



Whole School Long Term Art and Design Plan



| Rec | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|---|--|--|---|--|
| Autumn | Autumn | Autumn | Autumn | Autumn | Autumn | Autumn |
| <p><u>Drawing skills– Aut 1</u></p> <p>Focus on mark making with different materials, textures and objects.</p> <p>Nature</p> <p><u>Painting skills– Aut 2</u></p> <p>Focus on expressive colour mixing and printing linked to Bonfire night.</p> <p><u>Craft Art</u></p> <p>Pupils will explore and create a range of crafts that link to current themes– Halloween Art, Christmas Art, Science topics (Nocturnal animals)</p> | <p><u>Drawing and painting skills– Aut 2</u></p> <p>Artist in residence</p> <p>Focus on observational drawing, mark making and colour theory.</p> <p>Kandinsky</p> <p>Contextual studies– research Kandinsky through artist research page in sketchbooks.</p> <p><u>Creative response– English</u></p> <p>Rapunzel</p> <p>Create a Silhouette collage linked to the illustrator Bethan Woollvin.</p> | <p><u>Painting skills- Aut 2</u></p> <p>Artist in residence</p> <p>Focus on colour theory such as tints, tones, watercolours and washes. Explore through various objects and textures.</p> <p>Still life and Van Gogh</p> <p>Contextual studies– research chosen artist through artist research page in sketchbooks.</p> <p><u>Creative response– English</u></p> <p>A River</p> <p>Pupils to work collaboratively to create a river scene inspired by the artist Lucy Tiffney.</p> | <p><u>Painting skills-Aut 2</u></p> <p>Artist in residence</p> <p>Focus on advanced colour theory: primary, secondary and tertiary colours. Create observational drawings of shells.</p> <p>Vincent Van Gogh</p> <p>Contextual studies– research Vincent Van Gogh through artist research page in sketchbooks.</p> <p><u>Opening Worlds– History</u></p> <p>Creative response to ‘Ancient Egypt’ topic.</p> <p>Pupils to create Canopic jar using clay. Pupils to develop the techniques of coiling pots.</p> <p>Historical artefacts</p> <p><u>Creative response– English</u></p> <p>The Iron Man</p> <p>Pupils to create their own Iron Man using fine liner and graphite pencil.</p> | <p><u>Painting Skills– Aut 2</u></p> <p>Artist in residence</p> <p>Focus on observational drawing through still life. Pupils to develop a range of drawing skills highlighting the formal elements of drawing (tone, line, shade, texture).</p> <p>Leonardo Di Vinci</p> <p>Contextual studies– research Leonardo Di Vinci through artist research page in sketchbooks.</p> <p><u>3D - Aut 2</u></p> <p>Focus on the Romans and the origins and the meaning of their symbols depicted on their shields.</p> <p>Contextual studies– research The Romans through artist research page in sketchbooks. Evaluate and emulate a personal response of their chosen symbol that best represents each individual.</p> <p><u>Opening Worlds– Geography</u></p> <p>Creative response to ‘Rivers’ topic.</p> <p>Pupils to create an enlarged painting of the River Rhine using water colours.</p> <p><u>Creative Response– English</u></p> <p>The Leaf</p> <p>Year 4 classes collaborate on a display inspired by ‘The Leaf’.</p> | <p><u>Drawing Skills-Aut 1</u></p> <p>Artist in residence</p> <p>Focus on Portraits through various artists. Pupils to develop skills in shading and proportion.</p> <p>Fida Kahlo, Frank Auerbach, Andy Warhol, Matisse, Van Gogh, Hans Holbein the younger, MC Escher and Chuck Close.</p> <p>Contextual studies– research a variety of artists through artist research page in sketchbooks.</p> <p><u>Collage skills- Aut 2</u></p> <p>Focus on manipulation of pupils own self portraits using both collage and oil pastels.</p> <p>Francis Bacon</p> <p>Contextual studies– research chosen artist through artist research page in sketchbook. Evaluate and emulate how Frances Bacon used distortion and mood within his work to reflect their own feelings through oil pastel.</p> <p><u>Opening Worlds– History</u></p> <p>Creative response to ‘ Anglo-Saxons’ topic.</p> <p>Pupils to create their own law code inspired by the first law code issued by Aethelberht in about 602. Pupils to tea stain A3 piece, use specific font and fine liner.</p> <p><u>Creative Response– English</u></p> <p>FaRThER</p> <p>Pupils to create a border /frame for their writing inspired by the illustrations such as cogs, gold thread and feathers.</p> | <p><u>Collage/mixed media– Aut 1</u></p> <p>Focus on line, tone, pattern, texture, colour and shape& mood. Experiment with manipulation of work to create an outcome</p> <p>Helen Wells</p> <p>Contextual studies– research chosen artist through artist research page in sketchbook. Evaluate and emulate how Helen Wells uses layering techniques within her work to show line and pattern.</p> <p><u>Still life– Aut 2</u></p> <p>Artist in residence</p> <p>Focus on perspective through cubism</p> <p>Georges Braque</p> <p>Pablo Picasso</p> <p>Juan Gris</p> <p>Contextual studies– research Georges Braque, Pablo Picasso and Juan Gris through artist research page in sketchbooks.</p> <p><u>Opening Worlds– RE</u></p> <p>Creative response to ‘The Story of Jesus’ topic.</p> <p>Pupils to create 3D origami nativity scene using a template.</p> <p><u>Creative Response– English</u></p> <p>Hansel and Gretel</p> <p>Pupils to create a charcoal drawing on grey sugar paper inspired by the illustrator Neil Gaiman.</p> |



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|---|--|---|---|--|---|--|
| Spring | Spring | Spring | Spring | Spring | Spring | Spring |
| <p><u>Collage – Spr 1</u></p> <p>Focus on complimentary colours using collage to create a self portrait.</p> <p>Pablo Picasso</p> <p><u>Creative response– English</u></p> <p>Little Red</p> <p>Pupils to create silhouette art inspired by Bethan Woolvin.</p> | <p><u>Creative response– English</u></p> <p>Hermelin</p> <p>Pupils to create their own version of Offley Street, by drawing the houses of the different residents.</p> <p>Where the Wild Things are’</p> <p>Pupils to create their own monster inspired by Maurice Sendak’s illustrations. Pupils to use water colour and fine liner.</p> | <p><u>Creative response– English</u></p> <p>Grandad’s Island</p> <p>Pupils to create a mixed media jungle scene inspired by Benji Davies’ illustrations.</p> | <p><u>Portraits– Collage and Photography Spr 1</u></p> <p>An introduction to Portraiture, focusing on mixed media art like watercolours and collage. Pupils will explore the theme of portraiture whilst developing skills in photo manipulation and collage.</p> <p>Pablo Picasso</p> <p><u>Contextual studies–</u> research Picasso through artist research page in sketchbooks.</p> <p><u>Opening Worlds– Spr 2</u></p> <p>Creative response to ‘Persia and Greece’ topic.</p> <p>Pupils to create a detailed drawing of a Greek pot using coffee stained paper and fine liner.</p> <p><u>Creative response– English</u></p> <p>Return</p> <p>Pupils to create a border/frame for their writing inspired by Aaron Becker’s illustrations using watercolours and fine liner.</p> | <p><u>Creative response– English</u></p> <p>Arthur and the Golden Rope</p> <p>Pupils to create their own Mythical creature based on the characters within the book.</p> <p><u>Opening World– Geography</u></p> <p>Creative response to ‘Costal’ topic.</p> <p>Pupils to create coastal landscapes using water colours.</p> | <p><u>Creative response– English</u></p> <p>The Hound of the Baskervilles</p> <p>Pupils to create art work using charcoal and ink wash, inspired by the front cover of their book., written by the author Arthur Conan Doyle.</p> <p><u>Opening Worlds– Geography</u></p> <p>Creative response to ‘North and South America’ topic.</p> <p>Pupils to create an oil pastel drawing on A3 depicting the colourful Favelas.</p> | <p><u>Creative response– English</u></p> <p>On the Origin of Species</p> <p>Pupils to create mono prints inspired by Johnathan Woodward’s illustrations, adding watercolours over the top of print.</p> <p><u>Opening Worlds– History</u></p> <p>Creative response to ‘The Romans’ topic.</p> <p>Pupils to design a Roman shield or mosaic Roman soldier.</p> <p><u>Creative response– English</u></p> <p>Ways of the Wolf</p> <p>Pupils to create mono prints inspired by Johnathan Woodward’s illustrations, adding watercolours over the top of print.</p> |



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| Rec | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|---|---|--|--|--|
| Summer | Summer | Summer | Summer | Summer | Summer | Summer |
| <p><u>Textiles– Sum 1</u></p> <p>Pupils to explore a range of weaving techniques using a variety of different materials.</p> <p>Katrina Sanchez Standfield</p> <p><u>3D– Sum 2</u></p> <p>Drawing patterns into mouldable materials e.g. foam, playdough, plaster-cine, air-dry clay.</p> <p>Helen Pakeman</p> <p><u>Creative Response– English</u></p> <p>Pupils to produce a mixed media drawing inspired by illustrations in their current class story.</p> | <p><u>Collage– Sum 1</u></p> <p>Focus on layering and composition to create a collage background, mono-printing their own self portrait in the foreground.</p> <p>Andy Warhol</p> <p><u>Contextual studies–</u> Discover Andy Warhol through artist research page in sketchbooks. Evaluate and emulate how Andy Warhol uses composition and manipulates images.</p> <p><u>Creative response– English</u></p> <p>The Last Wolf</p> <p>Pupils to work collaboratively to create a class tree sculpture inspired by Mini Grey's illustrations.</p> | <p><u>Drawing skills–Sum 2</u></p> <p>Printing</p> <p>Focus on the formal elements of drawing: line, tone, shading and texture. Use new knowledge of drawing skills to explore nature. Respond through a variety of printing techniques.</p> <p>Tim-Pugh</p> <p>Marc Lawrence</p> <p><u>Contextual studies–</u> research Tim Pugh and Marc Lawrence through artist research page in sketchbooks. Evaluate and emulate how Tim Pugh uses nature in his prints to create composition, line and colour.</p> <p><u>Creative response–English</u></p> <p>Rosie Ravere, Engineer</p> <p>Pupils to create a mono print onto graph paper. Adding coloured accents using felt tip and fine-liner inspired by illustrator David Roberts.</p> | <p><u>Creative response– English</u></p> <p>Egyptology</p> <p>Create a scroll responding to 'Egyptology' using coffee stained paper, charcoal and fine liner.</p> <p><u>Opening Worlds– Geography</u></p> <p>Creative response to 'Climate and Biomes' topic.</p> <p>Pupils to create different climates as a collective using animlas, landscapes etc.</p> | <p><u>Textiles– Sum 2</u></p> <p>Focus on circular weaving to create a class installation. Pupils will explore the art of traditional forms of weaving.</p> <p>Tammy Kannnat</p> <p><u>Contextual studies–</u> research chosen artist through artist research page in sketchbook. Evaluate and emulate how Tammy Kannat uses traditional methods to create contemporary outcomes.</p> <p><u>Opening Worlds– History</u></p> <p>Creative response to 'Arabia and early Islam' topic.</p> <p>Pupils to create a chalk pastel drawing on sugar paper depicting the Arabian desert.</p> <p><u>Creative Response– English</u></p> <p>The Journey</p> <p>Pupils to create a photomontage inspired by illustrator. Mixed media piece using photocopies, oil pastels, water colour, fine liner.</p> | <p><u>Opening worlds– Geography</u></p> <p>Creative response to 'Amazon' topic.</p> <p>3D Creative response making a paper sculpture creating origami Toucan using coloured card and templates.</p> <p><u>Creative Response– English</u></p> <p>The Lost Book of Adventure</p> <p>Pupils to create a chalk pastel drawing depicting the snowcapped mountaintops inspired by illustrations in the book.</p> | <p><u>Photography– Sum 1</u></p> <p>Focus on landscapes and local locations to capture interesting compositions.</p> <p>Manipulating photography images using relevant software.</p> <p>David Hockney</p> <p>Photographer- Andrey Pavlov</p> <p><u>Contextual studies–</u> research David Hockney and Andrey Pavlov through artist research page in sketchbooks.</p> <p><u>Opening Worlds– History</u></p> <p>Creative response to Cordoba– The City of Light.</p> <p>Pupils to create geometric shapes that mimic the arches of the City of Art.</p> <p><u>Creative Response– English</u></p> <p>Shakleton;s Journey</p> <p>Pupils to create a border/frame inspired by the pack ice and icebergs depicted in the book. Pupils to use coloured pencils to create tonal shading.</p> |



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|--|--|--|--|--|--|--|
| Spring and Summer | Spring and Summer | Spring and Summer | Autumn, Spring and Summer | Autumn, Spring and Summer | Autumn, Spring and Summer | Autumn, Spring and Summer |
| <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings | <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings | <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings | <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings | <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings | <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings | <p>Our Drawing Journey –10 minutes, 3-4 times per week.</p> <p>Five simple set of drawing exercises designed to get pupils and teachers drawing. Pupils to develop line, Shape, form, tone, perspective, composition and proportion.</p> <ol style="list-style-type: none"> 1. Continuous line drawing 2. Backwards and forwards drawing 3. See 3 shapes drawing 4. Thoughtful mark making 5. Making stronger drawings |