Kingsham Primary School

Art and Design

Long Term Plan

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for history 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.

<table>
<tr><th colspan="4">Year 1 and 2</th></tr>
<tr><td>Year 1/2</td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td rowspan="7">Year A</td><td>Drawing
• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?

Painting
•Can they choose to use thick and thin brushes as appropriate?
•Can they name the primary and secondary colours?</td><td>Drawing
•Can they draw using pencil and crayons?

Painting
• Can they mix paint to create all of the secondary colours?
• Can they say what hot and cold colours are?</td><td>Drawing
•Can they create different tones using light and dark?

Painting
•Can they paint a picture of something they can see?
•Can they create moods in their paintings?</td></tr>
<tr><td colspan="3">Knowledge
•Can they describe what they can see and like in the work of another artist?
•Can they ask sensible questions about a piece of art?</td></tr>
<tr><td colspan="3">Sketchbooks
• Can they begin to demonstrate their ideas through photographs and in their sketch books?
• Can they set out their ideas, using ‘annotation’ in their sketch books?
• Do they keep notes in their sketch books as to how they have changed their work?</td></tr>
<tr><td>IT
•Can they use a simple painting program to create a picture?
•Can they go back and change their picture?
•Can they use tools like fill and brushes in a painting package?</td><td colspan="2">3D
•Can they add texture by using tools?
•Can they make different kinds of shapes?
•Can they cut, roll and coil materials such as clay, dough or plasticine?</td></tr>
<tr><td>Printing
•Can they print with sponges, vegetables and fruit?
•Can they print onto paper and textile?
•Can they design their own printing block?
•Can they create a repeating pattern?</td><td colspan="2">Collage
•Can they cut and tear paper and card for their collages?
•Can they gather and sort the materials they will need?</td></tr>
<tr><td>Textiles
•Can they sort threads and fabrics?
•Can they group fabrics and threads by colour and texture?
•Can they weave with fabric and thread?</td><td colspan="2"></td></tr>
</table>

<table>
<tr><td rowspan="6">Year B</td><td>Drawing
•Can they use charcoal, pencil and pastels?

Painting
••Can they make tints by adding white?
•Can they make tones by adding black?</td><td>Drawing
•Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

Painting
Can they mix their own brown (black)</td><td>Drawing
•Can they show patterns and texture in their drawings?

Painting
• Can they mix and match colours and predict outcomes?</td></tr>
<tr><td colspan="3">Knowledge
•Can they link colours to natural and man-made objects?
•Can they say how other artists have used colour, pattern and shape?
•Can they create a piece of work in response to another artist's work?</td></tr>
<tr><td colspan="3">Sketchbooks
• Can they begin to demonstrate their ideas through photographs and in their sketch books?
• Can they set out their ideas, using 'annotation' in their sketch books?
• Do they keep notes in their sketch books as to how they have changed their work?</td></tr>
<tr><td>IT
•Can they create a picture independently?
•Can they use simple IT mark-making tools, e.g. brush and pen tools?
•Can they edit their own work?
•Can they take different photographs of themselves displaying different moods?
•Can they change their photographic images on a computer?</td><td colspan="2">3D
•Can they make a clay pot?
•Can they join two finger pots together?
•Can they add line and shape to their work?</td></tr>
<tr><td>Printing
•Can they create a print using pressing, rolling, rubbing and stamping?
•Can they create a print like a designer?</td><td colspan="2">Collage
•Can they create individual and group collages?
•Can they use different kinds of materials on their collage and explain why they have chosen them?
•Can they use repeated patterns in their collage?</td></tr>
<tr><td>Textiles
•Can they join fabric using glue?
•Can they sew fabrics together?
•Can they create part of a class patchwork?</td><td colspan="2"></td></tr>
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<tr><th colspan="4">Year 3 and 4</th></tr>
<tr><td>Year 3/4</td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td rowspan="6">Year A</td><td>Drawing
•Can they use different grades of pencil shade, to show different tones and texture?
Painting
•Can they predict with accuracy the colours that they mix?
•Do they know where each of the primary and secondary colours sits on the colour wheel?</td><td>Drawing
•Can they use their sketches to produce a final piece of work?
•Can they write an explanation of their sketch in notes?

Painting
•Can they use a range of brushes to create different effects?
https://www.bbc.com/teach/class-clips-video/art-and-design-ks1-ks2-using-different-painting-techniques-for-effect/z7h76v4
https://stepbysteppainting.net/2018/01/30/acrylic-painting-brush-techniques/</td><td>Drawing
•Can they show facial expressions in their drawings?

Painting
•Can they create a background using a wash?</td></tr>
<tr><td colspan="3">Knowledge
•Can they compare the work of different artists?
•Can they explore work from other cultures?
•Can they explore work from other periods of time?
•Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</td></tr>
<tr><td colspan="3">Sketchbooks
•Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
•Can they make notes in their sketch books about techniques used by artists?
•Can they suggest improvements to their work by keeping notes in their sketch books?</td></tr>
<tr><td>IT
•Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
•Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?
•Can they use the web to research an artist or style of art?</td><td colspan="2">3D
•Can they add onto their work to create texture and shape?
•Can they work with life size materials?</td></tr>
<tr><td>Printing
•Can they make a printing block?
•Can they make a 2 colour print?</td><td colspan="2">Collage
•Can they cut very accurately?
•Can they overlap materials?
•Can they experiment using different colours?</td></tr>
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		•Can they use mosaic? •Can they use montage?
	Textiles •Can they use more than one type of stitch? •Can they join fabric together to form a quilt using padding? •Can they use sewing to add detail to a piece of work?	

<table>
<tr><td rowspan="7">Year B</td><td>Drawing
•Can they identify and draw simple objects, and use marks and lines to produce texture?

Painting
•Can they create all the colours they need?</td><td>Drawing
•Can they show reflections?
•Can they explain why they have chosen specific materials to draw with?

Painting
•Can they create mood in their paintings?</td><td>Drawing
•Can they begin to show facial expressions and body language in their sketches?
•Can they organise line, tone, shape and colour to represent figures and forms in movement?
Painting
•Do they successfully use shading to create mood and feeling?</td></tr>
<tr><td colspan="3">Knowledge
•Can they experiment with different styles which artists have used?
•Can they explain art from other periods of history?</td></tr>
<tr><td colspan="3">Sketchbooks
•Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
•Can they produce a montage all about themselves?
•Do they use their sketch books to adapt and improve their original ideas?
•Do they keep notes about the purpose of their work in their sketch books?</td></tr>
<tr><td>IT
•Can they create a piece of art work which includes the integration of digital images they have taken?
•Can they combine graphics and text based on their research?</td><td colspan="2">3D
•Do they experiment with and combine materials and processes to design and make 3D form?
•Can they begin to sculpt clay and other mouldable materials?</td></tr>
<tr><td>Printing
•Can they print using at least four colours?
•Can they create an accurate print design?
•Can they print onto different materials?</td><td colspan="2">Collage
•Can they use ceramic mosaic to produce a piece of art?
•Can they combine visual and tactile qualities?</td></tr>
<tr><td>Textiles
•Can they use early textile and sewing skills as part of a project?</td><td colspan="2"></td></tr>
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<table>
<tr><th colspan="4">Year 5 and 6</th></tr>
<tr><td>Year 5/6</td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td rowspan="6">Year A</td><td>Drawing
•Can they identify and draw simple objects, and use marks and lines to produce texture?
•Can they show reflections?

Painting
•Can they create all the colours they need?</td><td>Drawing
•Do they successfully use shading to create mood and feeling?

Painting
•Can they create mood in their paintings?</td><td>Drawing
•Can they organise line, tone, shape and colour to represent figures and forms?
•Can they explain why they have chosen specific materials to draw with?

Painting
•Can they express their emotions accurately through their painting and sketches?</td></tr>
<tr><td colspan="3">Knowledge
•Can they experiment with different styles which artists have used?
•Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</td></tr>
<tr><td colspan="3">Sketchbooks
•Do they keep notes in their sketch books as to how they might develop their work further?
•Do they use their sketch books to compare and discuss ideas with others?</td></tr>
<tr><td>IT
•Can they create a piece of art work which includes the integration of digital images they have taken?
•Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</td><td colspan="2">3D
•Do they experiment with and combine materials and processes to design and make 3D form?
•Can they sculpt clay and other mouldable materials?</td></tr>
<tr><td>Printing
•Can they print using a number of colours?
•Can they create an accurate print design that meets a given criteria?</td><td colspan="2">Collage
•Can they use ceramic mosaic to produce a piece of art?
•Can they combine visual and tactile qualities?</td></tr>
<tr><td>Textiles
•Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</td><td colspan="2"></td></tr>
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<table>
<tr><td rowspan="6">Year B</td><td>Drawing
•Do their sketches communicate emotions and a sense of self with accuracy and imagination?

Painting
•Can they explain what their own style is?</td><td>Drawing
•Can they explain why they have chosen specific drawing techniques?

Painting
•Can they use a wide range of techniques in their work?</td><td>Drawing
•Can they explain why they have combined different tools to create their drawings?

Painting
•Can they explain why they have chosen specific painting techniques?</td></tr>
<tr><td colspan="3">Knowledge
•Can they make a record about the styles and qualities in their work?
•Can they say what their work is influenced by?
•Can they include technical aspects in their work, e.g. architectural design?</td></tr>
<tr><td colspan="3">Sketchbooks
•Do their sketch books contain detailed notes, and quotes explaining about items?
•Do they compare their methods to those of others and keep notes in their sketch books?
•Do they combine graphics and text based research of commercial design, for example, magazines to influence the layout of their sketch books?
•Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</td></tr>
<tr><td>IT
•Do they use software packages to create pieces of digital art to design.
•Can they create a piece of art which can be used as part of a wider presentation?</td><td colspan="2">3D
•Can they create models on a range of scales?
•Can they create work which is open to interpretation by the audience?</td></tr>
<tr><td>Printing
•Can they overprint using different colours?
•Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</td><td colspan="2">Collage
•Can they justify the materials they have chosen?
•Can they combine pattern, tone and shape?</td></tr>
<tr><td>Textiles
•Can they include both visual and tactile elements in their work?</td><td colspan="2"></td></tr>
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