Nether Alderley School – Art Long Term Planning

EYFS	
	Pupils in Reception will be learning to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills

KEY FOCUS	Drawing and Painting	Mixed Media/Collage	Textiles	Printing	Digital Art	3D/Sculpture
End points (What we want the children to remember)	• *Can I use shapes to represent objects?* • *Know what happens when colours are mixed* • *Can I express an idea or feeling through my drawing or painting?*	• *Can I choose colours for a purpose?* • *Know how to experiment with different textures*	• *Can I create a simple weave?* • *Can I decorate fabric?* • *Can I explore ways of layering and joining fabrics?*	• *Can I print from objects?* • *Can I produce basic printing blocks using card and polystyrene?*	• *Know how to use a drawing programme*	• *Can I use a range of malleable media such as clay, papier-mâché and salt dough?* • *Can I construct with a purpose in mind?* • *Know which tool to select for a technique*
Vocabulary	Crayon, pencil, picture, brush, draw, paint, Art, artist, sculptor, collage, textiles, primary colours, secondary colours, sculpture, abstract					

Pupils will explore a range of mediums through enhancements in continuous provision and the introduction of new skills through focussed tasks. These are linked to our themes for the term and are planned based on pupils' prior knowledge and experience as well as their interests.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Use watercolours to create a self portrait	• Mixing colours to create a "firework" picture	• Embossing Chinese dragon patterns using card	• Use Computing to collage a life-cycle, incorporating own drawings and photos	• Joining textiles to create minibeasts	• Using clay to model sea life
• Join textiles to tell a story	• Using watercolours to create a landscape	• Use mixed media to create the planets	• Observational drawings of the natural world looking at shading	• Using mixed media to represent our garden	• Underwater sculptures, looking at artists such as Jason Decaires Taylor
• Printing using natural objects	• Use objects to create pattern	• Painting our local area	• Sculpture using papier *mâché*	• Printing using a polystyrene print block	• Observational drawings of sea creatures using graded pencils
• Using natural objects to create Art in our Forest area	• Use Purple Mash to draw characters from Traditional Tales	• Create a journey through the city using textiles (collaboration)	• Collage with natural objects	• Drawing and painting for our own non-fiction book on growing	

Nether Alderley School – Art Long Term Planning

Year 1 / 2 Cycle A	Autumn Term	Spring Term	Summer Term
KEY FOCUS	**Portraits (Drawing and Painting)**	**Georgia O'Keeffe (Mixed Media/Collage)**	**Batik (Textiles)**
Prior learning – link back	• *Used shapes to represent objects* • *Explored what happens when colours are mixed* • *Express ideas and feelings*	• *Chose colours for a purpose* • *Experimented with different textures*	• *Experimented with simple weaving* • *Decorated fabrics* • *Explored ways of layering and joining fabrics*
Ongoing Drawing Skills	• *Draw lines of different shapes and thicknesses using pencil and crayon* • *Create different tones using light and dark* • *Show pattern and texture in their drawings*		
YEAR 1/2 OBJECTIVES	• *Look at painted portraits of people – 'The Armada portrait of Queen Elizabeth I by George Gower* • *Use some of the ideas of artists studied to create pieces – what is the picture telling you about the person? How has the artist created that/ made you feel that way? Is it the materials they have used? The colours?* • *Draw own portraits – understanding proportions of a face and close observational drawing of facial features* • *Experiment with using colour in own drawings to create mood* • ***Progress to working towards creating portrait paintings – using colour mixing***	• *Look at work by the artist Georgia O'Keeffe* • *Make pencil drawings of flowers/natural objects, experimenting with graded pencils* • *Explore warm and cool colours using a variety of media* • *Explore different types of marks using chalks, pastels, graphite, watercolours and coloured pencils to create texture* • *Cut and tear paper to collage and use as a base for mark making* • *Use the same stimulus to explore mixing media such as chalks, pastels, graphite, watercolour and coloured pencils* • ***Progress towards creating a mixed media/ collaged piece inspired by the work of Georgia O'Keeffe***	• *Look at the artist Sarkasi Said. Use visual language to comment on his work. What technique has he used? Look at the origins of Batik* • *Learn the steps to create a textile piece using Batik (stretching the fabric, drawing the image, outline in wax, add the Batik dye)* • *Use pencil to draw from real life/imagination, using topic as a starting point for a piece* • *Produce several design ideas, experimenting with Batik using small pieces and evaluating outcomes* • *Experiment with decoration using a running stitch* • ***Progress towards creating a final piece using the process of Batik*** •
End points (What we want the children to remember)	*Do I know that an artist can communicate how a person is feeling through choices in their work?* *Can I use a paintbrush with control creating different strokes, being able to explain the intended effect?*	*Do I know some ways that media can be combined to create an effect?* *Can I create texture using different marks?* *Can I make warm and cool colours?*	*Can I colour fabrics using Batik?* *Can I talk about examples of artists who have used Batik?* *Can I use a running stitch?*

Nether Alderley School – Art Long Term Planning

SKILLS	• *Choose thick or thin brushes as appropriate* • *Name the primary and secondary colours* • *Mix paint to create the secondary colours*	• *Make different marks using a variety of media (cross hatching, blending, ripples, scribbles, dots)* • *Make warm and cool colours* • *Collage materials as a base for mark making*	• *Use wax to transfer a design to fabric* • *Use a paintbrush to apply dye to a wax-resist* • *Mix desired colours using knowledge of the colour wheel* • *Use a running stitch*
VOCABULARY	Lines, marks, shape, tone, texture, grade (in reference to pencils), mood.	Warm colours, cool colours, mixed media, collage, cross hatching, scribble, dots, blending.	Lines, marks, shape, tone, texture, grade (in reference to pencils), mood. Canting, wax-resist, dye, cotton, denim, fabric

Nether Alderley School – Art Long Term Planning

Year 1 / 2 Cycle B	Autumn Term	Spring Term	Summer Term
KEY FOCUS	**Landscapes (Drawing and Painting)**	**Mondrian (Digital art/Block Printing)**	**Andy Goldsworthy (3D/Sculpture)**
Prior learning – link back	• *Used shapes to represent objects* • *Explored what happens when colours are mixed* • *Express ideas and feelings*	• *Printed from objects* • *Produced basic printing blocks using card and polystyrene*	• *Use a range of malleable media such as clay, papier-mâché and salt dough* • *Construct with a purpose in mind* • *Select tools and techniques needed to shape, assemble and join materials they are using*
Ongoing Drawing Skills	• *Draw lines of different shapes and thicknesses using pencil and crayon* • *Create different tones using light and dark* • *Show pattern and texture in their drawings*		
YEAR 1/2 OBJECTIVES	• *Look at work by Joe Cartwright* • *Use some of the ideas of artist studied to create a piece-how has he created the contrast between light and dark?* • *Sketch the local area – take rubbings, collect natural objects to look at pattern, light and dark* • *Introduce and experiment with layering and using papers to add texture* • ***Progress to working towards creating a landscape painting of our local area***	• *Look at the work of Piet Mondrian. What shapes have been used? What types of colours does he use? (Primary)* • *Use the ipads to explore designs inspired by Mondrian (print for sketchbooks)* • *Experiment with Styrofoam to create different designs for printing blocks (block printing)* • *Explore different print backgrounds using washes and collage* • ***Progress towards creating a final print or print series based on the work of Mondrian***	• *Look at the work of sculpture artists such as Any Goldsworthy (possible visit to Yorkshire Sculpture Park)* • *Collect and sketch natural objects, focussing on the use of pencil to create tones and textures using cross-hatching, scribbling, blending etc* • *Explore making patterns and sculptures with the natural objects (sketching each one in sketchbooks)* • *Explore making patterns and sculptures in the outdoor area, sketching and/or photographing* • ***Progress towards creating a final sculpture in the outdoor area***
End points (What we want the children to remember)	*Can I explain how an artist has communicated how a person is feeling through choices in their work?* *Can I use a paintbrush with control creating different strokes, being able to explain intended effect?*	*Can I describe how an artist has used size, shape and colour in their work?* *Can I create a block print?*	*Can I choose materials for a purpose and explain my choices?* *Can I use visual language to talk about the work of others?*

Nether Alderley School – Art Long Term Planning

SKILLS	• *Choose thick or thin brushes as appropriate* • *Make tones by adding black* • *Know the Primary and Secondary colours* • *Mix paint to create the Secondary colours*	• *Use digital tools to create art* • *Use Styrofoam to make a printing block* • *Use different materials to create print backgrounds*	• *Use drawing techniques to create texture* • *Choose materials for a purpose* • *Use found objects to create a structure or pattern*
VOCABULARY	Lines, marks, shape, tone, texture, grade (in reference to pencils), mood.	Print block, Styrofoam, primary colours, pattern, print	Sculpture, pattern, shape, colour, joining.

Nether Alderley School – Art Long Term Planning

Year 3/4 Cycle A	Autumn Term	Spring Term	Summer Term
KEY FOCUS	**Seascapes (drawing and painting)**	**Hokusai Waves (Printing)**	**Special places (Mixed Media/Collage)**
Prior learning – link back	• *Chose thick or thin brushes as appropriate* • *Make tones by adding black* • *Mixed paint to create the secondary colours*	• *Use Styrofoam to make a printing block* • *Use different materials to create print backgrounds*	• *Make different marks using a variety of media (cross hatching, blending, ripples, scribbles, dots)* • *Collage materials as a base for mark making*
Ongoing Drawing Skills	• *Use different grades of pencil to show tones and textures* • *Show an awareness of objects having a third dimension* • *Draw for a sustained period of time*		
YEAR 3/4 OBJECTIVES	• *Look at the work of Turner-ie., 'Fishermen at Sea', Frederick Edwin Church-'The icebergs'. How has the water been painted?* • *Use pencil to sketch seascapes using photographs from home or images from the internet* • *Introduce and experiment with ways to paint water-washes, reflections, identifying the colours, different types of brush stroke using watercolour paints* • *Apply techniques for painting water to initial drawings* • ***Progress towards creating a watercolour painting of a seascape***	• *Refer back to last terms work creating a seascape. Discuss using visual language* • *Look at the work of Hokusai, 'The Great Wave' and the wood block printing technique used for his work* • *Introduce wood block and lino cutting tools (highlight the importance of safety)* • *Bridge back to KS1 where a Styrofoam printing block was used. Introduce the technique of printing, cutting back and re-printing to create a two-tone print* • *Explore the technique using small test pieces and a variety of backgrounds* • *Produce a series of pencil drawings using the watercolour seascape from the Autumn term or using a different stimulus* • ***Progress towards creating a two-tone printing block and using it to produce a series of prints***	• *Pupils bring in photographs of special places to them-landscapes (city, beach, rural) Why is it special? Why did you choose this picture? How did you feel?* • *Sketch the landscapes, using tone and texture to create the intended mood and a third dimension* • *Look at the work of Mosaic artists and comment using visual language* • *Explore designs using papers to create mosaic pieces* • *Produce line drawings of their landscape* • *Collect ceramic pieces/shells/small pebbles to use for their final piece* • ***Progress towards creating a mosaic of their landscape***
End points (What we want the children to remember)	*Know the different painting techniques that can be used to create the effect of water.* *Know and use visual language to describe the students own work and the work of others.*	*Can I use different mark making techniques to produce my own printing block?* *Can I design and make a two-tone print?*	*Can I evaluate my work to produce a final design?* *Can I use colour to communicate the mood of my piece?*

Nether Alderley School – Art Long Term Planning

SKILLS	• *Use different hardnesses of pencils to show line, tone and texture* • *Use shading to show light and shadow* • *Use watercolour paint to create washes for the background, before adding detail*	• *Use cutting tools safely* • *Use a variety of cutting techniques* • *Experiment with print backgrounds*	• *Use different graded pencils to produce tone and texture* • *Develop a design appropriate for the medium* • *Experiment using different colours* • *Develop accurate cutting skills* • *Produce an image using mosaic*
VOCABULARY	Lines, marks, shape, tone, texture, grade (in reference to pencils), composition, mood, scale, outline, proportion.	Print block, Styrofoam, primary colours, pattern, print, two-tone, wood block, over printing.	Warm colours, cool colours, mixed media, collage, cross hatching, scribble, dots, blending, mood, contrast

Nether Alderley School – Art Long Term Planning

Year 3/4 Cycle B	Autumn Term	Spring Term	Summer Term
KEY FOCUS	**Surrealism (drawing and painting)**	**Cardboard construction (3D)**	**Felt-making (Textiles)**
Prior learning – link back	• *Chose thick or thin brushes as appropriate* • *Made tones by adding black* • *Mixed paint to create the secondary colours*	• *Used a range of malleable media such as clay, papier-mâché and salt dough* • *Constructed with a purpose in mind* • *Selected tools and techniques needed to shape, assemble and join materials they were using* • *Used found objects to create a structure or pattern*	• *Experimented with simple weaving* • *Decorated fabrics* • *Explored ways of layering and joining fabrics Used wax to transfer a design to fabric* • *Used a paintbrush to apply dye to a wax-resist* • *Used a running stitch*
Ongoing Drawing Skills	• *Use different grades of pencil to show tones and textures* • *Show an awareness of objects having a third dimension Draw for a sustained period of time*		
YEAR 3/4 OBJECTIVES	• *Look at the work of surrealist artists such as Dali' and comment using visual language* • *Draw everyday objects using graded pencils to show tone and texture* • *Experiment with some of the 9 techniques associated with acrylic paints (dry brush, washing, stippling, pouring, splattering, dabbing, palette knife, detailing, underpainting)* • *Explore composition by rearranging photocopies of pencil drawings from earlier sessions* • ***Progress to working towards creating a painting inspired by the work of Dali***	• *Look at the work of cardboard sculpture artists such as Gregor Kregar and comment using visual language* • *Experiment using a slotting technique to join card* • *Experiment making a small box using corrugated card and gum strip* • *Explore stimulus/theme for designs (ie. artists, animals) collating images* • *Sketch designs, evaluating and refining ideas* • ***Progress to working towards making a sculpture using carboard construction***	• *Look at the work of Felt artists such as Elizabeth Armstrong and comment on their work using visual language* • *Bring natural objects in to the classroom to sketch with graded pencils such as bark, leaves, pine cones, flowers* • *Take close up photos of the natural objects and illustrate using additional media to add colour* • *Learn the technique of felt making by experimenting to create a variety of felt samples* • *Explore using earlier drawings of natural objects to inspire felt samples* • *Use running stitch and/or French knot to embellish samples* • ***Progress to working towards a final felt piece inspired by the natural world***

Nether Alderley School – Art Long Term Planning

End points (What we want the children to remember)	*Can I use techniques to work with acrylics?* *Can I use visual language to describe my own work and the work of others?*	*Can I evaluate my work?* *Can I create a freestanding structure?*	*Can I use a running stitch and French knot stitch?* *Can I create samples using felt and explain the process to others?*
SKILLS	• *Use different hardnesses of pencils to show line, tone and texture* • *Use shading to show light and shadow* • *Use acrylic paints using different techniques*	• *Use recycled materials for 3D construction* • *Use joining techniques* • *Cut shapes safely* • *Cut shapes accurately* • *Experiment with materials to create a 3D form*	• *Show tone and texture in drawings* • *Layer, wet and bind felt to produce samples* • *Apply decoration using beads, buttons and stitching* • *Use a running stitch and French knot stitch*
VOCABULARY	Lines, marks, shape, tone, texture, grade (in reference to pencils), composition, mood, scale, outline, proportion.	Structure, form, slotting, scoring, corrugated card.	Running stitch, French knot stitch, thread, embellishment, felt, embroidery, linen.

Nether Alderley School – Art Long Term Planning

Year 5/6 Cycle A	Autumn Term	Spring Term	Summer Term
KEY FOCUS	**The Natural World (drawing and painting)**	**Animation using Stop Motion Studio (Digital Art)**	**Pop Art Portraits (Printing)**

Prior learning – link back	• *Chose thick or thin brushes as appropriate*
	• *Made tones by adding black*
	• *Mixed paint to create the secondary colours*
	• *Used different hardness's of pencils to show line, tone and texture*
	  • *Use shading to show light and shadow*
	  • *Use watercolour paint to create washes for the background, before adding detail*
		• *Used a simple painting programme to create a picture*	• *Used Styrofoam to make a printing block*
			  • *Used different materials to create print backgrounds*
			  • *Created a two tone print*

Ongoing Drawing Skills	• *Start to develop their own style using tonal contrast and mixed media* • *Begin to demonstrate perspective in their drawing* • *Use wet and dry media to make different marks, lines, patterns, textures and shapes*		
YEAR 5/6 OBJECTIVES	• *Look at the works of Henri Rousseau and use visual language to comment and describe* • *Look at the use of perspective in his paintings as well as his choice of composition to create mystery* • *Make drawings of plants-house plants or tropical plants (possible trip to Fletcher Moss Botanical Gardens)* • *Experiment with composition* • ***Progress to working towards a composition using natural elements***	• *Look at examples of stop motion videos* • *Decide on an audience for our stop motion video (Reception, friends…) How will this alter the content?* • *Explore using Stop Motion Studio (Use a guide to support using the App and work in pairs/groups for peer support* • *Look at examples of storyboards for animation such as Pre Vis for 'The Hobbit'* • *Design a storyboard for stop motion animations* • *Prepare models/toys for "shooting" as well as lighting and sound* • ***Progress to working towards producing a stop motion animation using 'Stop Motion Studio' for a specific audience***	• *Look at examples of Pop Art such as Andy Warhol and Roy Lichtenstein, commenting using visual language* • *Use pencil to sketch our own faces/other faces. Focus on tonal contrast and demonstrating a third dimension* • *Explore making different cuts in lino (**safely)** using small sample pieces* • *Experiment to create 3 tone prints (printing, cutting away, printing, cutting away, printing)* • *Use initial sketches to develop a final design* • ***Progress to working towards producing a 3 tone portrait print in a Pop Art style***

Nether Alderley School – Art Long Term Planning

End points (What we want the children to remember)	*Can I create a painting which demonstrates perspective?* *Can I comment on artworks with a fluent knowledge of visual language?*	*Have I considered the audience when designing and making my animation?* *Do I know how to use Stop Motion Studio to create an animation?*	*Can I design a print using three colours?* *Can I prepare a three tone printing block?*
SKILLS	• *Draw upon ideas from other artists* • *Recognise objects in the foreground, middle ground and background* • *Develop a personal style of painting*	• *Recognise the audience when viewing an animation* • *Design a storyboard* • *Use the App Stop Motion Studio*	• *Use lino tools safely* • *Make different marks using lino* • *Design a three tone print*
VOCABULARY	Lines, marks, shape, tone, texture, grade (in reference to pencils), composition, perspective, mood, genre, scale, outline, depth, proportion.	Pre Viz, stop motion, animation, scene, script, frame.	

Nether Alderley School – Art Long Term Planning

Year 5/6 Cycle B	Autumn Term	Spring Term	Summer Term
KEY FOCUS	**Urban landscapes (drawing and painting)**	**Textile Printing (Textiles)**	**WW2 (Sculpture)**
Prior learning – link back	• *Chose thick or thin brushes as appropriate* • *Made tones by adding black* • *Mixed paint to create the secondary colours* • *Used different hardness's of pencils to show line, tone and texture* • *Used shading to show light and shadow* • *Used watercolour paint to create washes for the background, before adding detail*	• *Experimented with simple weaving* • *Explored ways of layering and joining fabrics* • *Used a paintbrush to apply dye to a wax- resist (Batik)* • *Used a running stitch and French knot stitch* • *Layered, wet and bound felt to produce samples* • *Applied decoration using beads, buttons and stitching*	• *Used a range of malleable media such as clay, papier-mâché and salt dough* • *Selected tools and techniques needed to shape, assemble and join materials they were using* • *Chose materials for a purpose* • *Used found objects to create a structure or pattern*
Ongoing Drawing Skills	• *Start to develop their own style using tonal contrast and mixed media* • *Begin to demonstrate perspective in their drawing* • *Use wet and dry media to make different marks, lines, patterns, textures and shapes*		
YEAR 5/6 OBJECTIVES	• *Look at the work of Lowry* • *Sketch buildings in Manchester (possible trip into Manchester)* • *Identify how L.S Lowry has used perspective in his works* • *Experiment with perspective using earlier pencil sketches of Manchester* • ***Progress to working towards creating a painting of urban Manchester***	• *Look at examples of Mayan patterns as well as patterns from other cultures (textiles) and comment using visual language* • *Use mixed media to explore creating own patterns based on the examples* • *How could we transfer our patterns to fabric? Explore using different textile techniques to create small samples of fabric (bridge back to Batik, felt making and block printing)* • *Explore ways of embellishing the samples using different stitches and decorative items such as buttons, beads and ribbons etc.* • ***Progress to working towards creating a piece of fabric with a repeating pattern***	• *Look at examples of sculptures by artist such as Henry Moore, Alberto Giacometti, Barbara Hepworth, commenting using visual language.* • *Look at sculptures on the theme of war such as 'Minimum monument' by Nele Azevedo. What is the message/sentiment? How does it make you feel?* • *Use wire and Modroc as a medium to create maquettes, exploring shape and form* • *Sketch images which do not commemorate war but promote peace. Explore ideas and compositions* • *Experiment with wire and Modroc as a way of realising the design as small scale models* • ***Progress towards creating a small sculpture to promote peace*** • *Write an Artist's Statement, explaining the meaning behind the sculpture*

Nether Alderley School – Art Long Term Planning

End points (What we want the children to remember)	*Can I create a and painting which demonstrates perspective?* *Can I comment on artworks with a fluent knowledge of visual language?*	*Can I include visual and tactile elements in my work?* *Can I use a range of stitches?* *Can I explain my decisions during the planning and making process?*	*Can I create an armature for my sculpture?* *Can I use maquettes and small scale models to refine my ideas?* *Can I write an Artist's Statement?*
SKILLS	• *Recognise objects in the foreground, middle ground and background* • *Draw upon ideas from other artists to develop a personal style of painting*	• *Combine textile techniques* • *Use a variety of stitches* • *Evaluate work*	• *Combine wire and Modroc as a medium for sculpting* • *Cut and join wire safely* • *Reflect and refine designs* • *Create small scale models*
VOCABULARY	Lines, marks, shape, tone, texture, grade (in reference to pencils), composition, perspective, mood, genre, scale, outline, depth, proportion.	Applique, running stitch, French knot stitch, thread, embellishment, felt, embroidery, linen.	Instillation, medium, maquettes, models, Modroc, scale, artist's statement.