



Malmesbury Park Primary School
Art Long Term Planning

Subject - ART

LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
- Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others' needs. 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions during whole class discussions. • Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences. 	<p>Personal Development</p> <ul style="list-style-type: none"> • Hold a pencil effectively - using the tripod grip • Use a range of small tools, including scissors, paint brushes • Begin to show accuracy and care when drawing. 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used
YEAR 1	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 -					
Autumn 2					
Spring 1 - <u>Earth Art</u> 1 week	Earth Art is designed to enable children to create unique artwork using	Find us on Facebook Find us on Twitter Find us on Pinterest Find us on	<u>Texture</u> (<i>textiles, clay, sand, plaster, stone</i>) - weaving and collage	<ul style="list-style-type: none"> • To use a range of natural materials 	abstract pattern Rangoli

	natural materials using rocks, leaves, twigs and acorns found on the playground offering a range of imaginative and artistic experiences. The children will make pet rocks using different size rocks, stick sculptures using sticks and twigs, leaf animals using fallen leaves.	<p>Instagram Find us on YouTube Find us on E-mail</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use painting and sculpture and share ideas, experiences and imagination. To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space. 	<p><u>Form</u> (3D work, clay, dough, boxes, wire, paper <u>sculpture</u>, mod roc) Use materials to make known objects for a purpose</p>	<ul style="list-style-type: none"> Understand that painted images can be used to tell stories. Make a simple sculpture Understand that different surfaces can be used to create an image. 	<p>natural patterns weave loom mandala colour symmetrical collage</p>
Spring 2					
Summer 1					
Summer 2 - <u>Art Week</u>					
Summer 2 - <u>Colour Creations</u> 1 week	The children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art techniques in using colour, pattern, line, shape, form and space. About the work of a range of artists, describing the differences and similarities between different practices and 	<p><u>Painting</u> (pencil, charcoal, inks, chalk, pastels, ICT software) Observe patterns</p> <p><u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools</p> <p><u>Pattern</u> (paint, pencil, textiles, clay, printing) Awareness and</p>	<ul style="list-style-type: none"> Know the primary and secondary colours Create light and dark shades of a colour Create a monochrome picture by mixing shades of one colour. Evaluate the work stating what they think and feel about it. 	<p>monochrome shades primary secondary mixing interpretation style</p>

		disciplines, and making links to their own work. (Kandinsky and Mondrian)	discussion of patterns – repeating patterns – symmetry		
YEAR 2	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1					
Autumn 2					
Spring 1 - Super Sculptures 1 week	Children will find out about the work of a range of well-known sculptors. They will describe and respond to images of sculptures. They will use a range of materials to create sculptures inspired by famous works of art, or create giant sculptures with groups or your whole class!	<ul style="list-style-type: none"> To use sculpture to develop and share their ideas, experiences and imagination To develop a wider range of art and design techniques in using line, shape, form and space. About the work of a range of artists, describing the differences and similarities between different practices, and making links to their own work. 	<p><u>Form</u> (3D work, clay, dough, boxes, wire, paper <u>sculpture</u>, mod roc) Shape and model materials for a purpose (pipe cleaner) from observation and imagination.</p> <p><u>Form</u> (3D work, clay, dough, boxes, wire, paper <u>sculpture</u>, mod roc) Use clay, Modroc or other malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art</p>	<ul style="list-style-type: none"> Explain their own responses to the sculptures shown Combine simple 2D shapes to make a form Create the human form using lines and shapes. Create sculptures with inside and outside space. Create a kinetic sculpture that moves in the wind. Identify ways of improving their own art. 	sculpture line form tangram mannequins smooth curved flowing surfaces edges carve kinetic mobile
Spring 2					
Summer 1 <u>Art Week</u> 1 week					
Summer 2 Henri Rousseau 1 week	They will focus on the life and works of Henri Rousseau. Finding out about his life as an artist and the different places and artists which	<ul style="list-style-type: none"> To use drawing and painting to develop and share their ideas, experiences and imagination. 	<p><u>Colour</u> (<u>painting</u>, ink, dye, textiles, pencils, crayon, pastels) Make as many tones of one colour as possible (using white) – Darken colours</p>	<ul style="list-style-type: none"> Describe the skills of Henri Rousseau Talk about Rousseau and the features of his paintings. 	portrait landscape imagination shades plant leaf

	influenced his artwork as well as the different techniques and skills they can use to mimic his work themselves. After explore several of his paintings they will create their own Rousseau inspired painting.	<ul style="list-style-type: none"> To develop a wide range of art techniques in using colour, pattern, line and space. About the work of a range of artists and making links to their own work. 	<p>without using black – using colour on a large scale</p> <p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p><u>Printing</u> (<i>found materials, fruit/veg, wood blocks, press print, lino, string</i>) Print with a growing range of objects</p>	<ul style="list-style-type: none"> Create a landscape portrait. Create an animal mask in the style of Rousseau. Create a Rousseau inspired painting. 	print mask
YEAR 3	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1					
Autumn 2 - Indian Art 1 week	The children will immerse themselves in the fascinating art and culture of India as they explore a range of traditional Indian art mediums. They will have the chance to explore and recreate Indian paintings, create intricate Indian patterns and use these to make beautiful mehndi designs, use block printing to make patterned fabric.	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including paints, drawing and printing. 	<p><u>Drawing</u> (<i>pencil, charcoal, inks, chalk, pastels, ICT software</i>) Experiment with the potential of various pencils.</p> <p>Close observation</p> <p>Develop intricate patterns/ marks with a variety of media.</p> <p><u>Printing</u> (<i>found materials, fruit/veg, wood blocks, press</i>)</p>	<ul style="list-style-type: none"> explore seven well-known styles of historical Indian paintings; Mughal painting, Rajput painting, Mysore painting, Tanjore painting, Kangra painting, Madhubani painting and Pattachitra. Explore the art displayed during the famous Indian elephant festival Explore and create Mehndi patterns 	<p>pattern</p> <p>Hastimangala Festival</p> <p>henna</p> <p>symmetrical</p> <p>Mehndi patterns</p> <p>decorated</p> <p>Rangoli</p>

			<p><i>print, lino, string</i>). Relief and impressed printing.</p> <p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monoprinting and relief printing.</p>	<ul style="list-style-type: none"> • Explore Indian block-printing technique • Explore and create Rangoli patterns 	
Spring 1					
Spring 2 - Vincent Van Gogh 1 week	<p>The children will explore Vincent Van Gogh. They will discover what Post-Impressionism is and what techniques Vincent van Gogh used in his paintings. They will explore his works in more detail and have a go at creating some art of their own!</p>	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art techniques including painting • About great artists (Van Gogh: Sunflowers, Starry Night & portraits) 	<p><u>Colour</u> (<i>painting, ink, dye, textiles, pencils, crayon, pastels</i>) Introduce different types of brushes.</p> <p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p>	<ul style="list-style-type: none"> • Use lines to create depth and texture • Use colours and lines to create shade and tint • Use lines to create movement • Develop sketching techniques • Create a portrait in the style of Van Gogh 	<p>acrylic oils shade tint texture portrait technique canvas</p>

			Mix colour, shades and tones with increasing confidence. Become increasingly confident		
Summer 1 <u>Art Week</u> 1 week					
Summer 2					
YEAR 4	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1					
Autumn 2					
Spring 1 Sonia Delaunay 1 week	Introduce the children to one of the great female artists of the 20th century, Sonia Delaunay. They will find out about the artist's early life, who and what she was influenced by, and how she developed her own distinctive style of art. They will explore how Sonia Delaunay branched out into the fashion world, and the legacy she left behind.	<ul style="list-style-type: none"> About great artists - Sonia Delaunay To improve their mastery of art techniques including painting and drawing. 	<u>Drawing</u> (<i>pencil, charcoal, inks, chalk, pastels, ICT software</i>) close observation Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use <u>Colour</u> (<i>painting, ink, dye, textiles, pencils, crayon, pastels</i>)	<ul style="list-style-type: none"> Be familiar with the early work and life of Sonia Delaunay Make links to the portraits of Rousseau and Van Gogh. To learn about Orphism a form of abstract art To learn about complementary and harmonious colours How to create rhythm and movement in art work Understand the influence and legacy of Sonia Delaunay 	Portraits Orphism patchwork quilt inspired complementary colours harmonious colours rhythm and movement curve observer costumes fabric designs geometric shapes influence legacy colour illusions circle arc

			<p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Use light and dark within painting and begin to explore complimentary and harmonious colours. Mix colour, shades and tones with increasing confidence.</p>		
Spring 2					
Summer 1 <u>Art Week</u> 1 week)					
Summer 2					
YEAR 5	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 -					
Autumn 2 - Frida Kahlo 1 week	The children will explore the passionate and vibrant artworks of Frida Kahlo and discover the artist behind the famous self-portraits. They will look in detail at some of Frida Kahlo's most famous artworks, exploring the thought-provoking images to inspire their own self-portraits and artwork.	<ul style="list-style-type: none"> To improve their mastery of art techniques, including drawing and painting. About great artists - Frida Kahlo, (mention Salvador Dali, Marion Adnams) 	<p><u>Drawing</u> (<i>pencil, charcoal, inks, chalk, <u>pastels</u>, ICT software</i>)</p> <p>produce increasingly accurate drawings of people</p> <p>concept of perspective</p> <p>Work in a sustained and independent way to create a detailed drawing.</p>	<ul style="list-style-type: none"> Learn about Frida Kahlo and analyse some of her work. Study the self-portraits of Frida Kahlo and how her cultural background influenced her. Understand what surrealism is in artwork. 	<p>Surrealism</p> <p>Surrealist Movement</p> <p>imagination</p> <p>dream</p> <p>automatism</p> <p>symbolism</p> <p>Mexican Art</p> <p>mood and colour</p> <p>person</p> <p>alone</p> <p>photograph</p> <p>portrait / self-portrait</p> <p>proportions</p> <p>still life</p>

			<p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>		<p>heritage national identity tradition autobiographical express emotions geometric</p>
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			<p><u>Colour</u> (<i>painting, ink, dye, textiles, pencils, crayon, pastels</i>)</p> <p>hue, tint, tone, shades and mood</p> <p>explore the use of texture in colour</p> <p>colour for purposes</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>		
Spring 1					
Spring 2- A Sense of Place 1 week	Introduce your class to the world of landscape art with these creative 'A	<ul style="list-style-type: none"> To create sketch books to record their observations and use 	<p><u>Drawing</u> (<i>pencil, charcoal, inks, chalk, pastels, ICT software</i>)</p>	<ul style="list-style-type: none"> Collect visual information to help 	viewfinder rural urban

	<p>Sense of Place' Art lessons. Starting by using a viewfinder to find interesting features and views of a local area, your class will then go on to study the work of some of the most famous landscape artists and how they use perspective to give a sense of depth to their work.</p>	<p>them to review and revisit ideas.</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques e.g. 	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people/places</p> <p>Concept of perspective</p> <p><u>Colour</u> (<i>painting, ink, dye, textiles, pencils, crayon, pastels</i>)</p> <p>hue, tint, tone, shades and mood</p> <p>explore the use of texture in colour</p> <p>colour for purposes</p> <p><u>Responding to art</u></p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes</p>	<p>develop ideas about the environment.</p> <ul style="list-style-type: none"> Compare ideas, approaches and methods in the work of a variety of artists. How artists use perspective and investigate ways of recreating images accurately. Use ideas gathered to inform a piece of artwork. Create a piece of landscape art based on a previous design. Evaluate a finished piece of artwork and describe what you think and feel about it. 	<p>proportion distance environment contrasting perspective parallel translate design create evaluate recreate replica</p>
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			<p>and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles</p>		
Summer 1 <u>Art Week</u> 1 week					
Summer 2					
YEAR 6	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1 -					
Autumn 2					
Spring 1 - Gustav Klimt 1 week	<p>Compare Klimt's work to that of other artists who inspired him - Practise and develop sketching, painting and craft skills - Build on and improve their sketches and ideas - Discuss and plan how to use symbolic imagery in their own art work</p>	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including, drawing, painting and working with a range of materials. About great artists - Kustav Klimt 	<p><u>Drawing</u> (<i>pencil, charcoal, inks, chalk, pastels, ICT software</i>)</p> <p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a</p>	<ul style="list-style-type: none"> Sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt. Use of symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story. Use gilding in a Klimt-inspired work of art or product. 	<p>Symbolist Hyperrealism shading symbolic imagery frieze emulate illuminated gilding metallic textures natural personified collage</p>

			<p>number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their painting</p> <p><u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and</p>	<ul style="list-style-type: none"> • Create natural textures such as those in Klimt's landscape paintings. • Develop techniques and use symbolism in the style of, or inspired by Gustav Klimt. 	
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			<p>experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p><u>Texture, pattern, colour, line and tone</u> Consider the use of colour for mood and atmosphere</p> <p><u>Responding to art</u> Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history</p>		
Spring 2					

Summer 1 <u>Art</u> <u>Week</u> 1 week					
Summer 2					