



# Art and Design Long Term Plan Cycles A and B

Cycle A							
Year	Term	Learning Challenge	Key Questions	National Curriculum	Key Concepts	Vocabulary	
Years 1 and 2	Autumn 1	<p>What will our wallpaper look like? (LC, Y2Art Unit) <b>Printing</b></p> <p>William Morris Unit – How can you create patterns using leaves in the style of William Morris? (LC link to Science Unit)</p>	<p>LC1 What wallpaper patterns and designs do we like? (Link to William Morris and patterns from nature)</p> <p>LC2 Can we design our own wallpaper patterns by drawing and by using software?</p> <p>LC3 What printing techniques can we learn?</p> <p>LC4 Which wallpaper design will we choose to print and what technique will we use?</p> <p>LC5 Can we print with more than one colour in our design?</p> <p>LC6 Can we produce two sections of patterned wallpaper that will fit together neatly?</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>(Printing Focus)</b></p>	<ul style="list-style-type: none"> <li>• Create a print using pressing, rolling, rubbing and stamping techniques</li> <li>• Create a print like a designer</li> <li>• Create a picture independently</li> <li>• Use simple IT mark-making tools, e.g. brush and pen tools</li> <li>• Edit own work</li> <li>• Link colours to natural and man-made objects</li> <li>• Comment on how other artists have used colour, pattern and shape</li> <li>• Create a piece of work in response to another artist's work (William Morris and patterns from nature)</li> </ul>	<p>Print Press Pattern Edit Design Motif</p>	<p><b>Spoken language development</b> Talking about their likes and dislikes in relation to their work and the work of other artists</p> <p><b>Experiential learning including through the outdoors</b> Opportunities to develop their skills using a range of different media.</p> <p><b>Careers</b> Exploring art as a profession looking at the struggles of past.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1 and 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p>	<p>What do we mean by Hot &amp; Cold Colours? (LC4 from Spring Geography Unit)</p> <p>Colour Chaos Unit, (Twinkl PlanIt, KS1) <a href="#">Painting</a></p>	<p>-What are hot &amp; cold colours? - What are primary colours? -What do we mean by secondary colours? -What is the effect of adding black or white to different colours? -How can I use painting techniques to shade and show tone?</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (<a href="#">Painting Focus</a>)</p>	<ul style="list-style-type: none"> <li>• Know the names of the primary and secondary colours</li> <li>• Know how to mix paint to create all the secondary colours</li> <li>• Know how to create brown with paint</li> <li>• Know how to create tints with paint by adding white</li> <li>• Know how to create tones with paint by adding black</li> <li>• Create art works with the colours they have mixed</li> <li>• Decide if colours are warm or cool.</li> </ul>	<p>Primary colour Secondary colours Shade Tint Tone <i>*The name of a Famous Artist who explores colour and form in their works</i></p>	<p><b>Spoken language development</b> Talking about their likes and dislikes in relation to their work and the work of other artists <b>Experiential learning including through the outdoors</b> Opportunities to develop their skills using paint to mix different colours and shades <b>Careers</b> Exploring art as a profession looking at the struggles of past.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Years 1 and 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>What's that creepy crawly creature? (LC, Y1 Unit) <a href="#">3d Art / Sculpture</a></p>	<p>LC1 What creepy, crawly creatures live around our school and can I draw them? LC2 What tools and techniques will help us make our models of the creatures out of modelling clay?</p>	<p>To use a range of materials creatively to design and make products (<a href="#">3d Art/Sculpture/Clay</a>)</p>	<ul style="list-style-type: none"> <li>• Add texture to clay by using tools</li> <li>• Cut, roll and coil materials such as clay, dough, plasticine</li> <li>• Talk about the shapes that they are using and why</li> <li>• Add colour and detail to enhance the product</li> <li>• Use a simple painting program on ICT to draw and design.</li> </ul>	<p>Clay Sculpt Mould Texture Realistic</p>	

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			<p>LC3 How can we make different shapes as well as rough and smooth textures?</p> <p>LC4 Can we make our models in the colours of our creatures?</p> <p>LC5 How will we make sure our model looks just like the real creature?</p> <p>LC6 Can we design and make a background to display our finished models?</p>		<ul style="list-style-type: none"> <li>Describe what they can see and like in the work of another artist.</li> <li>Ask sensible questions about a piece of art?</li> </ul>		
Years 3&4	Autumn 2	<p>Would people send our greetings card? (LC, Art, Y4 Unit)</p> <p>Printing</p>	<p>LC1 Which greeting card designs do we like and why?</p> <p>LC2 What drawing skills will we use and what is the effect of colour?</p> <p>LC3 Can we sketch some designs for our own cards? (Could link to Christmas cards)</p> <p>LC4 Which designs will we print and what printing technique should we use?</p> <p>LC5 Can we use four or more colours in our prints and still print accurately?</p> <p>LC6 Can we repeat our card design successfully?</p> <p>LC7 Can we design a logo for our own greetings card 'company' and print it onto bags, posters and other materials?</p>	<p>Pupils should be taught: To improve their mastery of art and design techniques (Printing Focus)</p>	<ul style="list-style-type: none"> <li>Use sketch books to express their feelings and outline designs</li> <li>Use sketch books to adapt and improve their original ideas</li> <li>Keep notes about the purpose of their work in their sketch books</li> <li>Explore a range of printing techniques</li> <li>Print using at least four colours</li> <li>Create an accurate print design</li> <li>Print onto different materials</li> <li>Experiment with different styles which artists have used</li> <li>Know what is a logo and why they are used</li> </ul>	<p>Foamboard</p> <p>Printing</p> <p>Mono Printing</p> <p>Block Printing</p> <p>Technique</p> <p>Design</p> <p>Logo</p>	
Years 3&4	Spring 1	<p>What's that coming over the hill? (Landscapes – link to Geography) (LC, Y3 Art Unit)</p> <p>(Painting)</p>	<p>LC1 What is a landscape picture?</p> <p>LC2 Who are some of the famous landscape painters? FOCUS ON DAVID HOCKNEY</p> <p>LC3 How have landscapes been painted in other times and places?</p> <p>LC4 What is perspective?</p> <p>LC5 Which particular styles of landscape painting do we like?</p> <p>LC6 Can we sketch our own landscape pictures and mix paints to colour them?</p> <p>LC7 How can digital photography help us paint landscape pictures?</p> <p>LC8 Can we produce two contrasting landscape paintings?</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design (Painting Focus)</p>	<ul style="list-style-type: none"> <li>Predict with accuracy the colours that they mix</li> <li>Know where each of the primary and secondary colours sits on the colour wheel</li> <li>Create a background using a wash</li> <li>Select &amp; use a range of brushes to create different effects</li> <li>Use the printed images they take with a digital camera and combine them with other media to produce art work</li> <li>Use the web to research an artist or style of art</li> <li>Compare the work of different artists</li> <li>Create their own landscape art in the style of David Hockney using watercolours and pastels</li> <li>Explore work from other cultures</li> </ul>	<p>Landscape</p> <p>Complimentary colours</p> <p>Background</p> <p>Foreground</p> <p>Colour wash</p> <p>Watercolours</p> <p>Pastels</p>	

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Years 3&4	Summer 1/2	<p>How can we bring our drawings to life? (LC, Art, Y4 Unit) <b>(Link to 'Bodies' unit – Twinkl Art)</b></p> <p>Drawing</p>	<p>LC1 What do we know about different drawing materials and their effects? LC2 Can we draw an object using shading to show texture? LC3 How can we show shadow and reflection in our sketches and drawings? LC4 Can we apply our drawing skills when we draw pictures of people? LC5 How do artists show movement in their art work and what can we learn from this? LC6 How can we draw pictures of people in action and give the viewer the impression of movement?</p>	<p>To improve their mastery of art and design techniques, including drawing.</p>	<ul style="list-style-type: none"> <li>• Begin to show facial expressions and body language in their sketches</li> <li>• Identify and draw simple objects, and use marks and lines to produce texture</li> <li>• Explore the different shapes they make with their bodies</li> <li>• Use line, tone, shape and colour to represent figures and forms in movement</li> <li>• Draw with charcoal to show shading</li> <li>• Explain why they have chosen specific materials to draw with (Charcoals &amp; pencils)</li> <li>• Use sketch books to adapt and improve their original ideas</li> <li>• Reflect, evaluate &amp; keep notes about the purpose of their work in their sketch books</li> </ul>	<p>Shading Reflection Shadow Motion Charcoal</p>	
Years 5&6	Autumn 1/2	<p>How did the Great Artists see themselves? (Link to Science unit, drawing portraits in the style of a specific artist) (LC, Art, Y5 Unit) Drawing &amp; Painting</p>	<p>LC1 What can we find out about a great artist and their self-portraits? LC2 Can we copy a self-portrait in the style of a great artist? LC3 Can we each make a photo montage to show our personalities? LC4 How can our photos help us develop sketches for our own self-portrait? LC5 Would mood or emotion do we want to portray and what techniques will help us achieve this? LC6 Which colours will we need to make for our palette ? LC7 What painting techniques will we use?</p>	<p>Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<ul style="list-style-type: none"> <li>• Create all the colours they need</li> <li>• Create mood in paintings using a range of techniques</li> <li>• Express emotions accurately through their painting and sketches</li> <li>• Keep notes in their sketch books as to how they might develop their work further</li> <li>• Use sketch books to compare and discuss ideas with others</li> <li>• Experiment with different styles that famous artists have used</li> <li>• Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</li> </ul>	<p>Expression Background Foreground Profile Portrait Self-Portrait</p> <p>VOCABULARY RELATED TO A SPECIFIC ARTIST OF CHOICE</p>	
Years 5&6	Spring 1/2	<p>What will our wall hanging celebrate? (Link to celebrating our school and local area) Textiles</p>	<p>LC1 What event will our wall hanging celebrate? LC2 Can we sketch some possible designs? LC3 How can IT help us capture and develop our ideas for the wall hanging? LC4 What sewing skills do we already have and what do we need to learn? LC5 What fabrics will we use and what other materials could we use as decoration? LC6 How will we ensure we all contribute to the final wall hanging?</p>	<p>Pupils should be taught: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<ul style="list-style-type: none"> <li>• Use textile and sewing skills as part of a project. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> <li>• Keep notes in sketch books as to how develop their work further</li> <li>• use their sketch books to compare and discuss ideas with others</li> <li>• Create a piece of art work which includes the integration of digital images they have taken</li> <li>• Experiment with different styles that other artists have used</li> </ul>	<p>name of textiles used; pins; needles; thread; pinking shears; fastenings; iron transfer;</p>	

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					<ul style="list-style-type: none"> <li>Learn about the work of others by looking at the Internet, visits to galleries and other sources of information</li> </ul>		
Years 5&6	Summer 1/2	<p>Could we create a model minecraft school? (3d Art)</p>	<p>WOW: Use Minecraft and ask the children to help the teacher design a classroom</p> <p>LC1 What is special about the design of Minecraft?</p> <p>LC2 Can we sketch what parts of our school would look like in Minecraft?</p> <p>LC3 Can we develop a sketch into a drawing and finished coloured picture?</p> <p>LC4 How could we use different modelling materials to make 3D models and colour them to look like Minecraft 'products'?</p> <p>LC5 Can we construct a model of part of our school to look like a Minecraft screenshot in 3D?</p> <p>LC6 Can we publish pictures of our models online?</p>	<p>Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<ul style="list-style-type: none"> <li>Create 3d models on a range of scales</li> <li>Create work which is open to interpretation by the audience</li> <li>Use sketch books to contain detailed notes about design</li> <li>Explore and combine graphics to influence their work.</li> <li>Adapt and refine work to reflect its meaning and purpose.</li> <li>Use software packages to create pieces of digital art to design.</li> <li>Create a piece of art which can be used as part of a wider presentation</li> </ul>	<p>Styrofoam blocks</p> <p>Papier Mache</p> <p>Recycled materials</p> <p>Graphics</p> <p>Pixels</p>	
<b>CYCLE B</b>							
Years 1&2	Autumn 1	<p>How do you feel in this picture? (LC, Y1 Art Unit)</p> <p>Drawing</p> <p>Links to 'Portraits' Unit, from Twinkl Planit, KS1 Art</p>	<p>LC1 Can we take photos of ourselves looking happy, sad, angry and any other feelings we can think of?</p> <p>LC2 Can we find drawings by famous artists showing peoples' feelings?</p> <p>LC3 What can we use to draw with and what effects can we produce?</p> <p>LC4 What materials will we use to produce our own portrait drawings?</p> <p>LC5 What tips can we learn about drawing human faces? LC6 Can we practice drawing faces showing people's feelings and can we use software to draw faces as well?</p> <p>LC7 What do we need to remember as we draw our pictures?</p>	<p>To use drawing to develop and share their ideas, experiences and imagination (Drawing Focus)</p>	<ul style="list-style-type: none"> <li>Create a portrait that includes the key features</li> <li>Communicate something about themselves in their drawing</li> <li>Create moods in their drawings</li> <li>Draw using pencil and crayons</li> <li>Draw lines of different shapes and thickness, using 2 different grades of pencil</li> <li>Use a simple painting program to create a picture? (Use of IT)</li> <li>Reflect, change or improve their picture</li> <li>Describe what they can see and like in the work of another artist</li> </ul>		
Years 1&2	Spring 1	<p>What does the African Savanna look like? (LC, Y2 Art Unit)</p> <p>Collage</p>	<p>LC1 What can we see in the Savanna?</p> <p>LC2 Can we draw and colour a view of the place?</p> <p>LC3 What patterns, shapes and textures can we see there?</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<ul style="list-style-type: none"> <li>Explore African landscapes by a range of artists</li> <li>Create own art work in response to another artist's work.</li> <li>Use colour and texture to draw and collage a landscape</li> </ul>	<p>Landscape</p> <p>Savanna</p> <p>Collage</p> <p>Textures</p> <p>Silhouettes</p>	



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			LC4 What materials could we use to make a collage of a view? LC5 Can we make individual collages? LC6 How can we all contribute to a class collage?	(Collage & textiles focus)	<ul style="list-style-type: none"> <li>• Link colours to natural and man-made objects</li> <li>• Create individual and group collages</li> <li>• Use different kinds of materials on their collage and explain why they have chosen them</li> </ul>		
Years 1&2	Summer 1	How can we turn that photograph into a painting? (LC, Art Y2 Unit) <b>Painting</b>  (Links to Science unit on Plants & Flowers)	LC1 What makes a good photograph and what will we choose as a subject? (Use Plants & Flowers to link with Science) LC2 Can we use software to improve our photographs? LC3 Can we sketch our photographs? LC4 What colours can we see in our photographs and can we make some of them by mixing paints? LC5 What is the effect of adding black or white to different colours? LC6 Which painting techniques will we use to complete our pictures? Do our pictures closely match our photographs?	To use painting to develop and share their ideas, experiences and imagination (Painting Focus)	<ul style="list-style-type: none"> <li>• Sketch and draw what they can see, considering lines and shapes</li> <li>• Mix paint to create all the secondary colours</li> <li>• Mix and match colours and predict outcomes</li> <li>• Make tints by adding white</li> <li>• Make tones by adding black</li> <li>• Take different photographs to gain different viewpoints</li> <li>• Adapt and change the photographic images on a computer</li> <li>• Link colours to natural and man-made objects</li> <li>• Comment on how other artists have used colour, pattern and shape (Look at Artists famous for creating paintings of flowers)</li> </ul>		
Years 3&4	AUTUMN 1	What is in front of the Mask? (Link to History & Egyptians) (LC, Art, Y3 Unit) <b>Sculpture</b>	LC1 How are masks used in different cultures and places? LC2 Can we copy some designs for masks? LC3 What will our own masks look like? LC4 What materials will we use to create our masks? LC5 How will we decorate our masks? WOW – Create a pop up Gallery to display masks for parents to visit accompanied with historical facts	Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design (3d Art & Sculpture)	<ul style="list-style-type: none"> <li>• Look at a range of masks and think about what they are used for.</li> <li>• Add onto their art work to create texture and shape</li> <li>• Make notes in their sketch books about techniques and suggest improvements to their work by keeping notes in their sketch books</li> <li>• Explore work from other cultures</li> <li>• Explore work from other periods of time</li> </ul>	Acrylic Casting Emboss Medium Modelling Embellishment Culture Pattern	
Years 3&4	Spring	Could we be book illustrators? (LC, Y3 Art Unit) <b>Drawing</b>	WOW: Use a high quality picture book to discuss the story and convey the importance of illustration to the children. LC1 Why are illustrations in books important? LC2 Who are the famous book illustrators? LC3 Can we copy the style of two or three different illustrators that we like? LC4	Drawing Pupils should be taught: To improve their mastery of art and design techniques, including drawing,	<ul style="list-style-type: none"> <li>• Show facial expressions in their drawings?</li> <li>• Use their sketches to produce a final piece of work?</li> <li>• Use different grades of pencil shade, to show different tones and texture?</li> <li>• use different grades of pencil shade, to show different tones and texture</li> <li>• Compare the work of different artists &amp; illustrators</li> <li>• Explore work from other cultures</li> <li>• Use the web to research an artist or style of art</li> <li>• Create a digital illustration</li> </ul>	Illustrator Expression Tones Texture Digital illustration	

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			<p>What are the important things to remember when we draw an illustration and what part of a story shall we illustrate?</p> <p>LC5 How can sketches help us develop our final illustration?</p> <p>LC6 Can we use technology to copy our finished illustration?</p>				
Years 3&4	Summer 2	<p>Which famous artists lived....</p> <p><i>(Choose region linked to Geography unit or locality of school)</i></p> <p>Painting</p> <p>(LC, Y4 Art Unit)</p>	<p>WOW: Visit a local art gallery.</p> <p>LC1 Which famous artists lived in our town/city/county/region?</p> <p>LC2 What can we find out about their life and their influences?</p> <p>LC3 Can we sketch in the style of a famous local artist?</p> <p>LC4 What painting techniques did a famous local artist use?</p> <p>LC5 How can we produce our own paintings in the style of a famous local artist?</p> <p>Ref:</p> <p>Can we produce a timeline of their lives with our own versions of their paintings as well as copies of the originals?</p>	<p>Pupils should be taught:</p> <p>About great artists, architects and designers in history</p>	<ul style="list-style-type: none"> <li>• Explore &amp; create all the colours they need</li> <li>• Create mood in their paintings using colour choices</li> <li>• Understand how to use shading to create mood and feeling?</li> <li>• Can they experiment with different styles which artists have used?</li> <li>• Can they explain art from other periods of history?</li> </ul>	<p>***Key Vocabulary will link to the artist of your choice and the period of time</p>	
Years 5&6	Autumn	<p>Where's the detail in that picture?</p> <p>(Drawings of black &amp; white photos of skyscrapers)</p> <p>(LC, Y5 Art Unit)</p> <p>Drawing</p>	<p>LC1 What materials should every good artist have in their art set for drawing?</p> <p>LC2 Can we complete the other half of a black and white photograph using pencil drawing and shading techniques?</p> <p>LC3 Can we sketch the same object from three different viewpoints, using line and shading to show texture and detail?</p>	<p>Pupils should be taught:</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>(Drawing &amp; Shading)</p>	<ul style="list-style-type: none"> <li>• Identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Use shading to create mood and feeling</li> <li>• Organise line, tone, shape and colour to represent figures and forms</li> <li>• Show reflections in drawings</li> <li>• Draw with perspective, exploring a vanishing point</li> <li>• Explain why they have chosen specific materials to draw with</li> <li>• Keep notes in their sketch books as to how they might develop their work further</li> <li>• Use their sketch books to compare and discuss ideas with others</li> <li>• learn about the work of others by looking at their work in books, the Internet, visits to galleries and</li> </ul>	<p>Texture</p> <p>Tone</p> <p>Shades</p> <p>Reflection</p> <p>Viewpoints</p> <p>Perspective</p> <p>Vanishing Point</p>	

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			<p>LC4 How could we improve our sketches?          LC5 Which sketch will we choose to develop into a finished picture?          Ref How will we display our drawings to best effect and to a wider audience?</p>		<p>other sources of information? (Stephen Wiltshire, British Artist)</p>		
Years 5&6	Spring	<p>What did buildings look like back then?          (Link to Mayan Pyramids History Topic)          (LC, Y6 Art Unit)          Collage and 3D Art</p>	<p>WOW: Look at architects drawings and blueprints of buildings.          LC1 Can we sketch buildings from the historical period we are studying?          LC2 What building materials were used and how can we show texture in our drawings?          LC3 Which software can help us draw 3D designs of buildings?          LC4 How can we use perspective to make our collages appear 3D?          LC5 Which materials will we use for a collage of the buildings?          LC6 How will we attach the materials to make our collage?          Ref          Do our collages accurately represent buildings from the historical period we are studying?</p>	<p>Pupils should be taught:          To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  <b>(Collage &amp; 3d Art)</b></p>	<ul style="list-style-type: none"> <li>Can they justify the materials they have chosen?</li> <li>Can they combine pattern, tone and shape?</li> <li>Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>Can they create a piece of art which can be used as part of a wider presentation?</li> <li>Can they say what their work is influenced by?</li> </ul>	<p>Architecture          Blueprint          Structure          3d software          Mould          Papier Mache</p>	
Years 5&6	Summer	<p>How will we screen print our posters?          (Link to work on classic posters from WW2 era)          (LC, Y5 Art Unit)          Printing</p>	<p>WOW: Show a slideshow of classic advertising posters in a range of styles.          LC1 Which poster designs and designers are famous from this era and why?          LC2 How did poster design change through the 19th and 20th centuries?          LC3 Can we design a range of posters for a class or school event, using our sketch books?          LC4 Which posters will we choose to print and why?</p>	<p>Pupils should be taught:          To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials          (Printing Focus)</p>	<ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> <li>Can they print using a number of colours?</li> <li>Can they create an accurate print design that meets a given criteria?</li> <li>Can they experiment with different styles which artists have used?</li> <li>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?</li> </ul>	<p>Screen Print          Advertise          Poster          Visual Language</p>	





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			LC5 What is screen printing? LC6 How will we screen print our posters? Ref How do our posters compare with the classic designs poster designs?				
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