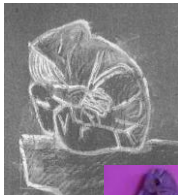




Clifford Road Primary Long Term Art Planning



Year 1 Autumn Drawing, collage, printing and painting inspired by Vivaldi's Four Seasons 	Year 1 Spring Clay work and drawings inspired by Antonio Gaudi 	Year 1 Summer Sculpture and photography inspired by environmental sculpture artists 
Objectives: Children will learn to Drawing • explore the use of colour, shape and line Printing • explore direct printmaking with a variety of objects Painting • Mix and match colours to artefacts and objects • Create different textures • Use different types and sizes of brushes • Apply paint to different types of surfaces Mixed media work • Use a range of materials creatively • Create textured collages from a variety of media • Collect, select and record in complementary colours	Objectives: Children will learn to Drawing • explore the use of colour, shape and line • use a variety of tools, inc. pencils, pastels, chalk and other dry media Printing • explore direct printmaking with a variety of objects • Explore relief printing • Make rubbings • Build repeating pattern and recognise pattern in the environment • Apply paint to different types of surfaces Mixed media work • Use a range of materials creatively • Make a simple mosaic • Explore shape, colour and form 3D form • Manipulate a range of malleable materials including clay and paper • To use a range of materials creatively • Explore shape, pattern and form • Make a textural relief tile	Objectives: Children will learn to 3D form • explore line, shape, form and space using natural objects • develop ideas into 3D work • produce temporary sculptural forms within the school environment and within a contrasting environment Digital Art • Consider and make decisions about basic composition (e.g. what will appear within the frame/ best perspective) • Take shots from different distances and perspectives • Produce photographic compositions of line, textures, shape, form and space
Ongoing skills Exploring and developing ideas and work • Record and explore ideas from first hand observation, experience and imagination • Respond creatively to a variety of starting points, including artists, music, the environment around us and stories • To find differences and similarities in the work of artists • Investigate different kinds of art, craft and design Ask and answer questions about starting points for their work, and develop their ideas • To use a range of materials creatively • Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures • Review what they have and others have done and say what they think and feel about it • Identify what they might change in their current work or develop in their future work Breadth of study • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Record and develop ideas in a sketchbook • Use the language of art to respond to their work and the work of others	Ongoing skills Exploring and developing ideas and work • Record and explore ideas from first hand observation, experience and imagination • Respond creatively to a variety of starting points, including artists, music, the environment around us and stories • To find differences and similarities in the work of artists • Investigate different kinds of art, craft and design Ask and answer questions about starting points for their work, and develop their ideas • To use a range of materials creatively • Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures • Review what they have and others have done and say what they think and feel about it • Identify what they might change in their current work or develop in their future work Breadth of study • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Record and develop ideas in a sketchbook • Use the language of art to respond to their work and the work of others	Ongoing skills Exploring and developing ideas and work • Record and explore ideas from first hand observation, experience and imagination • Respond creatively to a variety of starting points, including artists, music, the environment around us and stories • To find differences and similarities in the work of artists • Investigate different kinds of art, craft and design Ask and answer questions about starting points for their work, and develop their ideas • To use a range of materials creatively • Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures • Review what they have and others have done and say what they think and feel about it • Identify what they might change in their current work or develop in their future work Breadth of study • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Use ICT • Record and develop ideas in a sketchbook • Use the language of art to respond to their work and the work of others
Learning Questions: What images does this music create? Are there any particular colours that the piece makes you think of? What are the colours of the four seasons? What are your ideas and thoughts about this painting? What line and form can you see in natural objects? What do you think inspired these artists? How could we show the four seasons in art? What skills we need to practice? How would you describe/explain your work to others? Using the language of art, what do you like about your work/ the work of others?	Learning Questions: What shapes and patterns can you spot in this building? What textures, patterns and shapes can you collect? What are your ideas and thoughts about Gaudi's buildings? What questions do they make you think of? What skills will you need to create a Gaudi inspired tile? With what can you make impressions? How would you describe/explain your work to others? Using the language of art, what do you like about your work/ the work of others?	Learning Questions: How would you describe this sculpture? What materials do they use? What questions do they make you think of? How are they different and how are they the same? Can you create a sculpture inspired by an artist? What should you think about when taking a photo of your creation? How would you describe/explain your work to others? Using the language of art, what do you like about your work/ the work of others?
Text Meet Georgia and The Story of Orchestra: The Four Seasons   	Text A Dragon on the Roof: A Children's Book Inspired by Antoni Gaudi 	Text Washed Ashore: Making Art from Ocean Plastic 
Retrieval • In EYFS, children will have had opportunities of experimenting with a range of media • Children will have explored the use of paint with different brushes or sponges • Children have experienced the use of fingers, hands and feet to print • Children have experienced a range of patterns including repeating patterns • Children will be familiar with mark making and attempting early drawings • They will also have experienced using felt-tipped pens and other drawing resources • They have been given freedom to explore different pencils, without formality	Retrieval • In EYFS, children will have had opportunities of experimenting with a range of media • They will be familiar with creating models and joining different objects to make a sculpture (model) • Children have experienced a range of patterns such as repeating patterns and growing patterns • This work builds on the work in term 1	Retrieval The children will be able to draw upon their year one scientific knowledge of what is a natural material and what is manmade This unit builds on the children's knowledge of line, pattern and form from last term Some children may be familiar with pebble balancing Some children may be aware of the plastic waste in the sea/ seashore
People/ events/ places Giuseppe Arcimboldi, Georgia O' Keeffe, Gustav Klimt	People/ events/ places Antonio Gaudi	People/ events/ places Andy Goldsworthy, Adrian Gray and Angela Haseltine Pozzi

Year 2 Painting using a limited palette inspired by the Chinese Willow Pattern and The Magic Paintbrush by Julia Donaldson  Objectives: Children will learn to Drawing - Understand the basic use of a sketchbook and work out ideas from drawings - Experiment with visual elements of line, shape, pattern and colour - Draw for a sustained period of time from observation including single and grouped objects - Draw, refine and alter drawings Painting - Experiment with the application of watercolour paint - Use different types and sizes of brushes - Consider colour, texture, pattern, line, shape and form within their own design - Create variation in tone using watercolour Digital art - Produce photographic compositions of architectural features - Consider and make decisions about basic composition (e.g. what will appear within the frame/ best perspective) - Take shots using the zoom feature	Year 2 Painting with mediums other than paint inspired by the Northern Lights and the landscape of polar regions  Objectives: Children will learn to Painting - experiment with the application of watercolour paint - Use different types and sizes of brushes - respond creatively using a range of materials - Create different paint textures - consider colour, tone, pattern, line, shape and form within their own design - create variation in tone - Paint with different mediums including chalk pastels and bleeding tissue - Use different techniques for applying colour, e.g., blending, scumbling and dusting when using chalk pastels.	Year 2 3D sculptures as a response to the art work of Henri Rousseau's art work and the music from 'Carnival of Animals' by Saint-Saëns   Objectives: Children will learn to Drawing - Understand the basic use of a sketchbook and work out ideas from drawings - Experiment with visual elements of line, shape, pattern and colour - Draw for a sustained period of time from observation including single and grouped objects - Draw, refine and alter drawings 3D form - develop ideas into 3D work - create sculptures using papier mâché and modelling clay - change the form of clay by pulling, pinching and smoothing - respond creatively using a range of materials Mixed media work - Combine different art disciplines to create a mixed media work - Design and create an individual creative response to photos and paintings of the natural world - Use a range of materials creatively - Collect, select and record in complementary and contrasting colours Painting - respond creatively using a range of materials - Create different paint textures - Consider colour, texture, pattern, line, shape and form within their own design
Ongoing skills Exploring and developing ideas and work - Record and explore ideas from first hand observation, experience and imagination - Respond creatively to a variety of starting points, including artists, music, the environment around us and stories - To find differences and similarities in the work of artists - Investigate different kinds of art, craft and design Ask and answer questions about starting points for their work, and develop their ideas - To use a range of materials creatively - Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures - Review what they have and others have done and say what they think and feel about it - Identify what they might change in their current work or develop in their future work Breadth of study - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales - Use ICT - Record and develop ideas in a sketchbook - Use the language of art to respond to their work and the work of others	Ongoing skills Exploring and developing ideas and work - Record and explore ideas from first hand observation, experience and imagination - Respond creatively to a variety of starting points, including artists, music, the environment around us and stories - To find differences and similarities in the work of artists - Investigate different kinds of art, craft and design Ask and answer questions about starting points for their work, and develop their ideas - To use a range of materials creatively - Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures - Review what they have and others have done and say what they think and feel about it - Identify what they might change in their current work or develop in their future work Breadth of study - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales - Record and develop ideas in a sketchbook - Use the language of art to respond to their work and the work of others	Ongoing skills Exploring and developing ideas and work - Record and explore ideas from first hand observation, experience and imagination - Respond creatively to a variety of starting points, including artists, music, the environment around us and stories - To find differences and similarities in the work of artists - Investigate different kinds of art, craft and design Ask and answer questions about starting points for their work, and develop their ideas - To use a range of materials creatively - Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures - Review what they have and others have done and say what they think and feel about it - Identify what they might change in their current work or develop in their future work Breadth of study - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales - Record and develop ideas in a sketchbook - Use the language of art to respond to their work and the work of others
Learning Questions: What questions do have about this plate design? What are your thoughts and ideas? [responding to The Willow Pattern Story] How can we respond creatively to The Magic Paintbrush story? How do we create different tones of blue? What difference does brush size and shape make? What should you consider when designing and creating your own blue/white plate design? What make a good photo? How can we edit and change to create different moods? How would you describe/explain your work to others? Using the language of art, what do you like about your work/ the work of others?	Learning Questions: What was the job of Shackleton's official artist? What ideas, questions and thoughts do you have about these paintings? What do we need to consider in our composition design? (background, middle ground and foreground) What skills do we need to 'paint' with chalk pastels? (techniques) How can we 'paint' with tissue paper? What is a silhouette and how shall we create it? How would you describe/explain your work to others? Using the language of art, what do you like about your work/ the work of others?	Learning Questions: What images does this music create? What colours can you see? What ideas, questions and thoughts do you have about Rousseau's paintings? How will you create a mixed media response to the music of Saint-Saëns and the artist Henri Rousseau? What should you consider? What can we learn from the work of collage artists? What skills and knowledge will you need to make a papier mâché model of an animal? How would you describe/explain your work to others? Using the language of art, what do you like about your work/ the work of others?
Text  	Text 	Text  
Retrieval - In year 1, the children have had opportunities to experiment with a range of brushes and paint techniques - Children will have experienced how pictures can create stories - The children have used cameras and devices with a camera function in term 3 year 1. They will have: - considered and made decisions about basic composition (e.g. what will appear within the frame/ best perspective) - Taken shots from different distances and perspectives - Produced photographic compositions of line, textures, shape, form and space	Retrieval - This unit builds on the work in year 1 and term 1 – however the children will use nonconventional means of painting - The children will be able to draw upon their year 2 knowledge of the Northern Lights and Shackleton's expedition	Retrieval The children will have handled clay in year 1 In year 1 term 1 the children produced a mixed media response to The Four Seasons – many of the skills learnt then could be applied to this unit. The children will be familiar with colour and tone and compositional elements from the previous year 2 units.
People/ events/ places China	People/ events/ places Northern Lights, George Marston	People/ events/ places Saint-Saëns, Henri Rousseau, Lauren Child, Eduardo Paolozzi

Year 3 Autumn Drawing, collage, painting and print making inspired by pre Roman art and craft 	Year 3 Spring 3D representations inspired by Ancient Greek vessels 	Year 3 Summer Textiles and small scale 3D forms inspired by the colours of nature 
Objectives - Children will learn: Drawing: - To draw using different media to achieve variation in line, texture, tone, colour and pattern. Painting: - To experiment applying paint to different surfaces - To experiment with different effects and textures of paint, including sgraffito - To explore colour mixing: using primary colours to create secondary and to create different tones and shades - To design and create an individual creative response to Pre Roman art using texture, line, relief and paint Printing: - To talk about the processes used to make a simple print - To print using a variety of materials and techniques including layering - To explore pattern, colour, shape when creating designs for printing	Objectives - Children will learn: 3D form - To design and create an individual creative response to Greek art in 3D form - To adapt their work according to their views and describe how they might develop it further - To explore colour, pattern, texture, line, shape and form - To plan and develop ideas and make choices about colour, shape pattern, texture and form. - To collaborate on a group piece	Objectives - Children will learn: Textiles: - To design and create an individual creative response to photos of the made and natural world using textiles - To collaborate on a group piece - To explore colour, pattern, texture, line, shape and form in the made and natural world - To plan and develop ideas and make choices about colour, pattern, texture and form. - To use a range of materials creatively - Develop techniques and vocabulary specific to weaving - Explore and experiment with natural vegetable dyes 3D forms (beads): - Make informed choices about the 3D technique chosen - To plan and develop ideas and make choices about colour, shape pattern, texture and form. - Talk about their work understanding that it has been modelled or constructed - Use a variety of materials
Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artefact to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Record, experiment and reflect in sketchbooks - Record, develop ideas and reflect in sketchbooks - Review what others have done and say what they think and feel about it. Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. - Use the language of art when discussing own and others art (sgraffito, tonking, primary colours, secondary colours, relief, line, texture, pattern, impressions, consistency, shade and depth of colour)	Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artefact to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Record, experiment and reflect in sketchbooks - Record, develop ideas and reflect in sketchbooks - Review what others have done and say what they think and feel about it. Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. - Use the language of art when discussing own and others art (vocabulary linked to line, shape, texture, form and pattern)	Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artefact to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Record, experiment and reflect in sketchbooks - Record, develop ideas and reflect in sketchbooks - Review what others have done and say what they think and feel about it. Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. - Use the language of art when discussing own and others art (vocabulary linked to line, shape, texture, form and pattern)
Learning Questions: What do these preRoman archaeological finds tell us? Can you use the language of art to describe the visual and tactile properties of [prehistoric and pre Roman art]? What skills do we need to make a create response (linked to drawing/printing and painting with powder paint)? How will you make your design visually interesting? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (the inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: What vessels would the Ancient Greeks have used? How were they made? What stories do Ancient Greek vases tell? Can you use the language of art to describe the visual and tactile properties of an Ancient Greek vase? What skills and knowledge will you need to make you own vase? How will you make your design visually interesting (what story will you tell)? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (the inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: What do the Sutton Hoo treasures (and other archaeological finds) tell us about Anglo Saxon craftspeople and designers? Can you use the language of art to describe the visual and tactile properties of [an Anglo Saxon artefact – tapestry, jewellery, stained glass etc.]? What was the process of textile making in Anglo Saxon times? What skills and equipment would I need to weave/ dye/ make beads? What will be the inspiration for your designs? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (the inspiration and process) How would you describe your work to others? (using the language of art)
Text	Text Leo and the Gorgon's Curse Anglo Saxon Britain: Found!  	Text
Retrieval The children have previously used premixed paints in KS1 – water colours, block paints and ready mixed. They have combined colours to make new colours and show different tones of blue (year 2) Children have used a range of materials to draw with in KS1 including charcoal, chalk pastels and pencils. They will be familiar with art vocabulary linked to pattern and shape.	Retrieval The children have made 3D sculptures in year 2 – animal heads – using a similar process, including papier mâché The design work builds on the work of year 3 term 1, particularly the sgraffito border. Children have worked collaboratively on art projects in years 1 and 2 Children will be able to apply their knowledge of the Ancient Greeks and hero stories from their history and English lessons this term.	Retrieval Children will be able to apply their knowledge of the Anglo Saxons from their history and visit to see artefacts The children have used clay in year 2 to create small animals The children have used archaeological artefacts to inspire a create response previously this year. In term 1, the children studied colour and used the language of colour
People/ events/ places Prehistoric and pre Roman art, e.g., the Rock Valley Labyrinths (Cornwall – Bronze age); the engravings to the entrance at Newgrave (County Meath, Ireland 3300 BC - 2900 BC); various pots; Bronze Age brooches	People/ events/ places Ancient Greeks and their culture, including hero stories	People/ events/ places West Stowe, Sutton Hoo, Hadleigh Road finds, Ipswich museums Anglo Saxon jewellery and weaving loom. The Lindisfarne Gospels; The Franks casket; Jarrow Anglo-Saxon stained glass window; <i>The Alfred Jewel</i>;

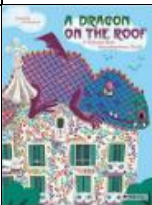
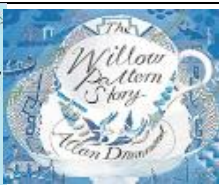
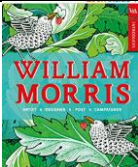
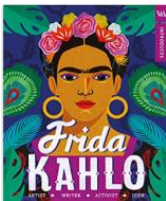
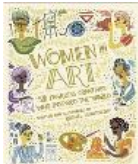
Year 4 Autumn Tile printing and digital images inspired by motherboards 	Year 4 Spring Landscape painting inspired by the work of John Brunson 	Year 4 Summer Mosaic and 3D sculpture (in clay) inspired by Roman art and craft 
Objectives: Children will learn to: Printing: • Explore pattern colour, line and shape, creating designs for printing • Build up layers of colour and texture • Organise work in terms of pattern, repetition, symmetry or asymmetry • Choose inks and overlay colours Photography: • Take digital images • Combine images to form a composite piece of art work • Consider line, form, shape, space and colour in creative design • Make artistic changes to photographic images using ICT (paint.net)	Objectives: Children will learn to: Drawing: • Explore the potential properties of the visual elements, line tone, pattern, texture, colour and shape • Explore techniques to create perspective in landscapes • Consider texture, pattern, line, shape and form when making observational drawings of the landscapes Painting: • Make and match colours with increasing accuracy • Use specific colour language e.g., tint, tone, shade and hue • Consider texture, pattern, line, shape, colour and form within their own design • Show increasing independence and creativity with the painting process	Objectives: Children will learn to: Clay work and mosaic work: • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements • Make informed choices about the 3D technique chosen • Plan, design, make and adapt models • Show and understanding of shape, pattern, space and form • Extend their work within a specified technique (collaborative tiling project) • Use techniques and vocabulary specific to modelling with clay/ mosaic work
Ongoing Skills Exploring and developing ideas and work • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use the study of an artist to inform creative actions • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Record, experiment and reflect in sketchbooks • Record, develop ideas and reflect in sketchbooks • Review what others have done and say what they think and feel about it. Breadth of study • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Use ICT, including cameras • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • Use the language of art when discussing own and others art.	Ongoing Skills Exploring and developing ideas and work • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use the study of an artist to inform creative actions • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Record, experiment and reflect in sketchbooks • Record, develop ideas and reflect in sketchbooks • Review what others have done and say what they think and feel about it. Breadth of study • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • Use the language of art when discussing own and others art.	Ongoing Skills Exploring and developing ideas and work • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use the study of an artist to inform creative actions • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Record, experiment and reflect in sketchbooks • Record, develop ideas and reflect in sketchbooks • Review what others have done and say what they think and feel about it. Breadth of study • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • Use the language of art when discussing own and others art.
Learning Questions: Can you use the language of art to describe the visual and tactile properties of a motherboard? What questions and thoughtful observations can you make? How can we use a viewfinder to help us with creative compositions? What skills and knowledge do I need to take an effective photo? What are your first impressions of this artwork? (using the language of art) How do I make a relief print using more than one colour? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (explaining the inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: What are your first impressions of the painting? How does the painting make you feel? Why do you think Constable chose to paint views of places that he knew really well? If you were painting a landscape of a place you know well, where would it be? What things would your work include? How would 'your place' be similar or different to Constable's places? What is the same and what is different about Constable's and Brunson's landscapes/ style? How can you recreate Suffolk landscapes? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (explaining the inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: How did the Romans use clay? What stories do mosaics depict? Can you use the language of art to describe the visual and tactile properties of a Roman mosaic/ piece of pottery? What skills and knowledge will you need to make [mosaic/ clay lamp]? How will you make your design visually interesting? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (explaining the inspiration and process) How would you describe your work to others? (using the language of art)
Text	Text	Text Stories in Art: mosaics 
Retrieval In year 2 the children explored digital art and produced photographic compositions of architectural features. They made decisions about basic composition (e.g. what will appear within the frame/ best perspective) and took shots using the zoom feature. Children have explored printing in year 3 using plasticine to make their relief prints from.	Retrieval The children have experience of taking one artist to inform their creative actions, e.g., Henri Rousseau in year 2 Children have experimented with paint techniques in years 2 and 3 Children have used tissue to create pictures in year 2 (term 2) Some children will have visited museums and galleries Children should be able to use the language of 2D art from their experiences in years 1, 2, 3 and 4 Children will be able to draw comparisons with their work in year 3 term 1 (see current display in the art gallery)	Retrieval In year 3 the children studied a range of crafts from the pre-Roman period and the Anglo Saxon period. Children have worked with clay in year 1 and 2 Some children will have visited museums and seen Roman pottery and mosaics Children should be able to use the language of 3D art from their experiences in years 1, 2 and 3 Children will be able to draw comparisons with their work in year 3 terms 1, 2 and 3 (all of these art projects were inspired by periods in history)
People/ events/ places Local relief print artists such as Helen Maxfield and Susan Whatling Ben Nicholson Five Circles (woodcut)	People/ events/ places Visit the Christchurch mansions gallery and look at the Constable paintings John Constable, John Brunson	People/ events/ places Helena of Egypt British Roman mosaics and pottery Visit a local museum (Ipswich or Colchester) to make sketches or photos

Year 5 Autumn Block printing inspired by the work of William Morris  Objectives - Children will learn to: Printing and textiles: - Design and create a creative response to William Morris's print designs - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile effects - Be familiar with layering prints - Show confidence with printing on paper and fabric - Alter and modify work - Work relatively independently - Explain a few techniques, inc. the use of poly blocks, relief and mono - Explore pattern, colour and shape, creating designs for printing - Build up layers of colour and texture - Organise work in terms of pattern, repetition, symmetry or asymmetry - Choose inks and overlay colours Textiles and collage, including mixed media work - Plan, design, make and adapt designs for upholstery/wallpaper - Extend creative work already achieved - Embellish work	Year 5 Spring 3D sculptures Inspired by the work of Dale Chihuly (glass artist)  Objectives - Children will learn to: 3D modelling - Design and create an individual creative response to Dale Chihuly's glass work in 3D form - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements - Make informed choices about the 3D technique chosen - Use a range of materials to create a 3D sculpture - Plan, design, make and adapt models - Show and understanding of shape, pattern, space, colour and form - Extend their work within a specified technique - Collaborate on a group piece - Use techniques specific to working with plastics Drawing preparatory work - To work in a sustained and independent way - To make observational drawings from observation and experience - To develop ideas in sketchbooks - To develop ideas to form compositions - To explore the visual elements of line, tone, pattern, texture, colour and shape	Year 5 Summer photography and painting inspired by river landscape artists and the River Orwell Objectives - Children will learn to: Photography - Produce photographic compositions of natural river features - Consider and make decisions about composition (e.g. What will appear within the frame/ best perspective) - Consider line, form, shape, space and colour in creative design Drawing (preliminary studies): - Work in a sustained and independent way - Make observational drawings from observation and experience - Develop ideas in sketchbooks - Develop ideas to form compositions - Explore the visual elements of line, tone, pattern, texture, colour and shape Painting - Demonstrate a secure knowledge of primary and secondary colours; warm and cold colours; complementary and contrasting colours - Work on preliminary studies to test media and materials - Create a landscape painting based on first hand sketches and photos - Demonstrate a wide variety of ways to make different marks with wet media. - Choose appropriate paint, paper and implements to emulate an artist's style - Plan and create different effects and textures with paint according to what they need for the task. - Use specific colour language e.g., tint, tone, shade and hue - Consider texture, line, shape, colour and form within their own design
Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artist to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Plan, design, make and adapt work - Adapt their work according to their views and describe how they might develop it further. - Record, develop ideas and reflect in sketchbooks - Review what others have done and say what they think and feel about it. Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions - Use the language of art with greater sophistication when discussing own and others art.	Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artist to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Plan, design, make and adapt work - Adapt their work according to their views and describe how they might develop it further. - Record, develop ideas and reflect in sketchbooks - Review what others have done and say what they think and feel about it Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions - Use the language of art with greater sophistication when discussing own and others art.	Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artist to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Plan, design, make and adapt work - Adapt their work according to their views and describe how they might develop it further. - Record, develop ideas and reflect in sketchbooks - Review what others have done and say what they think and feel about it Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Use ICT, including cameras - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions - Use the language of art with greater sophistication when discussing own and others art.
Learning Questions: Who is William Morris and what inspired his work? How are other textile designs the same/ different? (use the language of art) What is a motif? How can a motif create a pattern? What is a 'half drop'? What form will your design take? How can you develop your ideas? How can you embellish your printed design? How would you explain your work to others? (inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: What is the history of glass work? How should you describe glassware? Who is Dale Chihuly and what do you think of his work? What will be our inspiration? What preparation work should we do? How can you develop ideas? What can we learn from other's in the classroom? What form should your sculpture take? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: What can we learn from river landscape artists? How can light and colour transform a painting? What will be your inspiration? What preparation will I need? What equipment will I need and how should I use it? Can you describe how you feel about your work and the work of others? What was the biggest challenge during this art unit? How would you explain your work to others? (inspiration and process) How would you describe your work to others? (using the language of art)
Text 	Text Dale Chihuly PowerPoint	Text
Retrieval - In year 4, the children created designs for tile printing and built up layers of colour. - Children are aware of the term 'motif' from their study of music - Children have studied craftspeople in year 3 and year 4, e.g., weaving and mosaic. - The children should be able to apply their mathematical knowledge of geometry (shape and pattern) to this unit	Retrieval In years 3, 4 and 5 children studied a range of crafts from Roman Britain, Anglo Saxon period and the Victorian age. The children have experience of taking one artist to inform their creative actions, most recently the work of William Morris. They are aware of the term motif. Some children will have visited museums and galleries where there is glasswork on display. Children have used the language of 3D art in years 1, 2, 3 and 4 Children will be able to draw comparisons with their work in year 3 term 1 (see current display in the art gallery)	Retrieval The children learnt to use watercolour paints in year 2 and explored tones of blue in their Willow Pattern designs In year 3, the children experimented with colour mixing and texture and in year 4 they studied the science of colour making. In year 4, the children visited a Constable Landscape exhibition and studied the work of John Constable and John Brunsdon The children have used cameras in year 2 and year 4 Some children may have painted on canvas at home
People/ events/ places William Morris Print designs from South America, Persia, India/Pakistan, Japan and China	People/ events/ places Dale Chihuly History of glass making, including Murano, Venetian Laliue Carol Milne Glass from: North Africa, Ancient Greece, Europe and India	People/ events/ places Colchester and Ipswich Museums Orwell Paintings collection: John Moore, Henry Robert Robertson, Robert Burrows. Edward Seago and Eric Thorpe paintings of the River Orwell Other river landscape artists: Ethel Walker, Turner, Van Gogh, Mary Cassatt, Angela Edwards, Monet

Year 6 Autumn Drawing and 3D sculpture Inspired by the work of Henry Moore during WW2	Year 6 Spring Portraits: Celebrating Significant Women	Year 6 Summer Mixed media responses to Abstract Expressionist artists
Objectives: Children will learn to: Drawing: - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space and colour. - Work in a sustained and independent way from observation, experience and imagination - Alter and refine drawings and describe changes using art vocabulary - Use techniques specific to chalk and charcoal - Create shades and tints using black and white. - Demonstrate a wide variety of ways to make different marks with dry media. 3D sculpture - Design and create an individual creative response to first-hand experience of an air raid shelter and the work of Henry Moore - Plan a sculpture through drawing and other preparatory work (maquette) - describe the different qualities involved in modelling sculpture and construction. - Create sculptures with increasing independence. - Show and understanding of shape, tone, space and form - Collaborate on a group piece: using modroc as a sculptural material.	Objectives: Children will learn to: Painting - Choose appropriate paint, paper and implements to emulate an artist's style - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, including those researched independently. - Show an awareness of how paintings are created (composition). - Demonstrate a wide variety of ways to make different marks with wet media. - Choose appropriate paint, paper and implements to adapt and extend their work. - When talking about their work, to use specific colour language e.g., tint, tone, shade, texture and hue Digital Art - Use photography to re-create portraits - Consider and make decisions about composition (e.g. what will appear within the frame/ best perspective) - Make artistic changes to photographic images using ICT (Paint.net) - Combine images to form a composite piece of art work - Consider line, form, shape, space and colour in creative design	Objectives: Children will learn: Textiles and collage, including mixed media work: - to develop their own personal study using a range of techniques including collage - to collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements - To work on preliminary studies, including using ICT - To show an awareness of the potential of the uses of material - To use different techniques, colours and textures etc. when designing and making pieces of work - To plan, design, make and adapt work - To show and understanding of shape, texture, pattern, tone, space, colour and form - To explore and experiment with different techniques and mediums
Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artist to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Plan, design, make and adapt work - Adapt their work according to their views and describe how they might develop it further. - Record, develop ideas and reflect in sketchbooks Review what others have done and say what they think and feel about it Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions - Use the language of art with greater sophistication when discussing own and others art.	Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artist to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Plan, design, make and adapt work - Adapt their work according to their views and describe how they might develop it further. - Record, develop ideas and reflect in sketchbooks Review what others have done and say what they think and feel about it Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Use ICT, including cameras - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions - Use the language of art with greater sophistication when discussing own and others art.	Ongoing Skills Exploring and developing ideas and work - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Use the study of an artist to inform creative actions - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Plan, design, make and adapt work - Adapt their work according to their views and describe how they might develop it further. - Record, develop ideas and reflect in sketchbooks Review what others have done and say what they think and feel about it Breadth of study - Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. - Use ICT, including cameras - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions - Use the language of art with greater sophistication when discussing own and others art.
Learning Questions: Who was Henry Moore and what can we learn from his war work? What mood do they create? Why the artist did choose this palette of colours? What techniques did Henry Moore use to create shape and form? (stippling, hatching, cross hatching and directional lines) What is a maquette? Which sculpture will work best as a group for display? What do we need to consider when making freestanding sculptures? What was the biggest challenge during this art unit? How would you explain your work to others? (inspiration and process) How would you describe your work to others? (using the language of art)	Learning Questions: What can we learn from portrait artists and their work? Are all portraits the same? Who would you choose to paint your portrait? What do you need to learn to feel confident about using acrylic paints? Can you mix colours to show the direction of light? What will your portrait look like? What studies will you need to make? What materials and tools will you need? How can we use digital technology to create a portrait? Which artists have influenced your composition and style? How would you explain your work to others? (inspiration and process) How would you describe your work to others? (using the language of art)?	Learning Questions: What can we learn from post war artists and their work? What do you find inspiring about their work? What will inspire your work? What preliminary drawings/studies will you make? What mediums will you use? How can you use digital technology? Which artists have influenced your composition and style? How would you explain your work to others? (inspiration and process) How would you describe your work to others? (using the language of art)
Text Henry Moore PowerPoint	Text See Art information sheets and excerpts from 'Women in Art' , V&A Frida Kahlo 	Text Make reference to books: 
Retrieval Children have used charcoal and chalk to draw in in previous art units They have created 3D structures in previous years and build up the associated vocabulary The children will be able to use their current history knowledge to add meaning to the project	Retrieval The children will have used block paints, water colour paints, textile paints and power paints. In year 5, children studied a range of seascape artists and made observations about composition and technique. The children have studied a range of artists who are famous for their paintings, including, John Constable (year 4), and Van Gogh, Turner and Monet (year 5). Some children may watch art shows such as Grayson Perry's Art Club or Portrait Artist of the Year In years 2, 4 and 5, the children created digital art. Children will be familiar with Paint.net having used it in year 4 term 1. Some children may paint at home and may have used acrylic paint.	Retrieval This unit is designed as a celebratory unit for the children to show off their artistic skills. They have used some of the collage techniques in year 4 term 2 The children are used to scaling up and down Throughout key stage 2, children have reviewed other children's work and evaluated their own.
People/ events/ places London Underground sketched by Henry Moore Air Raids and Shelters Blitz	People/ events/ places Artists : Elisabeth Sirani, Elizabeth Vigée Le Brun, Frida Kahlo, Hans Holbein, Lavinia Fontana Subjects Bessie Coleman, Amy Johnson Edith Maud Cook, Jacqueline Auriol Dorothy Vaughan Mary Jackson	People/ events/ places post war immigration Artists Abstract expressionists: Lee Krasner, Hans Hoffman Textile artists: Anne Kelly

Artists and crafts/influences

	Term 1	Term 2	Term 3
Year 1	Vivaldi's Four Seasons Giuseppe Arcimboldi Georgia O' Keeffe Gustav Klimt	Antonio Gaudi	Andy Goldsworthy Adrian Gray Angela Haseltine Pozzi
Year 2	The Willow Pattern Blue/white pottery	Northern Lights Polar Landscapes George Marston	Saint-Saëns Carnival of the Animals Henri Rousseau Lauren Child Eduardo Paolozzi
Year 3	Prehistoric and pre Roman art and jewellery	Ancient Greek Vessels and hero stories	Anglo Saxon jewellery and weaving
Year 4	Local relief print artists: Helen Maxwell Susan Whatling Ben Nicholson	John Constable John Brunson	Helena of Egypt Roman mosaics and pottery
Year 5	William Morris Print designs from South America, Persia, India/Pakistan, Japan and China	Dale Chuhuly	River landscape artists , including: Ethel Walker, Turner, Van Gogh, Mary Cassatt, Angela Edwards, Claude Monet, Edward Seago and Eric Thorpe
Year 6	Henry Moore	Portrait artists , including: Elisabeth Sirani, Elizabeth Vigée Le Brun, Frida Kahlo, Hans Holbein, Lavinia Fontana, Leonardo Da Vinci Vincent Van Gogh, Andy Warhol, Cindy Sherman	Abstract expressionists: Lee Krasner, Hans Hoffman, Mark Rothko, Robert Rauschenberg Textile artists: Anne Kelly and Shelley Rhodes

Texts	Term 1	Term 2	Term 3
Year 1	Meet Georgia and The Story of Orchestra: The Four Seasons   	 A Dragon on the Roof: A Children's Book Inspired by Antoni Gaudi	 Washed Ashore: Making Art from Ocean Plastic
Year 2	The Magic Paintbrush and The Willow Pattern Story  	 Aurora a Tale of the Northern Lights	 The story of Orchestra: Carnival of the Animals The Fantastic Jungles of Henri Rousseau 
Year 3		  Leo and the Gorgon's Curse Anglo Saxon Britain: Found!	
Year 4			Stories in Art: mosaics 
Year 5	 V&A introduces: William Morris	Dale Chihuly PowerPoint	
Year 6	Henry Moore PowerPoint	   Meet the artists: Andy Warhol V&A introduces – Frida Kahlo Women in Art	Sketchbook Explorations: for mixed-media and textile artists and Stitch Stories  

Term introduced: Term 1 Term 2 Term 3	Drawing	Printing	Painting	Textiles and collage, including mixed media work	3D form	Digital art
Year 1	line pattern thickness pastel chalk charcoal tone – light /dark shape colour and tone	sponge texture (and associated words) pattern repeated rubbing pattern	colour and tone surface brush texture surface	quilling roll coil shape collage materials form pattern mosaic	shape and form impression relief texture surface manmade natural environment pattern colour	frame angle perspective line, textures, shape, form and space
Year 2	As above and refine alter		As above and watercolour brush size pattern and shape blending scumbling dusting mixing brush size and type silhouette foreground middle ground background	As above and collage diarama (if used) mixed media surface texture contrast	As above and papier mâché structure colour pulling, pinching and smoothing	As above and zoom composition mood

Term introduced: Term 1 Term 2 Term 3	Drawing	Printing	Painting	Textiles and collage, including mixed media work	3D form	Digital art
Year 3	As KS1 and texture variation pencil grades – HB 2B and 4B shade tone (linked to grades of pencil) marks	As KS1 and layering colour shape linear impression overprint porous/impermeable	As KS1 and primary colours secondary colours tone and shade sgraffito tonking powder paint mixing relief texture application consistency	As KS1 and card wrapping textiles wool/ yarn loom weaving card weave warp and weft natural dye colour tone warm and cool colours	As KS1 and vessel papier mâché sgraffito continuous pattern border silhouette scene collaborative decoration texture	As KS1
Year 4	As above and line and form landscape curved natural define	As above and relief polyprint tile roller ink layering indent geometric pattern colour tone mood overprint asymmetry symmetry repetition barrier sponging	As above and pigment mottled wax resist hue	As above and tissue tearing layering overlap organic	As above and mosaic symmetry geometric grout terracotta foam board shape and form impression indent wick, filling hole, body handle, base, nozzle	As KS1 and viewfinder composition angle shape pattern space frame edit and enhance enlarge contrast define

Term introduced: Term 1 Term 2 Term 3	Drawing	Printing	Painting	Textiles and collage, including mixed media work	3D form	Digital art
Year 5	as LKS2 and observational <u>colour and tone</u> deep, delicate or subtle, vibrant or vivid, muted or sombre, hue, tint, radiant, contrasting, light, dark, dramatic, cool colours, warm colours <u>pattern</u> repeating, irregular, curvilinear, decorative, plain, natural, geometric symmetrical, asymmetrical balance, motif, line, waves concentric circles composition detail shade	as LKS2 and relief block printing motif roller ink repeated pattern indent geometric diamond cheques pattern half drop colour tone inspiration overprint asymmetry symmetry repetition	as LKS2 and wet media <u>Colour and tone</u> deep, delicate or subtle, vibrant or vivid, sombre, hue, tint, radiant muted (or soft), contrasting, light dark, dramatic, cool colours, warm colours reflection <u>Texture</u> flat, smooth. raised, rough, coarse, prickly, scaly, uneven, shiny, glossy, reflective, silky brushwork <u>Composition</u> foreground middle ground background focal point movement perspective	as LKS2 and Applique Embellishment	as LKS2 and <u>shape and form</u> organic, curved, circular, geometric, free-form, symmetrical asymmetrical, irregular, distorted abstract, freestanding, combine, range of scale <u>pattern</u> repeating, irregular, curvilinear, decorative, plain, natural, geometric symmetrical, asymmetrical balance, motif, line, waves concentric circles, embossed <u>Texture</u> flat, polished, smooth. raised, rough, coarse, prickly, scaly, uneven, embossed, cut, incised, pitted, scratched, uneven. soft, hard. shiny, glossy, reflective, silky. semigloss, satin, silk, frosted, matte	as LKS2 and frame perspective view point angle composition foreground, middle ground, background focal point
Year 6	as above and hatching and crosshatching stippling directional lines pencil grade HB, 2B and 4B charcoal chalk pastel movement and shape/form shadow shading		as above and acrylic palette flat head brush wet media shadow chiaroscuro pose, ¾ profile facial expression symbolism cool and warm colours layers bend mix on the page	as above and abstract expressionist collage/collaging composition textural, miniature layering mixed media running stitch tonking	as above and maquette modroc tableaux ½ life size (scale) mannequin chalky tone positioning and repositioning background proportion figure	as above and adjustments effects image brightness hue contrast dramatic Pop Art expression