

## Long Term Planning for Art REC- Year 6



	Autumn	Spring	Summer
REC	<p style="text-align: center;"><b>Self-portraits and family portraits Painting</b></p> <p style="text-align: center;">Vocabulary (Painting) – painting, artist, collage, paint Vocabulary to describe paint- Thick, thin, wet, dry, dribble, splatter, drip.</p> <p style="text-align: center;"><b>Firework Printing</b></p> <p style="text-align: center;"><b>Drawing (throughout the year)</b> Vocabulary (Drawing) – Drawing, pencil, crayon, mark making, chalk, lines.</p>	<p style="text-align: center;"><b>Andy Goldsworthy British Sculptor and Environmentalist</b></p> <p style="text-align: center;">Vocabulary (Sculpture) - Sculpture, 3D, roll kneed, squash pinch</p> <p style="text-align: center;"><b>Artwork to Illustrate the Season Finger Printing</b></p>	<p style="text-align: center;"><b>Jackson Pollock American Painting Painter</b></p> <p style="text-align: center;"><b>Printing with fruit, vegetables and sponges.</b> Vocabulary (Printing) - print, printing tools, rubbings, pattern, texture</p> <p style="text-align: center;"><b>Collage– Exploring Textures</b> Vocabulary (Collage) - collage, cut out, glue, tissue, layer, texture.</p>

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<b>Year 1</b>	<p style="text-align: center;"><b>Painting</b></p> <p style="text-align: center;"><i>What are the primary and secondary colours?</i></p> <p style="text-align: center;">(Linked to progression document)</p> <p><b>Key Learning ‘Painting’</b></p> <ul style="list-style-type: none"> <li>To explore primary and secondary colours.</li> <li>To represent primary and secondary colours on a colour wheel. To experiment with warm and cool colours.</li> <li>To paint from observation.</li> <li>To combine paint and collage.</li> <li>Control paint on a paint brush</li> </ul> <p><b>Vocabulary – names for all secondary colours, primary colours, colour wheel secondary colours, warm colours, cool colours</b></p>	<p style="text-align: center;"><b>Paul Klee</b> Male (1879-1940) German and Swiss Painter Expressionism, Cubism and Surrealism</p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> </ul>	<p style="text-align: center;"><b>Jon Burgerman</b> Male Fine art, urban art and pop culture</p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>Review what they have done and say what they think and feel about it.</li> <li>Describe what they can see and express likes and dislikes.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Identify what they might change in their current work.</li> <li>Ask questions about a piece of art.</li> </ul>	<p style="text-align: center;"><b>Drawing</b></p> <p style="text-align: center;"><i>How are lines and shapes used in drawing?</i> (Linked to progression document)</p> <p><b>Key Learning ‘Drawing’</b></p> <ul style="list-style-type: none"> <li>To explore a range of different drawing mediums to create and invent a range of lines.</li> <li>To explore how famous artists use lines and shapes to create works of art.</li> <li>To link a range of lines together to create a piece of artwork.</li> <li>To explore how shapes can be used to create a piece of artwork.</li> <li>To experiment with overlapping shapes.</li> </ul> <p><b>Vocabulary – drawing, observation, abstract, cartoon, tone, scale, shape, line, patterns, observation</b></p>	<p style="text-align: center;"><b>Collage</b></p> <p style="text-align: center;"><i>Mixed Media</i> (linked to progression document)</p> <p><b>Key Learning ‘Collage’</b></p> <ul style="list-style-type: none"> <li>To appreciate and discuss the work of great artists.</li> <li>To collect, sort and arrange materials according to colour, texture.</li> <li>To fold, crumple, tear and overlap materials.</li> <li>To use sketchbooks to design collage creations.</li> <li>To arrange and glue materials on to a background. ● To use a combination of materials inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper.</li> </ul> <p><b>Vocabulary- collage, mixed media, layers, organic shapes, background</b></p>	<p style="text-align: center;"><b>Sculpture</b></p> <p style="text-align: center;"><i>How can recycled materials be used to create sculpture?</i> (Linked to progression document)</p> <p><b>Key Learning ‘Sculpture’</b></p> <p>‘Experiment with construction and joining recycled materials</p> <ul style="list-style-type: none"> <li>Use joining techniques of gluing, paperclips and masking tape.</li> <li>Work with others to create a group piece of artwork using recycled materials.</li> <li>To appreciate the work of great sculpting artists.</li> <li>Communicate reasons, thoughts, observations and feelings.</li> <li>Create models using recycled materials.</li> </ul> <p><b>Vocabulary - Malleable Material, Joining Models 3D, Roll, Knead, Squash Pinch, sculpture</b></p>
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<b>Year 2</b>	<p style="text-align: center;"><u>Lowry, LS</u> Male English (1887-1976) Scenic Painter</p> <p style="text-align: center;"><b>Drawing/Painting</b> Portraits Painting Scenes of Life</p> <p>NC Objectives</p> <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> </ul>	<p style="text-align: center;"><b>Painting</b> <i>How can paint be used to create different effects?</i> (linked to progression document)</p> <p>Key Learning 'Painting'</p> <ul style="list-style-type: none"> <li>Mix primary colours to make secondary colours.</li> <li>Understand how to create texture to paint by adding different materials eg sand, salt etc.</li> </ul> <p>Vocabulary - strokes, thickness, tint, tone, washes, blocking, application, textures</p>	<p style="text-align: center;"><b>Drawing</b> <i>How are landscapes created?</i> (linked to progression document)</p> <p style="text-align: center;">Explores tone using different grades of pencil, pastel and chalk</p> <p>NC Objectives</p> <ul style="list-style-type: none"> <li>Review what they have done and say what they think and feel about it.</li> <li>Describe what they can see and express likes and dislikes.</li> </ul> <p>Vocabulary – Landscape, background, horizon, middle ground, foreground, observation, blending</p>	<p style="text-align: center;"><u>Kandinsky</u> Male Russian Nonfigurative Art (Painting) 1866-1944</p> <p style="text-align: center;"><b>Drawing/ Painting</b> Symbolic Landscapes</p> <p>NC Objectives</p> <ul style="list-style-type: none"> <li>Ask and answer questions about the starting points for their work.</li> <li>Identify what they might change in their current work.</li> <li>To ask questions about a piece of art.</li> </ul>	<p style="text-align: center;"><b>Collage</b> <i>Painting with paper</i> (linked to progression document)</p> <p>Key Learning 'Collage'</p> <ul style="list-style-type: none"> <li>Understand that collage is layering different materials and sticking them on a background.</li> <li>Can create a collage by layering different materials and sticking them on a background.</li> <li>Cut a variety of shapes to complete a composition.</li> <li>Investigate creating texture with paper e.g. scrunching and screwing paper up to create a composition.</li> </ul> <p>Vocabulary - Composition, collage, techniques scrunching, layering, rolling, tearing, background, foreground, texture.</p>	<p style="text-align: center;"><b>Printing</b> <i>Styrofoam Printing</i> (linked to progression document)</p> <p>Key Learning 'Printing'</p> <ul style="list-style-type: none"> <li>Make a simple relief print using own ideas.</li> <li>Know that printing ink is used when printing and not paint.</li> <li>Create a repeating pattern using their printing block.</li> </ul> <p>Vocabulary - Printing, inks, block, relief, pattern, repeating, design, fabric,</p>
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<b>Year 3</b>	<p style="text-align: center;"><b><u>Giorgio Morandi</u></b> Male (1890-1964) <b>Drawing Techniques – <i>How are hatching and cross-hatching methods used to create tone in drawings?</i></b> (Linked to progression document)</p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Look at the work of a range of artists and craft makers and say which pieces of art they like best and why.</li> <li>• To replicate some of the techniques used by notable artists, craft makers and designers.</li> <li>• To talk about how they could improve their work and offer advice to others.</li> </ul> <p><b>Vocabulary-</b> Hatching / cross hatching, textures, reflection, shades, first-hand observation, secondary source images</p>	<p style="text-align: center;"><b>Mixed Media</b> <i>Weaving</i></p> <p><b>Key Learning ‘Mixed Media’</b></p> <ul style="list-style-type: none"> <li>• Create a background using a wash (using paint inks-Brusho etc)</li> <li>• Overlay their work with drawing media (pastels, pencils, pens etc).</li> <li>• Choose a suitable media for different purposes.</li> <li>• Begin to use pastels in different ways eg mixing, hatching, blending.</li> </ul> <p><b>Vocabulary -</b> Mixing, hatching, wash, overlay, mixed media, pastels, stippling, blending, cross hatching</p>	<p style="text-align: center;"><b><u>Kehinde Wiley</u></b> American Portrait Painter – Known for his Naturalistic Paintings of African Americans</p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn about the work of different artists’ and painting styles and look at art for study and for pleasure.</li> <li>• Understand how to make sensible judgments about their ability in order to improve.</li> </ul>	<p style="text-align: center;"><b>Sculpture</b> <i>How is clay and other malleable materials used to create 3D models?</i> (linked to progression document)</p> <p><b>Key Learning ‘3D’</b></p> <ul style="list-style-type: none"> <li>• Can plan, design, make and adapt models according to the topic or theme.</li> <li>• Can join clay with increasing control using slips.</li> <li>• Can talk about their work understanding how it has been modeled and constructed.</li> <li>• Can use a variety of techniques and tools to create surface patterns.</li> </ul> <p><b>Vocabulary -</b> Clay, slip, join, tile, engrave, model, construct, pattern, line, shape, clay tools</p>	<p style="text-align: center;"><b>Printing</b> <i>Collagraph Printing</i> (linked to progression document)</p> <p><b>Key Learning ‘Printing’</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief method.</li> <li>• Create repeating patterns.</li> <li>• Print with two colour overlays.</li> <li>• Can design patterns of increasing complexity and repetition.</li> <li>• Create a repeated pattern using more than one colour.</li> </ul> <p><b>Vocabulary -</b> Pattern, repeating, shape, repetition, ink, roller, block, relief print.</p>	<p style="text-align: center;"><b>Paintings</b> <i>What are complementary colours and how do artists use them?</i> Painting (linked to progression document)</p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Describe what they can see and give an opinion about the work of an artist.</li> </ul> <p><b>Vocabulary –</b> Colour wheel, primary colours, secondary colours, complementary colours</p>
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<b>Year 4</b>	<p style="text-align: center;"><b>Tawera Tahuri</b> Female Mixed Media Artist covering a wide range of mediums and techniques.</p> <p style="text-align: center;"><b>Mixed Media</b></p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Compare the work of a range of artists and craft makers and say which pieces of art they like best and why.</li> <li>• Create original pieces that are influenced by the studies of notable artists and designers.</li> <li>• Talk about how they could improve their work and offer advice to others.</li> </ul>	<p style="text-align: center;"><b>Printing</b> <i>Rivers of the World ‘The Story of Water’ International Project</i></p> <p>Artwork based on rivers, starting with the Blue Nile.</p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Gather and review information, references and resources related to their ideas and intentions.</li> <li>• Use a sketchbook for different purposes, including recording observations, planning and shaping ideas and begin to choose their own style of recording.</li> <li>• Explore the work of artists who use different media and identify which techniques they may have been used.</li> </ul> <p><b>Vocabulary- relief printing, positive space, negative space, pattern</b></p>	<p style="text-align: center;"><b>Collage</b> <i>Mosaics</i> (linked to progression document)</p> <p><b>Key Learning ‘Collage’</b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> <p><b>Vocabulary - Collage, shape, overlap, tearing, layering, background</b></p>	<p style="text-align: center;"><b>Barbara Hepworth</b> Female (1903-1975) English Artist and Sculptor</p> <p style="text-align: center;"><b>Sculpture</b></p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn about the work of different artists’ and painting styles and look at art for study and for pleasure.</li> <li>• Understand how to make sensible judgments about their ability in order to improve.</li> </ul>	<p style="text-align: center;"><b>Drawing Techniques</b> <i>How are shadows and reflections created in drawings?</i> (linked to progression document)</p> <p><b>Key Learning ‘Drawing’</b></p> <ul style="list-style-type: none"> <li>• Show increasing pencil control (eg. can draw selected detail).</li> <li>• Produce a growing range of patterns and textures with a single pencil.</li> <li>• Use a range of tones using a single pencil.</li> <li>• Work from direct observation and imagination.</li> <li>• Can solidly infill shapes using shading from light to dark.</li> </ul> <p><b>Vocabulary – Drawing mediums, Shades, tone, textures, graduating tones, shading, infill, light, dark,</b></p>	<p style="text-align: center;"><b>Painting Techniques</b> <i>How do you mix colours to match objects?</i> (linked to progression document)</p> <p><b>Key Learning ‘Painting’</b></p> <ul style="list-style-type: none"> <li>• Experiment with different effects and textures including block colour, washes and thickened paint creating textural effects.</li> <li>• Create different effects and textures with paint according to what they need for the task.</li> <li>• Select the correct paint for the purpose.</li> <li>• Use a colour wheel to identify contrasting and complimentary colours.</li> </ul> <p><b>Vocabulary – Tint, tone, shade, hue, washes, block colour, effects, consistency, contrasting, complimentary, colour wheel, watercolour paint, acrylic paint, poster paint.</b></p>
<b>Year 5</b>	<p style="text-align: center;"><b>Salvador Dali</b> Male (1904-1989)</p>	<p style="text-align: center;"><b>Drawing Techniques</b> <i>How do architects and designers use drawing?</i></p>	<p style="text-align: center;"><b>Lisa Fittipaldi</b> (Blind Artist) Female</p>	<p style="text-align: center;"><b>Printing- <i>Multi technique printing</i></b> (linked to progression document)</p>	<p style="text-align: center;"><b>Painting Techniques- <i>How do you create moods in paintings?</i></b></p>	<p style="text-align: center;"><b>Collage</b> <i>Quilling</i></p>

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	<p style="text-align: center;"><b>Spanish Surrealist Artist Sculpture/Buildings</b></p> <p style="text-align: center;"><b>Sculpture</b></p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Use correct language when talking about art, using some of the language of art, formal elements.</li> <li>• Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.</li> <li>• Fairly appraise their own work and understand how to improve it.</li> </ul>	<p style="text-align: center;"><b>(Linked to progression document)</b></p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record observations and develop ideas.</li> <li>• Annotate work in sketch books to explain the process involved.</li> <li>• Select preferences of different artist techniques.</li> <li>• Makes careful and considerate judgments about their own and others work.</li> </ul> <p><b>Vocabulary</b> – architect, architecture, design, designers, viewfinder, first-hand observation, secondary source images.</p>	<p style="text-align: center;"><b>United States Painting/Mixed Media</b></p> <p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Build their knowledge of how other artists' make art, including the work of other peoples and cultures, past and present.</li> <li>• Use evaluation to understand what they need to do to improve.</li> </ul>	<p><b>Key Learning 'Printing'</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks by simplifying a sketch book idea.</li> <li>• Use relief or impressed method.</li> <li>• Create prints with three overlays.</li> <li>• Work into prints with a range of media e.g. Pens or paints.</li> </ul> <p><b>Vocabulary</b> - Printing block, relief, impress, overlay, ink, simplifying, media</p>	<p style="text-align: center;"><b>(Linked to progression document)</b></p> <p><b>Key Learning 'Painting'</b></p> <ul style="list-style-type: none"> <li>• Paint with a developing ability to create form, e.g. applies shadows and highlights where appropriate.</li> <li>• Control the amount of paint they need to use and/or use water so that they don't obliterate under-drawings or finer details.</li> <li>• Control the amount of paint and water when painting; for blending, reducing hue and improving the translucency of colour.</li> </ul> <p><b>Vocabulary</b> – Shade, highlight, control, obliterate, blending, hue, translucency, inspiration</p>	<p style="text-align: center;"><b>(linked to progression document)</b></p> <p><b>Key Learning 'Collage'</b></p> <ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background.</li> <li>• Use a range of media to create collages.</li> <li>• Use different techniques, colours and textures when designing and making pieces of work.</li> <li>• Use collage as a means of extending work from initial ideas.</li> </ul> <p><b>Vocabulary</b> - Background, foreground, middle ground, collage, techniques, texture, media, composition</p>
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<b>Year 6</b>	<p><b><u>Katsushika Hokusai</u></b> 1760-19849 Japanese Artist Painter and Printmaker</p> <p><b>Printing</b></p>	<p><b>Painting Techniques-</b> <i>What is composition?</i> (linked to progression document)</p>	<p><b><u>Flora Wallace</u></b> London-based ceramicist, specialising in functional porcelain sculptures</p> <p><b>Ceramics/Sculpture</b></p>	<p><b>Drawing Techniques</b> <i>How is detail created in drawing to make them look realistic?</i> (Linked to progression document)</p>	<p><b>Sculpture/3D (linked to progression document)</b></p>	<p><b>Collage</b> <i>Textiles</i> (linked to progression document)</p>
	<p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record observations and use them to review and revisit ideas.</li> <li>• Build and apply their knowledge of how other artists' make art, including the work of other peoples and cultures, past and present.</li> <li>• Use evaluation to understand what they need to do to improve and that all artists do this.</li> </ul>	<p><b>Key Learning 'Painting'</b></p> <ul style="list-style-type: none"> <li>• Control the density of paint to make things appear lighter and further away or with more intense hues to bring them closer, such as when painting landscape.</li> <li>• Begin to use simple perspective in their paintings/compositions.</li> <li>• Can identify and mix tertiary colours.</li> </ul> <p><b>Vocabulary</b> – Composition, tint, tone, shade, intensity, density, perspective, composition, tertiary colours.</p>	<p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• To annotate work in sketch books to further their understanding of the art process they have followed.</li> <li>• To select preferences of different artist techniques and apply some of these techniques to their own work.</li> <li>• To make careful and considerate judgments about their own and others work without comparing their own work to that of others.</li> </ul>	<p><b>Key Learning 'Drawing'</b></p> <ul style="list-style-type: none"> <li>• Use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.)</li> <li>• Use perspective in their drawings.</li> <li>• Draw the layout of a figure in motion.</li> <li>• Select different techniques for different purposes: shading, smudging,</li> <li>• Confidently use language appropriate to skill and techniques.</li> </ul> <p><b>Vocabulary</b> – Shades, proportions, shade, enlarge, observation, media, pastel, ink, charcoal, grades of pencil, shading, layout, figure, perspective, techniques, blending.</p>	<p><b>Key Learning 'Sculpture/3D'</b></p> <ul style="list-style-type: none"> <li>• Shape, model and construct from observation or imagination.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• When painting 3D forms and models can choose the type of paint needed, preparation required and number of layers.</li> </ul> <p><b>Vocabulary</b> - Shape, model, construct, observe, form, layers, sculpture, armature (skeleton).</p>	<p><b>NC Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to develop oral skills when talking about art, using some of the language of art, formal elements etc.</li> <li>• Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.</li> <li>• To fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.</li> </ul> <p><b>Vocabulary-</b> batik, wax, muslin, dye, Tjanting</p>

*KS2 Gifted and Talented Children- Alison Lambert*

*Photography/ Digital/ Textile Skills covered in other areas of the curriculum (Design Technology/ ICT)*