textures e.g., use of sawdust.</li></ul>	<p><b>Self Portraits</b> <b>Artist Study: Pablo Picasso</b> <b>Skill Focus: Drawing/Printmaking</b></p> <ul style="list-style-type: none"><li>- Placement of drawing on the page/filling the paper.</li><li>- Drawing what you see.</li><li>- Experimental mark making, sketching with a variety of different lines e.g. curved, straight, light, dark.</li><li>- Make marks in print with a variety of objects, including natural and made objects.</li><li>- Carry out different printing techniques.</li><li>- Make rubbings.</li><li>- Build a repeating pattern and recognise pattern in the environment.</li></ul>	<p><b>Animal Sculptures</b> <b>Artist Study: Paul Klee</b> <b>Skill Focus: Drawing/3D</b></p> <ul style="list-style-type: none"><li>- Extend the variety of drawing tools.</li><li>- Drawing what you see.</li><li>- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li><li>- Explore sculpture with a range of malleable media, especially clay.</li><li>- Experiment with, construct and join recycled, natural and man-made materials.</li><li>- Explore shape and form.</li></ul>
<b>Year 2</b>	<p><b>Great Fire of London</b> <b>Artist Study: Henri Rousseau</b> <b>Skill Focus: Drawing/Painting</b></p> <ul style="list-style-type: none"><li>- Exploring mark making e.g. dots, dashes, smudging, pressure of media.</li><li>- Observational drawing/ begin to incorporate detail</li></ul>	<p><b>Repeated Patterns</b> <b>Artist Study: Andy Warhol</b> <b>Skill Focus: Printmaking/Textiles</b></p> <ul style="list-style-type: none"><li>- Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li><li>- Design patterns of increasing complexity and repetition.</li></ul>	<p><b>Recycled Sculptures</b> <b>Artist Study: Eric Cremer</b> <b>Skill Focus: Painting/3D Form</b></p> <ul style="list-style-type: none"><li>- Name different types of paint and their properties.</li><li>- Mix and match a range of secondary colours, shades and tones.</li></ul>

-Understand the basic use of a sketchbook and use drawing as a means of planning.

-Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.

- Work on a range of scales.

-Mix and match a range of secondary colours, shades and tones.

- Print using a variety of materials, objects and techniques.

- Create textured collages from a variety of media.

- Make a simple mosaic.

- Stitch, knot and use other manipulative skills.

-Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.

- Build a textured relief tile.

- Understand the safety and basic care of materials and tools.

- Experiment with, construct and join recycled, natural and man-made materials more confidently.

Through a variety of creative activities children 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 Overview

	Autumn	Spring	Summer
Year 3	<p><b>Caves of Lascaux (Stone Age)</b>  <b>Artist Study: Vincent Van Gogh</b>  <b>Skill Focus: Drawing/Painting</b></p> <ul style="list-style-type: none"> <li>-Close observational drawing.</li> <li>-Create initial sketches as a preparation for painting.</li> <li>-Consolidate what sketchbooks are for and how artists use them.</li> </ul> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <ul style="list-style-type: none"> <li>-Mix a variety of colours (inc tertiary) and use a developed colour vocabulary.</li> <li>-Work confidently on a range of scales.</li> </ul>	<p><b>Harvesting Dreams</b>  <b>Artist Study: Hundertwasser</b>  <b>Skill Focus: Printmaking/Textiles</b></p> <ul style="list-style-type: none"> <li>- Print using a variety of materials, objects and techniques including layering.</li> <li>-Talk about the processes used to produce a simple print.</li> <li>- To explore pattern and shape, creating designs for printing.</li> <li>- Name the tools and materials they have used.</li> <li>- Develop skills in stitching. Cutting and joining. - Experiment with a range of media.</li> </ul>	<p><b>Modern Portraiture</b>  <b>Artist Study: Chris Ofili</b>  <b>Skill Focus: Painting/3D Form.</b></p> <ul style="list-style-type: none"> <li>-Accurate drawings of people – (faces)</li> <li>-Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>- Join clay adequately and work reasonably independently.</li> <li>- Construct a simple clay base for extending and modelling other shapes.</li> <li>- Cut and join materials safely and effectively.</li> <li>- Make a simple papier mache object.</li> <li>- Plan, design and make models.</li> </ul>
Year 4	<p><b>The Vikings</b>  <b>Artist Study: Monet</b>  <b>Skill Focus: Drawing/Painting</b></p> <ul style="list-style-type: none"> <li>- Develop use of tone to convey form.</li> <li>- Work on a variety of scales.</li> <li>- Collect images and information independently in a sketchbook.</li> <li>- Choose paints and implements appropriately.</li> <li>- Plan and create different effects and textures with paint according to what they need for the task.</li> <li>- Make and match colours with increasing accuracy.</li> </ul>	<p><b>3D Me!</b>  <b>Artist Study: Alberto Giacometti</b>  <b>Skill Focus: Drawing/3D Form</b></p> <ul style="list-style-type: none"> <li>- Accurate drawings of whole people including proportion and placement.</li> <li>- Make informed choices about the 3D technique chosen.</li> <li>- Show an understanding of shape, space and form.</li> <li>- Plan, design, make and adapt models.</li> <li>- Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>-Create a piece of art which includes integrating a digital image they have taken.</li> <li>-Take a photo from an unusual or thought-provoking viewpoint</li> </ul>	<p><b>Exploring Pattern</b>  <b>Artist Study: Gustav Klimt</b>  <b>Skill Focus: Printmaking/Textiles</b></p> <ul style="list-style-type: none"> <li>-Research, create and refine a print using a variety of techniques.</li> <li>- Select broadly the kinds of material to print with in order to get the effect they want.</li> <li>- Resist printing including marbling, silkscreen and cold-water paste.</li> <li>- Match the tool to the material.</li> <li>- Choose collage or textiles as a means of extending work already achieved.</li> <li>- Refine and alter ideas and explain choices using an art vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>- Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>-Show increasing independence and creativity with the painting process.</li> </ul>		
<b>Year 5</b>	<p><b>The Ancient Egyptians</b>  <b>Artist Study: Alma Thomas</b>  <b>Skill Focus: Drawing/Painting</b></p> <ul style="list-style-type: none"> <li>- Interpret the texture of a surface.</li> <li>- Produce increasingly accurate drawings of people.</li> <li>-Use a sketchbook to develop ideas.</li> <li>- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>-Work on preliminary studies to test media and materials.</li> <li>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>-Create shades and tints using black and white.</li> </ul>	<p><b>Collaborative Sculpture</b>  <b>Artist Study: Anthony Gormley</b>  <b>Skill Focus: Drawing/3D Form</b></p> <ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions.</li> <li>- Concept of perspective.</li> <li>- Describe the different qualities involved in modelling, sculpture and construction.</li> <li>- Use recycled, natural and man-made materials to create sculpture.</li> <li>- Plan a sculpture through drawing and other preparatory work.</li> </ul>	<p><b>Surrealism</b>  <b>Artist Study: Salvador Dali</b>  <b>Skill Focus: Mixed Media/Printmaking</b></p> <ul style="list-style-type: none"> <li>-Create imaginative work from a variety of sources.</li> <li>-Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>- Choose the printing method appropriate to task.</li> <li>-Build up layers and colours/textures.</li> <li>- Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>- Choose inks and overlay colours.</li> <li>- Use a range of media to create collage.</li> <li>- Experiment with using batik safely.</li> </ul>
<b>Year 6</b>	<p><b>Imaginary Landscapes</b>  <b>Artist Study: Yayoi Kusama/Henry Moore</b>  <b>Skill Focus: Drawing/Painting</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning and collating source material.</li> <li>-Develop ideas using different or mixed media, using a sketchbook.</li> <li>-Work from a variety of sources, inc. those researched independently.</li> </ul>	<p><b>Still Life</b>  <b>Artist Study: Paul Cezanne</b>  <b>Skill Focus: Painting/Printmaking</b></p> <ul style="list-style-type: none"> <li>-Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>-Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>- Show an awareness of how paintings are created (composition).</li> <li>- Describe varied techniques.</li> <li>-Be familiar with layering prints.</li> <li>- Be confident with printing on paper and fabric.</li> </ul>	<p><b>Sculpture Trail</b>  <b>Artist Study: Louise Bourgeois</b>  <b>Skill Focus: Drawing/3D Form</b></p> <ul style="list-style-type: none"> <li>- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>-Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>- Make a mould and use plaster safely.</li> <li>- Create sculpture and constructions with increasing independence.</li> <li>- Annotate work in a sketchbook.</li> </ul>

		- Alter and modify work.	
--	--	--------------------------	--

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.