









Backworth Park Primary School Long Term Plan Art

	Throughout the Early Years Learning Journey. Andrew Goldsworthy – Can we create an outdoor gallery? Jim Edwards – Can we all make a painting together?		
	Autumn	Spring	Summer
Nur	<ul style="list-style-type: none"> ○ Make marks with a wide range of tools and grips. ○ Name a variety of colours. ○ Explore printing using leaves, hands vegetables etc. ○ Make marks with a wide range of tools and grips. ○ Explore a variety of materials to make a collage ○ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ○ Use their imagination as they consider what they can do with different materials. 	<ul style="list-style-type: none"> ○ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ○ Use materials for a purpose. ○ Use mark making tools to make enclosed shapes. ○ Exploring colour mixing. ○ Use mark making tools to make a range of enclosed shapes. 	<ul style="list-style-type: none"> ○ Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark ○ Use mark making tools with control to add detail to shapes. ○ Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. ○ Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. ○ Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features ○ Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc ○ Use mark making tools to make very simple representational drawings.
Rec	<ul style="list-style-type: none"> ○ Compare features of ourselves and others, then manipulate fine liner pens with control to create representational self-portraits. ○ Draw familiar people from memory, with attention to detail. ○ Use resource stations to make independent choices to select materials. ○ Create Autumnal colours, green, brown, orange, red and yellow. Predict and narrate the effects. ○ Know and talk about Picasso and how he represents colour with feelings. ○ Create new colours by mixing green, brown, orange and yellow pastels and paints. Predicting and narrating the effects. ○ Manipulate tools to shape clay and talk about the effects when making Diya Lamps. ○ Create natural artwork in the style of Andrew Goldsworthy 	<ul style="list-style-type: none"> ○ Talk in detail about the physical features of ourselves and others, then use fine line materials with increasing control to create representational self-portraits and body parts accurately. ○ Observe and talk about the creations of Piet Mondrian, shapes lines and colours. ○ Create 3D printing of houses in a Piet Mondrian style. ○ Observe and talk about Sunflowers by Van Gogh ○ Explore features of the natural world and use a range of media to create observational drawings. ○ Draw single or a sequence of images from the imagination to illustrate a story. ○ Appraise the work of a local artist, Jim Edwards. ○ Use a variety of materials to create the familiar landmark of The Angel of the North. 	<ul style="list-style-type: none"> ○ Explore Van Gogh Starry Night and produce a piece of artwork using his style as a stimulus and their own choice of material. ○ Shape and mould dry and wet materials to a desired effect using paper mache. ○ Knowing and using black and white to change a colours shade. ○ Explore Gustav Klimt: Patterns in nature and make considered choices. ○ Create transient art using natural materials (wood, shells, stones, cork). ○ Make detailed and accurate observational drawings of natural flowers found in our local environment including matching colours.




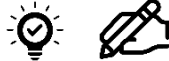
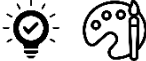



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	Autumn	Spring	Summer
Year 1	 <p>PAUL KLEE</p> <p>Can we create an oil pastel cityscape?</p> <p>Use 2D shapes to create a city scape; understand how to use shape, line, colour to represent structure</p> <ul style="list-style-type: none"> To learn about and appraise Paul Klee and cityscapes. To understand how lines create buildings. To learn how colours show mood in art. To arrange shapes to make a city. To add detail to make cityscapes interesting. To finish and share our cityscape. 	 <p>WASSILY KANDINSKY</p> <p>What effect do concentric patterns have?</p> <p>Use the work of Kandinsky to understand use of primary and secondary colours and paint mixing.</p> <ul style="list-style-type: none"> To learn about Wassily Kandinsky and his use of colour. To explore primary colours and begin mixing secondary colours. To understand how Kandinsky used shapes and colour to express emotions. To develop brush control by painting precise shapes. To explore how secondary colours can be blended. To evaluate concentric circle paintings. 	 <p>COASTAL COLLAGES</p> <p>What are they and can we make a coastal one?</p> <ul style="list-style-type: none"> To use a range of materials to assemble and construct a collage of St Mary's Lighthouse. To learn about St Mary's Lighthouse and its importance to the North-East coast. To explore different materials for creating texture in a collage. To begin constructing the base of the lighthouse collage. To add detail to the lighthouse using smaller materials. To create the background of the collage, representing the coastal environment. To finalise the lighthouse collage and evaluate the work.
Year 2	 <p>How can we represent fire by printing?</p> <p>Use foam and ink to represent flames of the fire by printing; use mixing techniques to colour match.</p> <ul style="list-style-type: none"> To understand the basics of printmaking To understand how to mix colours to create a range of hues To use foam to represent flames in printmaking To match colours to represent flames To combine techniques to represent fire To evaluate and display final pieces 	 <p>LINDA LANG</p> <p>How can we paint the polar regions?</p> <p>Use tints and tones to create light/dark effects; understand shade can be adapted by adding paint.</p> <ul style="list-style-type: none"> To understand the work of Linda Lang and the polar regions To understand the concept of tints and tones To create a polar landscape using tints and tones To understand the concept of shade and how to adapt it To create a polar animal using tints, tones, and shade 	 <p>PABLO PICASSO</p> <p>Can we portray differently?</p> <p>Understand how to represent own appearance using a range of medium and elements of cubism.</p> <ul style="list-style-type: none"> To understand the work of Pablo Picasso and Cubism To understand how to represent own appearance using a range of mediums To understand the elements of Cubism To create a Cubist-inspired self-portrait To experiment with mixed media and texture
















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		<ul style="list-style-type: none"> To evaluate and display final pieces 	<ul style="list-style-type: none"> To evaluate and display final pieces
Year 3	 <p>CAVE ART</p> <p>Why is art so important to history?</p> <p>Use natural products to depict prehistoric life; represent a message of communication.</p> <ul style="list-style-type: none"> To learn about and appraise prehistoric art To develop the use of lines and shapes To develop charcoal techniques To use natural products in art To develop an artwork representing messages To create final piece inspired by cave art 	 <p>MARGARET MEE</p> <p>Can an artist be a scientist?</p> <p>Make detailed observations of botanical forms and develop drawing techniques for scientific purposes.</p> <ul style="list-style-type: none"> To understand the work of Margaret Mee and botanical drawing To develop drawing techniques for scientific purposes To make detailed observations of botanical forms To create a detailed drawing of a botanical form To understand the importance of accuracy in scientific illustration To evaluate and display final pieces 	 <p><u>FEED THE FISH</u></p> <p>Can a sculpture be made from junk material?</p> <p>Visit 'Feed the Fish', using it to recreate sculptures using recycled materials to support eco work.</p> <ul style="list-style-type: none"> To understand the work of a local North-East artist and their use of recycled materials To explore the use of recycled materials in sculpture To collect and prepare recycled materials for sculpture To plan and begin to create a sculpture using recycled materials To develop and refine sculpture using recycled materials To evaluate and display final pieces
Year 4	 <p>VINCENT VAN GOGH</p> <p>What connections are there between art and mental health?</p> <p>Create scale and texture using oil pastels, creating textures; know how scale impacts perspective.</p> <ul style="list-style-type: none"> To understand the life and work of Vincent Van Gogh To understand how scale impacts perspective To develop oil pastel techniques including layering and blending To explore the connection between art and mental health To create a landscape drawing inspired by Van Gogh To create a final piece of art that reflects the connection between art and mental health To evaluate the final piece of artwork. 	 <p>JOANNE WISH</p> <p>How does art showcase our locality?</p> <p>Create a local area landscape painting; apply watercolour skills; colour mixing.</p> <ul style="list-style-type: none"> To understand the work of Joanna Wish and her depiction of local landscapes To create a local area landscape painting using observation skills To apply watercolour skills to create a local landscape painting To experiment with colour mixing and create a colour wheel 	 <p>GREEK SCULPTURE</p> <p>What can we find out about Ancient Greek society from pottery?</p> <p>Make own pottery using clay techniques; design decoration for pottery.</p> <ul style="list-style-type: none"> To understand the significance of pottery in Ancient Greek society To learn about Ancient Greek pottery techniques To make own pottery using clay techniques To design decoration for pottery To apply decoration to pottery To evaluate and display final pieces



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		<ul style="list-style-type: none"> To create a local area landscape painting using colour mixing skills To evaluate and display final pieces 	
Year 5	   <p>DEBRA HURD</p> <p>How do artists show personality?</p> <p>Use oil painting techniques to create portraits of an inspirational person; express their personality.</p> <ul style="list-style-type: none"> To understand the work of Debra Hurd and her use of personality in art To understand complementary colours To use colour to show mood and emotion To plan a painting inspired by Debra Hurd To create a final piece of artwork inspired by Debra Hurd To evaluate and display final pieces 	  <p>CHE KUMAR</p> <p>Can a cityscape be portrayed in print form?</p> <p>Children use mono printing and painting skills to create elusive Effects</p> <ul style="list-style-type: none"> To understand the work of Che Kumar and his style of drawing To learn about the techniques of mono printing To create a cityscape using mono printing techniques To experiment with relief printing To create a final piece of printed work inspired by Che Kumar. To evaluate and display a final piece of art. 	  <p>BARBARA HEPWORTH</p> <p>How do artists express art in 3-D?</p> <p>Use Modroc to recreate 3-dimensnional structures; explore Modernism.</p> <ul style="list-style-type: none"> To understand the work of Barbara Hepworth and her use of 3D art To learn about the techniques used in 3D art To create a 3D structure using Modroc To explore the style of Modernism in 3D art To refine and develop a 3D sculpture To evaluate and display final pieces
Year 6	  <p>BANKSY</p> <p>How do artists portray morality?</p> <p>Children understand how to create a piece of art using stencil techniques, making a political statement.</p> <ul style="list-style-type: none"> To understand the work of Banksy and his use of morality in art To learn about the techniques used in stencil art To create a stencil art piece using a personal message To explore the use of symbolism in art to convey morality To refine and develop a stencil art piece with a moral message To evaluate and display final pieces 	  <p>ZAHA HADID</p> <p>Is a building design art?</p> <p>Explore Zaha Hadid's architectural designs; use digital design tools for own building.</p> <ul style="list-style-type: none"> To understand the work of Zaha Hadid and her architectural designs To explore the use of digital design tools in building design To create a 2D building design using digital design tools To develop a 3D building design using digital design tools To refine and present a final building design To evaluate and display final designs 	  <p>LS LOWRY</p> <p>Can charcoal depict atmosphere?</p> <p>Use LS Lowry's industrial scene depictions; use charcoal to create mood and atmosphere.</p> <ul style="list-style-type: none"> To understand the work of LS Lowry and his use of charcoal To refine the techniques used in charcoal drawing To create a charcoal drawing of an industrial scene To experiment with charcoal to create mood and atmosphere To develop and refine a charcoal drawing to depict atmosphere To evaluate and display final drawings



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Inspiration/Artist focus



Drawing focus



Painting focus



Sculpture focus



Collage focus



Print making focus



Digital art focus