



ART: LONG TERM PLAN - SIMPLE OVERVIEW

Autumn One

Year One

Drawing - Portraits

Year Two

Mixed Media - Henri Rousseau

Year Three

Drawing - Portraits

Year Four

Mixed Media - Leonardo da Vinci

Year Five

Drawing - Portraits

Year Six

Drawing - Audrey Flack

Autumn Two

Year One

Sculpture - Repurposed Village

Year Two

Painting - Sonia Boyce

Year Four

Drawing - Paul Cezanne

Year Five

Printing - Romero Britto & Pablo Picasso

Spring One

Year One

Mixed Media - King Charles III

Year Two

Printing - Arctic Project

Year Three

Mixed Media - Turner's Sea Disasters

Year Four

Sculpture - Henry Moore

Year Six

Painting - Ashley Jackson Local Landscapes

Spring Two

Year Three

Painting - LS Lowry

Year Four

Painting – British artists

Year Five

Sculpture - Kittie Kipper

Year Six

Printing - Islamic-inspired art

Summer One

Year One

Printing - Goldsworthy

Year Two

Sculpture - Barbara Hepworth

Year Three

Sculpture - Wonders of the World

Year Five

Mixed Media - Peter Thorpe

Year Six

Mixed Media - Monet

Summer Two

Year One

Painting - Aboriginal Art

Year Two

Drawing - Georgia O'Keeffe

Year Three

Printing - William Morris

Year Four

Printing - Pop Art

Year Five

Painting - Kehinde Wiley & Chris Ofili

Year Six

Sculpture - Birds & Nature



ART: LONG TERM PLAN - DOMAINS

Drawing

EYFS

Content covered and explained

KS1

Portraits in Caring for myself and others

Georgia O'Keeffe in Farms

LKS2

Portraits in What is important to me?

Still life with Paul Cezanne

UKS2

Portraits in Wars of the Roses

Still life with Audrey Flack in Healthy Lifestyles

Painting

EYFS

Content covered and explained

KS1

Aboriginal Art in Australia

Sonia Boyce in Black British History

LKS2

LS Lowry in Industries

Best of British: Hockney, Constable and Turner

UKS2

Ashley Jackson local landscapes

Kehinde Wiley and Chris Ofili as part of Africa Study

Mixed media

EYFS

Content covered and explained

KS1

King Charles III as part of Monarchy

Henri Rousseau as part of Minibeasts

LKS2

Turner's Sea Disasters as part of Natural Disasters

Leonardo da Vinci as part of Italy & Rome

UKS2

Peter Thorpe as part of Space

Monet as part of Water

Sculpture

EYFS

Content covered and explained

KS1

Repurposed Village as part of Recycling

Barbara Hepworth as part of South Elmsall through the Years

LKS2

Wonders of the World as part of Ancient Egypt

Henry Moore as part of Pontefract Castle

UKS2

Kittie Kipper as part of Electricity and Sustainability

Birds and Nature as part of Expeditions and Voyages

Printing

EYFS

Content covered and explained

KS1

Goldsworthy as part of Our Victorian School

Arctic Project

LKS2

William Morris as part of Climate Change

Pop Art as part of Around the World in 80 Days

UKS2

Romero Britto and Pablo Picasso as part of Brazil

Islamic-inspired art as part of Human Rights



ART: PROGRESSION OF SKILLS

Drawing

EYFS

- Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.
- Use drawings to tell a story from retelling or from imagination.
- Investigate different lines - thick, thin, wavy, straight.
- Ensure sensitivity and visual awareness.
- Make simple representations of objects familiar to them e.g. my house, my cat, my family.

KSI

- Experiment with a variety of drawing media.
- Control the types of marks made and continue to add detail to their pictures
- Experiment with different ways to hold their pencil to create effects
- Draw on different surfaces with a range of media.
- Observe and draw shapes from observations.
- Investigate tone by drawing light/dark lines.
- Look at drawings and comment thoughtfully and begin to discuss use of shadows and the use of light and dark.

LKS2

- Experiment with various ways in which to mark make using a variety of materials.
- Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.
- Begin to understand the concepts of scale and proportion.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to create lines, marks and different forms and shapes.
- Identify and draw the effect of light (shadows) on a surfaces, objects and people. the period studied.

UKS2

- Independently select materials and techniques to use to create a specific outcome.
- Work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills.
- Work in a more sustained and independent way.
- Draw with precision using different gradient pencils or other mediums for effect.
- Show shape, proportion and perspective in drawings and artwork.

Painting

EYFS

- Experiment with using primary colours.
- Explore how colours can be changed.
- Explore what happens when colours are mixed together.
- Use painting tools and techniques to explore colour.
- Explore using paint on different surfaces and in different ways e.g. coloured, sized and shaped paper

KSI

- Mix, use and apply secondary colours.
- Use a variety of tools and techniques including different brush sizes.
- Develop ability to control the types of marks made.
- Work on different scales (large brush on large paper)
- Create tints with paint by adding white.
- Create tones with paint by adding black.

LKS2

- Mix tertiary colours and make colour wheels.
- Use a range of brushes to create different effects (blocking in colour, washes, dotting, scratching, splashing, thickened paint creating textural effects).
- Use light and dark within painting with increasing confidence.
- Experiment with styles used by artists.
- Make comparisons between different art pieces.
- Use paints to highlight perspective.

UKS2

- Use tertiary colours in paintings to create skin tones
- Mix and match colours to create atmosphere and light effects.
- Create different effects using water colour paints

Printing

EYFS

- Make rubbings showing a range of textures and patterns.
- Print with block colours.
- Print with a variety of objects.
- Imprint onto a range of textures – newspaper, coloured paper, clay etc.

KSI

- Print with a range of hard and soft materials e.g. corks and sponge
- Roll inks/paints over found objects to create patterns.
- Create a repeated pattern in print
- Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics
- Create a printed piece of art by pressing, rolling, rubbing and stamping.
- Experiment with marbling, investigating how ink flows and changes with movement.
- Create a repeated pattern in print

LKS2

- Continue to experience printing methods, creating relief and impressed blocks
- Use sketch books to record ideas and patterns.
- Explore colour mixing through overlapping two colour prints deliberately.
- Modify and adapt print as work progresses
- Use positive and negative space when print-making.
- Explore different printing methods to create Ben Day dots.

UKS2

- Design and create prints for fabrics, book covers and wallpaper.
- Make connections between own work and patterns in their local environment e.g. curtains and wallpaper.
- Work into prints with a range of media, including pens, coloured pencils and paint.



ART: PROGRESSION OF SKILLS

Mixed Media

EYFS

- Handle, manipulate and enjoy using various materials
- Create simple collages using paper, pasta, beans and larger tactile things
- Select, sort, tear and glue items down to create an image
- Use simple techniques appropriately
- Experiment to create different textures using appropriate equipment

KSI

- Build on previous knowledge of materials to create collages, using some smaller items.
- Arrange and glue materials to different backgrounds.
- Use various collage materials to create a picture that has different textures.
- Begin to develop skills of overlapping to create effect.
- Use paints, dyes, crayons and other media to build on design.
- Use simple paper and/or material (such as ribbons, chunky threads) when weaving using a card loom.

LKS2

- Experiment using different colours and textures and combining these to create an image.
- Experiment with a range of collage techniques such as cutting, tearing, overlapping, and layering to create images and represent different texture.
- Use collage as a means of collecting ideas and information to build a visual vocabulary.
- Develop more advanced printing and dyeing techniques, combining different processes.
- Use colour to express an idea in weaving, such as the weather, seasons, moods or to create a specific picture.
- Use photography and other mediums to recreate iconic art pieces.

UKS2

- Display greater precision in work.
- Use a range of resources to create art pieces.
- Experiment with techniques and colours that create a contrasting texture such as light and dark, rough and smooth, plain and patterned.
- Apply knowledge of various techniques to express feelings and evoke emotions.
- Choose the most appropriate materials to fit the purpose.
- Develop ability to embellish, using applique, stitching, drawing, sticking, cutting, paint, weaving and layering.
- Use different grades of threads and needles to add embellishments and a range of stitches.
- Use and select a range of printing/resist techniques e.g. Tie dye and Batik.

Sculpture

EYFS

- Enjoy using a variety of malleable media such as clay, papier mache, salt dough.
- Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.
- Look and talk about what they have produced, describing simple techniques and media used.

KSI

- Use tools and equipment safely and in the correct way.
- Shape, form, construct and model from observation and imagination.
- Demonstrate experience in surface patterns/ textures and use them when appropriate.
- Explore carving as a form of 3D art.

LKS2

- Join two parts successfully using various methods
- Produce more intricate surface patterns/ textures using and manipulating different materials.
- Use a slip and score technique to join two pieces of clay.
- Compare the different architectural styles of the Seven Wonders of the World
- Produce objects using pinch/ slab/ coil techniques.
- Use first-hand experiences to influence their work.

UKS2

- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work: glaze, paint, polish.
- Confidently carve a simple form.
- Model over an armature: eg. newspaper frame for Modroc.
- Use recycled, natural and man-made materials to create sculptures.
- Demonstrate experience in relief and freestanding work using a range of media.



Sculpture - Recycling: Repurposed village

SKILLS

- Use tools and equipment safely and in the correct way.
- Shape, form, construct and model from observation and imagination.
- Demonstrate experience in surface patterns/ textures and use them when appropriate.
- Explore carving as a form of 3D art.

KNOWLEDGE

- Recognise Subodh Gupta's work as an example of using everyday objects to create sculptures
- Understand that unwanted items can be reused in a purposeful way.

VOCABULARY

repurposed, papier mache, sculptor, model, form, plan, texture, three dimensional, recycle,

Mixed media - Monarchy: King Charles III

SKILLS

- Build on previous knowledge of materials to create collages, using some smaller items.
- Arrange and glue materials to different backgrounds.
- Use various collage materials to create a picture that has different textures.
- Begin to develop skills of overlapping to create effect.
- Use paints, dyes, crayons and other media to build on design.

KNOWLEDGE

- Recognise and name the 'Cabbage Patch Queen' (a.k.a. Dreams and Nightmares of the Queen) by George Condo from The Wrong Gallery.

VOCABULARY

experiment, arrange, overlap, background, foreground, collage, surface, texture

Drawing - Portraits: Caring for myself & others

SKILLS

- Experiment with a variety of drawing media.
- Control the types of marks made and continue to add detail to their pictures
- Experiment with different ways to hold their pencil to create effects
- Draw on different surfaces with a range of media.
- Observe and draw shapes from observations.
- Investigate tone by drawing light/dark lines.
- Look at drawings and comment thoughtfully and begin to discuss use of shadows and the use of light and dark.

KNOWLEDGE

- Recognise David Hockney's self-portraits as examples of the style

VOCABULARY

portrait, self-portrait, line, sketch, reflection, observe, control, shade, position, shape, light/dark lines

Printing - Our Victorian School: Goldsworthy

SKILLS

- Print with a range of hard and soft materials e.g. corks and sponge
- Roll inks/paints over found objects to create patterns.
- Create a repeated pattern in print
- Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics
- Create a printed piece of art by pressing, rolling, rubbing and stamping.

KNOWLEDGE

- Know that Andy Goldsworthy is a sculptor and environmentalist who produces art situated in natural settings.
- Recognise Goldsworthy's Storm King Wall as an example of his work in a natural environment

VOCABULARY

print, repeated pattern, form, pressing, rolling, stamping, rubbing, sculptor, natural environment, environmentalist

Painting - Aboriginal Art: Australia

SKILLS

- Mix, use and apply secondary colours.
- Use a variety of tools and techniques including different brush sizes.
- Develop ability to control the types of marks made.
- Work on different scales (large brush on large paper)

KNOWLEDGE

- Know that Aboriginal art can be understood as the carvings, paintings, and depictions of nature created by Aboriginal people of Australia
- Recognise Aboriginal art from the patterns, dots and colours used
- Identify primary colours by name.

VOCABULARY

primary, secondary, experiment, lighter/darker tints/tones, brush stroke, observe, poster paint, powder paint, watercolour



**Sculpture - South Elmsall through the years:
Barbara Hepworth**

SKILLS

- Use tools and equipment safely and in the correct way.
- Shape, form, construct and model from observation and imagination.
- Demonstrate experience in surface patterns/ textures and use them when appropriate.
- Explore carving as a form of 3D art.

KNOWLEDGE

- Know that Barbara Hepworth was an artist and sculptor from Wakefield, and has an art gallery named after her.
- Recognise Barbara Hepworth's The Family of Man series of sculptures as an example of her work.

VOCABULARY

papier mache, sculptor, model, form, plan, texture, surface pattern, carving, three-dimensional, gallery

Drawing - Farms: Georgia O'Keeffe

SKILLS

- Experiment with a variety of drawing media.
- Control the types of marks made and continue to add detail to their pictures
- Experiment with different ways to hold their pencil to create effects
- Draw on different surfaces with a range of media.
- Observe and draw shapes from observations.
- Investigate tone by drawing light/dark lines.
- Look at drawings and comment thoughtfully and begin to discuss use of shadows and the use of light and dark.

KNOWLEDGE

- Know that Georgia O'Keeffe was an American artist known for her depictions of enlarged flowers
- Recognise Jimson Weed as a painting by Georgia O'Keeffe

VOCABULARY

still life, line, sketch, observe, control, shade/shadow, position, shape, light/dark lines

Painting - Black British History: Sonia Boyce

SKILLS

- Mix, use and apply secondary colours.
- Use a variety of tools and techniques including different brush sizes.
- Develop ability to control the types of marks made.
- Work on different scales (large brush on large paper)
- Create tints with paint by adding white.
- Create tones with paint by adding black.

KNOWLEDGE

- Know that Sonia Boyce is a British Afro-Caribbean artist and educator
- Recognise English Rose as a painting by Sonia Boyce
- Identify primary and secondary colours by name.

VOCABULARY

primary, secondary, experiment, lighter/darker tints/tones, brush stroke, observe

Mixed media - Minibeasts: Henri Rousseau

SKILLS

- Build on previous knowledge of materials to create collages, using some smaller items.
- Arrange and glue materials to different backgrounds.
- Use various collage materials to create a picture that has different textures.
- Begin to develop skills of overlapping to create effect.
- Use paints, dyes, crayons and other media to build on design.

KNOWLEDGE

- Know that Henri Rousseau was a French painter inspired by nature
- Recognise Tiger in a Tropical Storm by Henri Rousseau as a painting by Henri Rousseau
- List at least three household items that are created using textiles.

VOCABULARY

experiment, arrange, textiles, weave, overlap, background, foreground, fabrics, thread, running stitch

Printing - Arctic Project

SKILLS

- Experiment with marbling, investigating how ink flows and changes with movement.
- Print with a range of hard and soft materials e.g. corks and sponge
- Roll inks/paints over found objects to create patterns.
- Create a repeated pattern in print
- Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics
- Create a printed piece of art by pressing, rolling, rubbing and stamping.

KNOWLEDGE

- Know that Oliver Jeffers is the famous author and illustrator of the book Lost and Found.

VOCABULARY

marbling, ink, pattern, roll, flow change, repeated pattern, form, pressing, rolling, stamping



Sculpture - Wonders of the World: Ancient Egypt

SKILLS

- Join two parts successfully using various methods
- Produce more intricate surface patterns/ textures using and manipulating different materials, including papier mache
- Use a slip and score technique to join two pieces of clay.
- Compare the different architectural styles of the Seven Wonders of the World

KNOWLEDGE

- Recognise and name Zimmermann's 'The Pyramids of Giza' as a representation of the only remaining ancient Wonder of the World
- Name the seven modern Wonders of the World: Colosseum, Great Wall of China, Taj Mahal, Christ the Redeemer, Chichen Itza, Petra & Machu Picchu

VOCABULARY

architect(ure), ancient, modern, manipulate, surface patterns, join, pinch, slip, score, modify, adapt

Mixed media: Turner's Sea Disasters

SKILLS

- Experiment using different colours and textures and combining these to create an image.
- Experiment with a range of collage techniques such as cutting, tearing, overlapping, and layering to create images and represent different texture.
- Use collage as a means of collecting ideas and information to build a visual vocabulary.
- Develop more advanced printing and dyeing techniques, combining different processes.
- Use colour to express an idea in weaving, such as the weather, seasons, moods or to create a specific picture.

KNOWLEDGE

- Know that William Turner was a traditional 19th century painter known for landscape and marine art
- Turner often drew and painted 'en plein air' which means 'out in the open'
- Recognise and name Turner's 'A Disaster at Sea'

VOCABULARY

manipulate, combine, tearing, overlaying, layering, landscape, traditional, marine, impressionist, en plein air

Drawing - Portraits: What is important to me?

SKILLS

- Experiment with various ways in which to mark make using a variety of materials..
- Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.
- Begin to understand the concepts of scale and proportion.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to create lines, marks and different forms and shapes.
- Identify and draw the effect of light (shadows) on a surfaces, objects and people.

KNOWLEDGE

- Know that different grade pencils create different marks.
- Know that Vincent Van Gogh was a famous Dutch artist known for his self-portraits.
- Recognise and name Van Gogh's self portrait.

VOCABULARY

value, observe/observational drawing, realistic, shadow, three dimensional, emphasis, tonal range, proportion, scale, grades

Printing - Climate Change: William Morris

SKILLS

- Continue to experience printing methods, creating relief and impressed blocks
- Use sketch books to record ideas and patterns.
- Explore colour mixing through overlapping two colour prints deliberately.
- Modify and adapt print as work progresses

KNOWLEDGE

- Know that a relief print is made using a raised surface whereas a impressed print is created by carving out the surface
- Know that William Morris was a famous British printer and textile designer who took inspiration from nature.
- Morris was part of the arts and crafts movement and famously said, 'Have nothing in your houses that you do not know to be beautiful or believe to be useful.'
- Recognise and name Morris's 'repeating pattern 'The Strawberry Thief'

VOCABULARY

printing block, relief, impressed, modify, adapt, carve, movement (arts and crafts), textile

Painting - Local Industries: LS Lowry

SKILLS

- Mix tertiary colours and make colour wheels.
- Use a range of brushes to create different effects (blocking in colour, washes, dotting, scratching, splashing, thickened paint creating textural effects).
- Use light and dark within painting with increasing confidence.
- Experiment with styles used by artists.
- Make comparisons between different art pieces.
- Use paints to highlight perspective.

KNOWLEDGE

- Know that primary and secondary colours can be mixed to create tertiary colours.
- Name different types of paint and their properties.
- Know that L. S. Lowry was a 20th century painter whose work captured industrial life in England, often using matchstick men figures
- Recognise and name L. S. Lowry's 'Going to Work'

VOCABULARY

tertiary, palette, colour wheel, warm/cold colours, texture, shades, washes, perspective



ART: LONG TERM PLAN - YEAR FOUR

Sculpture - Pontefract Castle: Henry Moore

SKILLS

- Produce more intricate surface patterns/ textures using and manipulating clay.
- Use a slip and score technique to join two pieces of clay.
- Produce objects using pinch/ slab/ coil techniques.
- Use first-hand experiences to influence their work.

KNOWLEDGE

- Know that Henry Moore was a famous 20th century sculptor from Castleford
- Recognise and name Henry Moore's sculpture 'The Family Group'

VOCABULARY

sculpture, manipulate, surface patterns, join, pinch, slip, score, slab, coil, modify, adapt, influence

Printing - Pop Art: Warhol & Lichtenstein

SKILLS

- Continue to experience printing methods, creating relief and impressed blocks.
- Use sketch books to record ideas and patterns.
- Modify and adapt print as work progresses.
- Use positive and negative space when print-making.
- Explore different printing methods to create Ben Day dots.

KNOWLEDGE

- Know the pop art movement emerged in the 1950s and is influenced by popular culture and everyday objects, and is known to be bold, bright and brash.
- Know that Andy Warhol and Roy Lichtenstein were famous artists part of the pop art movement
- Recognise and name Andy Warhol's 'Campbell's Soup Cans'

VOCABULARY

printing block, relief, impressed, modify, adapt, movement (pop art), bold, brash, Ben Day dots, pop art, positive space, negative space

Drawing - Still Life: Paul Cezanne

SKILLS

- Experiment with various ways in which to mark make and blend using a variety of materials.
- Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.
- Begin to understand the concepts of scale and proportion.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to create lines, marks and different forms and shapes.
- Identify and draw the effect of light (shadows) on a surfaces, objects and people.

KNOWLEDGE

- Know that different grade pencils create different marks.
- Know that Paul Cezanne was a French artist famous for his still life work.
- Recognise and name Paul Cezanne's 'Basket of Apples'.

VOCABULARY

value, observe/observational drawing, realistic, shadow, three dimensional, emphasis, tonal range, proportion, scale, grades, blend

Mixed media: Leonardo da Vinci

SKILLS

- Experiment using different colours and textures and combining these to create an image.
- Experiment with a range of collage techniques such as cutting, tearing, overlapping, and layering to create images and represent different texture.
- Use collage as a means of collecting ideas and information to build a visual vocabulary.
- Develop more advanced printing and dyeing techniques, combining different processes.
- Use photography and other mediums to recreate iconic art pieces.

KNOWLEDGE

- Know that Leonardo da Vinci was a pioneering Italian artist, scientist and inventor.
- Recognise and name da Vinci's 'Mona Lisa'

VOCABULARY

manipulate, combine, tearing, overlaying, layering, pioneer, photography, iconic

Painting - British Artists: Hockney & Constable

SKILLS

- Mix tertiary colours and make colour wheels.
- Use a range of brushes to create different effects (blocking in colour, washes, dotting, scratching, splashing, thickened paint creating textural effects).
- Use light and dark within painting with increasing confidence.
- Experiment with styles used by artists.
- Make comparisons between different art pieces.
- Use paints to highlight perspective.

KNOWLEDGE

- Know that primary and secondary colours can be mixed to create tertiary colours.
- Name different types of paint and their properties.
- Know that David Hockney was a 20th century British painter, printmaker and designer who contributed to the modern pop art movement.
- Recognise and name Hockney's 'The Road Across the Wolds'
- Know that John Constable was a traditional British landscape painter.

VOCABULARY

tertiary, palette, colour wheel, warm/cold colours, texture, shades, washes, perspective



Drawing - Wars of the Roses: Portraits

SKILLS

- Independently select materials and techniques to use to create a specific outcome.
- Work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills.
- Work in a more sustained and independent way.
- Draw with precision using different gradient pencils or other mediums for effect.
- Show shape, proportion and perspective in drawings and artwork.

KNOWLEDGE

- Know that Rembrandt was a Dutch 16th century artist famous for portraits
- Recognise Rembrandt's work 'Old Man with a Gold Chain'

VOCABULARY

cast shadow, hatching, cross hatching, highlight, symmetry, mood/atmosphere, pointillism, focal point, horizon, evaluate, reflected light, contrast, perspective, composition

Sculpture - Electricity & Sustainability: Kittie Kipper

SKILLS

- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work: glaze, paint, polish.
- Confidently carve a simple form.
- Model over an armature: eg. newspaper frame for Modroc.
- Use recycled, natural and man-made materials to create sculptures.
- Demonstrate experience in relief and freestanding work using a range of media.

KNOWLEDGE

- Recognise sculptural forms in the environment e.g. furniture, buildings
- Know that Kittie Kipper is a British artist who turns unwanted materials into contemporary art
- Recognise the Bruges Whale as an example of art that highlights the issues of climate change

VOCABULARY

glaze, firing, coats, finish, statue, bust, kouros, compare, contrast base, foundation, relief, frieze, freestanding, plinth, mould, cast, pillar, column, buttress

Painting - Africa Study: Kehinde Wiley & Chris Ofili

SKILLS

- Use tertiary colours in paintings to create skin tones
- Mix and match colours to create atmosphere and light effects.
- Create different effects using water colour paints

KNOWLEDGE

- Demonstrate a secure knowledge about primary, secondary, tertiary, warm, cold, complementary and contrasting colours.
- Know that Kehinde Wiley is an American artist who takes inspiration from his African roots
- Recognise Kehinde Wiley's Napoleon Portrait as an example of how traditional imagery can be modernised
- Know that Chris Ofili is a British artist who takes inspiration from his African roots
- Recognise Chris Ofili's No Woman No Cry as art being used to convey messages about society
- Know that the Turner Art Prize is a well-respected award

VOCABULARY

complimentary/contrasting colours, atmosphere, blended washes, reflective thinking

Printing - Brazil: Britto & Picasso

SKILLS

- Design and create prints for fabrics, book covers and wallpaper.
- Make connections between own work and patterns in their local environment e.g. curtains and wallpaper.
- Work into prints with a range of media, including pens, coloured pencils and paint.

KNOWLEDGE

- Know that Romero Britto is a Brazilian pop artist known for his bold, modern colourful work.
- Recognise Romero Britto's work Journey
- Know that Pablo Picasso was a Spanish artist and one of the most influential of the 20th century
- Recognise Pablo Picasso's The Weeping Woman as an example of cubism

VOCABULARY

design, evaluate, techniques, media, pop art, surrealism, cubism

Mixed media - Space: Peter Thorpe

SKILLS

- Display greater precision in work.
- Use a range of resources to create art pieces.
- Experiment with techniques and colours that create a contrasting texture such as light and dark, rough and smooth, plain and patterned.
- Apply knowledge of various techniques to express feelings and evoke emotions.
- Choose the most appropriate materials to fit the purpose.
- Develop ability to embellish, using applique, stitching, drawing, sticking, cutting, paint, weaving and layering.
- Use different grades of threads and needles to add embellishments and a range of stitches.
- Use and select a range of printing/resist techniques e.g. Tie dye and Batik.

KNOWLEDGE

- Know that Peter Thorpe is an American artist who is famous for art representing space
- Recognise Peter Thorpe's Novospace as an example of his work

VOCABULARY

contrast textures, embellish, evoke emotion, resist techniques, batik, tie dye, wadding



ART: LONG TERM PLAN - YEAR SIX

Drawing - Healthy Lifestyles: Audrey Flack

SKILLS

- Independently select materials and techniques to use to create a specific outcome.
- Work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills.
- Work in a more sustained and independent way.
- Draw with precision using different gradient pencils or other mediums for effect.
- Show shape, proportion and perspective in drawings and artwork.

KNOWLEDGE

- Know that Audrey Flack is an American hyper-realism artist
- Recognise Audrey Flack's work Wheel of Fortune as an example of hyper-realism

VOCABULARY

cast shadow, hatching, cross hatching, highlight, symmetry, mood/atmosphere, pointillism, focal point, horizon, evaluate, reflected light, contrast, perspective, composition

Painting - How Our Town Developed: Ashley Jackson

SKILLS

- Use tertiary colours in paintings.
- Mix and match colours to create atmosphere and light effects.
- Create different effects using water colour paints

KNOWLEDGE

- Demonstrate a secure knowledge about primary, secondary, tertiary, warm, cold, complementary and contrasting colours.
- Know that Ashley Jackson is a British artist who is known for using water colours to portray Yorkshire landscapes
- Recognise Ashley Jackson's work View Over Holmfirth as an example of a water colour landscape

VOCABULARY

complimentary/contrasting colours, atmosphere, blended washes, reflective thinking

Mixed media - Water: Monet

SKILLS

- Display greater precision in work.
- Use a range of resources to create art pieces.
- Experiment with techniques and colours that create a contrasting texture such as light and dark, rough and smooth, plain and patterned.
- Apply knowledge of various techniques to express feelings and evoke emotions.
- Choose the most appropriate materials to fit the purpose.
- Develop ability to embellish, using applique, stitching, drawing, sticking, cutting, paint, weaving and layering.
- Use different grades of threads and needles to add embellishments and a range of stitches.
- Use and select a range of printing/resist techniques e.g. Tie dye and Batik.

KNOWLEDGE

- Know that Claude Monet is a French painter who is famed for his Impressionist style
- Recognise Claude Monet work Water Lillies as an example of Impressionism
- Know that the Tate Modern is a famous art gallery in London

VOCABULARY

contrast textures, embellish, evoke emotion, resist techniques, batik, tie dye, wadding

Sculpture - Expeditions & Voyages: Birds & Nature

SKILLS

- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work: glaze, paint, polish.
- Confidently carve a simple form.
- Model over an armature: eg. newspaper frame for Modroc.
- Use recycled, natural and man-made materials to create sculptures.
- Demonstrate experience in relief and freestanding work using a range of media.

KNOWLEDGE

- Know that Sophie Ryder is a sculptor renowned for using animal imagery to explore the complexities of emotion
- Know that Zack Mclaughlin is a wood and paper craftsman who creates art inspired by nature

VOCABULARY

glaze, firing, coats, finish, statue, bust, kouros, compare, contrast base, foundation, relief, frieze, freestanding, plinth, mould, cast, pillar, column, buttress

Printing - Refugees: Islamic Inspired Art

SKILLS

- Design and create prints for fabrics, book covers and wallpaper.
- Make connections between own work and patterns in their local environment e.g. curtains and wallpaper.
- Work into prints with a range of media, including pens, coloured pencils and paint.

KNOWLEDGE

- Know that Islamic art is typified by tessellation and geometric patterns

VOCABULARY

design, evaluate, techniques, media, pop art, surrealism