




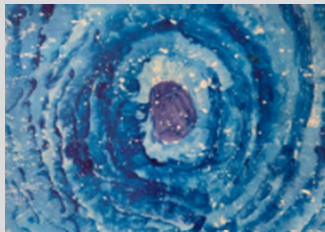








Art Disciplines - Long Term Plan

Artist	EYFS/KS1	Year 3 Lowry	Year 4 Elisha Ongere	Year 5 Paul Cezanne	Year 6 Roy Lichtenstein
					
Discipline of Art: Sketching	<ul style="list-style-type: none"> • Creating marks using drawing implements • Drawing shapes of different sizes • Sketching own face • Drawing a person • Naming colours on a colour wheel • Colours made from primary colours • Sketching portraits from different angles 	<ul style="list-style-type: none"> • Creating curved lines • Creating sharp, straight lines to show buildings • Using a ruler to create vertices in buildings • Using fingers to smudge pencils and charcoal to create different textures. • Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes (soft/hard/tip/side 	<ul style="list-style-type: none"> • Using fingers to smudge and blend oil pastels • Observing and sketching basic facial features forward facing • Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes • Develop shadows. • Begin to investigate proportion/ 	<ul style="list-style-type: none"> • Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes Introducing specific key vocabulary- cross hatching/ stippling/ hatching) • Develop shadows. • Begin to Investigate proportion/ • emotion/ expression • Further developing shadow and introducing 	<ul style="list-style-type: none"> • Using a ruler to create vertices in buildings from a 1-point perspective • Use both dry and wet media to make different marks, lines, patterns, textures and shapes within a drawing using all key vocabulary learnt previously • Further explore colour mixing, blending techniques and

	<ul style="list-style-type: none"> • Sketching images on a larger scale • Sketching light pencil strokes • Creating texture using pencils 	<ul style="list-style-type: none"> • of pencil, 4H-6B pencils) • Begin to investigate shadows. • Use a range of media including; chalk pastel, oil pastel, pen and ink to draw a range of marks and lines. 	emotion/ expression	<ul style="list-style-type: none"> • highlights into artwork • Mix and match colours to create atmosphere and light effects • Creating highlights in pictures • Blending oil pastels • Using charcoal to border • Creating shadow using oil pastels and charcoal 	<ul style="list-style-type: none"> • tonal contrast with a variety of media. • Use first-hand observations using different viewpoints, developing more abstract representations.
Artist	EYFS/KS1	Year 3 Yayoi Kusama 	Year 4 Anna Dora 	Year 5 Bernard Hoyes 	Year 6 Edvard Munch 
Discipline of Art: Painting	Nursery: <ul style="list-style-type: none"> • Naming primary colours • Naming secondary colours • Making pink and brown using paint 	<ul style="list-style-type: none"> • Mix and match colours, create palettes • Start to experiment with different effects and textures. • Identifying complimentary colours 	<ul style="list-style-type: none"> • Mix and match colours, create palettes to match images. • Start to experiment with watercolour, exploring intensity of 	<ul style="list-style-type: none"> • Start to experiment with watercolour, exploring intensity of colour to develop shades. • Develop watercolour techniques: dry versus wet, light 	<ul style="list-style-type: none"> • Mark make with paint e.g. dashes, blocks of colour, strokes and points • Mix and match colours to create atmosphere

	<ul style="list-style-type: none"> • Naming colours on a colour wheel • Making orange, green, blue and purple • Colours made from primary colours • different shades using black • Identify warm and cool colours • Identify shades of colours 	<ul style="list-style-type: none"> • Choosing the appropriate paintbrush from a range of brushes • Using watercolour paint • Using acrylic paint • Using fingers to smudge pencils and charcoal to create different textures. • Using circular objects to mono-print • Using paints to create a wash for a background 	<p>colour to develop shades</p> <ul style="list-style-type: none"> • Develop experimentation with different effects and textures Inc. blocking in colour, washes, layering, brush size, thickened paint to create textural effects. • Develop acrylic techniques: dry versus wet, light to dark, splatter • Mixing salt with paint to experiment with texture 	<p>to dark, bleed colours, layering, lift the colour.</p> <ul style="list-style-type: none"> • Be able to identify primary secondary, complementary, warm and cold and contrasting colours • Showing movement using paint 	<p>and light effects e.g. flesh colour portraits.</p> <ul style="list-style-type: none"> • Be able to identify primary secondary, complementary, warm and cold and contrasting colours and reflect on personal choices regarding colour within a final piece of original work.
Artist	EYFS/KS1	<p>Year 3 Alberto Giacometti</p> 	<p>Year 4 Ugo Rondinone</p> 	<p>Year 5 Alexander Calder</p> 	<p>Year 6 Anni Albers</p> 
Discipline of Art: Sculpture	<ul style="list-style-type: none"> • Pulling, stretching, rolling and 	<ul style="list-style-type: none"> • Make a simple clay or tin foil 	<ul style="list-style-type: none"> • Create surface patterns and textures in a 	<ul style="list-style-type: none"> • Use wires to make malleable forms. 	<ul style="list-style-type: none"> • Experiment with a range of collage

	twisting modelling dough <ul style="list-style-type: none"> • Making different shapes • Using glue to create a collage • Using natural objects to create a collage • Weaving natural objects • Weaving using cardboard loom • 3D sculpture using salt dough 	sculpture using pipe cleaners/wire. <ul style="list-style-type: none"> • Start to work on a larger scale as a group to create a sculpture • Manipulate clay or tin foil by rolling, coiling, shaping • Use wire to make a skeleton for a sculpture • Create human forms showing movement. 	malleable material <ul style="list-style-type: none"> • Manipulate clay or tin foil by rolling, pinching, twisting, scratching, coiling, shaping and kneading. • Creating layers using masking tape • Manipulating different sized clay cuboids and 3D shapes 	<ul style="list-style-type: none"> • Experiment with using wire along with other materials • Sculpture using pipe cleaners/wire. • Manipulating wire to create facial features • Build upon wire using a variety of other materials to create forms. 	techniques such as tearing, overlapping and layering to create images and represent textures <ul style="list-style-type: none"> • warping up and weaving over and under (plain weave) • How to cut off their work of their looms • Improve control of use of materials
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'I Can' Progression

Sketch	Year 3	Year 4
	<ul style="list-style-type: none"> • To create sketchbook observations. 	<ul style="list-style-type: none"> • I can use my sketchbook to record their observations and use them to review and revisit ideas.

<ul style="list-style-type: none"> • To improve their mastery of sketching using sketching pencils. • Have an understanding of Lowry and his artistic techniques. • I can use my sketchbook to generate ideas and observations. • I can express my thoughts and observations in my sketchbook. I can use my sketchbook to make records of my experiments with various materials. • I can use sketches to produce a final piece of art • I can use geometry and tonal shading in my drawings. • I can draw using charcoal. • I can describe the use of texture within an artist's work. • When looking at creative work I can express preferences and give some reasons for these (For example can say "I like that because...") • I understand and can describe the work of some artists, craftspeople, architects and designers. I understand and can explain how to use some of the tools and techniques artists and craftspeople have chosen to work with. • I can use oil pastels to colour my artwork. • I can recognise and use cross-hatching. 	<ul style="list-style-type: none"> • To improve their mastery of art and design technique of blending (oil pastels). • I can investigate the nature and qualities of different materials. • I can blend and manipulate oil pastels. • I can analyse and describe the use of colour within an artists' work. • I can smudge and blend oil pastels to create texture. • When looking at creative work I can express clear preferences and give some reasons for these (For example can say "I like that because...")
Year 5	Year 6
<ul style="list-style-type: none"> • I can work collaboratively to explore ideas for meeting a brief. • I can develop and discuss ideas through my sketches. • I am enhancing my knowledge of skill and technique using various media in sketchbooks. • I can use the work of artists to explore my own ideas. • I can draw from observation • I can draw from different perspectives. 	<ul style="list-style-type: none"> • I can use my sketchbook to record my observations and use it to review and revisit ideas. • To improve their mastery of art and design techniques - sketching. • I can record experiments with various media and try our techniques and processes before applying them. • I can explain why I have chosen specific techniques or tools to create my art. • I can independently apply sketching methods.

	<ul style="list-style-type: none"> I can define areas of my work using more complex colours. (highlighting and shadow for example with lighter/darker tones/shades) I can recognise and use stippling and cross hatching for shading. I can recognise and use contour lines for shading. 	<ul style="list-style-type: none"> I can analyse and evaluate an artists' use of form. I can imitate the techniques of other artists and the way they use simplified shapes and lines to create drawings. I can deliberately manipulate tone using 'chiaroscuro'. I can show emotion through sketching. I can express ideas about art through messages, graphics, text and images. I can use digital imagery in my artwork. I can create digital art using photography to make abstract and self-portrait pieces
Painting	Year 3	Year 4
	<ul style="list-style-type: none"> I can use my sketchbook to generate ideas and observations. I can express my thoughts and observations in my sketchbook. I can use a range of methods and materials to help create my artwork. I can express line in different ways to show geometric shapes and organic forms. I can identify 2D shapes within images and objects. I understand and can explain how to use some of the tools and techniques artists and craftspeople have chosen to work with. I can create tints and shades. I can create a background using a wash I know the difference between a flat wash and a graded wash 	<ul style="list-style-type: none"> I can use my sketchbook to record my observations and use them to review and revisit ideas. To improve their mastery of art and design technique of painting. I can use sand or salt mixed with paint in my artwork to create texture. I am developing skill and technique using various media in sketchbooks. I can experiment with the styles used by Anna Dora I can manipulate paint to achieve a desired effect. I can use a range of different strokes and shades within my painting. I am showing creativity in my choice of materials and composition. I can analyse and describe the use of colour within an artists' work. I can describe how Anna Dora mixed and applied paint.
	Year 5	Year 6
	<ul style="list-style-type: none"> I can use my sketchbook to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> I can use my sketchbook to record my observations and use it to review and revisit ideas.

	<ul style="list-style-type: none"> To improve their mastery of art and design technique of painting. I know about great artists, architects and designers in history. I can develop and discuss ideas through my sketches. I can create artwork based on someone else's preferences. (Hoyes) I can use colour to help show/represent figures and forms in movement. I am further improving my skill and control when painting. I can regularly analyse and reflect on my progress considering the opinions of others. I can research the work of an artist and use their work to replicate a style. I can begin to show facial expression in artwork. I understand the meaning of contrasting colours 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques - sketching and dot printing. I can draw with expression. I am further improving with my skill and control when painting. I am deepening my knowledge of line to help me to create portraits. I am adapting my skills with continuous line drawing, developing control, expression, shape, form and detail. I can imitate the techniques of other artists. I understand the technical vocabulary and techniques for the qualities of different materials and processes. I can show facial expression
	Year 3	Year 4
Sculpture	<ul style="list-style-type: none"> To create sketch book observations. I can use a range of methods and materials to help create my artwork I am developing my ability to describe and model form in 3D using a range of materials. I can create and form shapes from 3D materials. I can analyse and describe the use of texture within an artist's work. I understand and can describe the work of some artists, craftspeople, architects and designers. Manipulate clay and foil to create human forms. I can use rolling, coiling and shaping methods to manipulate a material. 	<ul style="list-style-type: none"> I can use my sketchbook for planning and refining ideas. I can use my sketchbook to record ideas for materials and composition. I am developing skill and technique using various media in sketchbooks. I can investigate the nature and qualities of different materials and processes systematically. I can create sculptures from different materials. I can analyse and describe the use of shape within an artists' work. I understand and can describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that I have

		<p>studied. I understand, and can demonstrate, how tools (artists and craftspeople etc.) have chosen to work with, should be used effectively and with safety.</p> <ul style="list-style-type: none"> • Create surface patterns and textures in a malleable material • Manipulate clay or tin foil by rolling, pinching, twisting, scratching, coiling, shaping and kneading. • Creating layers using masking tape • Manipulating different sized clay cuboids and 3D shapes.
	Year 5	Year 6
	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including sculpture with a range of materials. • I can use my sketchbook to record their observations and use them to review and revisit ideas. • I can use the work of artists to explore my own ideas. • I can create new and unique pieces of art inspired by others. • I can draw using 2D drawings to develop ideas for 3D work. • I can select materials for a given purpose. • I can analyse and evaluate an artists' use of shape. • I can research the work of an artist and use their work to replicate a style. • I can manipulate wire to create a sculpture. • I can recognise, examine and recreate facial features • I can draw using the continuous line method. 	<ul style="list-style-type: none"> • I can develop and discuss my ideas through sketches. • I can complete personal investigations of interests and record observations in sketchbooks. • I can record experiments with various media and try our techniques and processes before applying them. • I can express ideas about art through messages, graphics, text and images • I can analyse and evaluate an artists' use of form. • I can weave paper strips • I can weave coloured wool to create a pattern or image • I can create a pattern using weaving

Substantive Knowledge:

Substantive knowledge in Art is the practical knowledge and skills that pupils develop through their Art learning journey at CCJS. This knowledge is based around the 7 elements of Art: line, shape, colour, form, pattern, texture and space. The children experience

these elements by exploring the art disciplines of drawing, painting and sculpture. The children also explore the theoretical, historical and cultural elements of the artists they study.

Disciplinary Knowledge:

Disciplinary knowledge is how the children practically apply the skills and knowledge they have learned about; 'knowing how' and 'making'. This is how the children interpret the elements of the artwork they are studying, and use them to create a specific and desired effect. Children are encouraged to begin to judge and value art. This aids the children in developing their own style of artwork, draw on their own influences and be able to evaluate and critique art.