



All Hallows Whole School Long Term Plan – Art and Design

Developing ideas Drawing Painting Texture Using materials Artists/designer and craft makers

Sticky knowledge is in bold.

	Autumn		Spring		Summer	
	Knowledge	Contextual Vocabulary	Knowledge	Contextual Vocabulary	Knowledge	Contextual Vocabulary
R	<p>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG - Share their creations, explaining the process they have used.</p> <p>ELG - Make use of props and materials when role playing characters in narratives and stories.</p>					
	<p>Knowledge: Know the Primary Colours</p> <p>Know how to use paintbrushes, crayons and tools safely.</p> <p>Skills: Explore a variety of materials using senses and uses tools safely with guidance.</p> <p>Choose materials intentionally and begins to combine them using tools and emerging control.</p> <p>Select colours deliberately.</p>	<p>Materials, pens, pencils, crayons, poster paint, draw, shapes, lines, form, detail, paint, colour, primary colours, secondary colours, change, observation, cuts, purpose, pallet, brush, stamping, pressure, artist, portrait.</p>	<p>Knowledge: Know how to use simple tools to change materials (cut, fold, roll). Know how to use lines and shapes to create drawings. Know how to select materials to create pieces of artwork.</p> <p>Skills: Experiments with tools and techniques and uses them safely with increasing control.</p> <p>Explains the main steps they took to create their work.</p>	<p>Shapes, detail, features, imagination, expression, combine, observation, brush, pallet, purpose, tripod grip, printing, stamping, colour wash, purpose, mix, shade, tint, texture, collage, curved.</p>	<p>Knowledge: Know how to mix colours to make new ones.</p> <p>Know how to create artwork in the style of a given artist or tradition.</p> <p>Know how to create artwork using different textures and materials.</p> <p>Skills: Uses tools with good control and refines work to improve the outcome.</p> <p>Explains their process clearly using appropriate vocabulary.</p> <p>ARTIST: Vincent Van Gogh</p>	<p>Detail, observations, artist, illustrator, representations, primary colours, secondary colours, explain, purpose, media, materials.</p>

	<p>Shares creations with adult an about what they have done.</p> <p>ARTIST: Vincent Van Gogh</p>		<p>Selects materials for purpose and adapt ideas during the creative process.</p> <p>Explains what they did and begins to explain choices or changes.</p> <p>ARTIST: Vincent Van Gogh</p>			
Y1	<p>To know how to ask and answer questions about the starting points for their work.</p> <p>To be able to show how people feel in drawings.</p> <p>To know how to use pencils to create lines of different thickness in drawings.</p> <p>ARTIST: Henri Matisse (Drawings)</p>	<p>Emotions, thickness, moods, oil pastels, blend, wavy, straight lines, oval, centre, pressure.</p>	<p>To develop their ideas – try things out, change their minds.</p> <p>To know and name the primary and secondary colours.</p> <p>To know how to independently use primary colours to make secondary colours.</p> <p>To know how to select a paintbrush for a purpose.</p> <p>To know how to create a repeating pattern in print.</p> <p>To know how to create moods in art work.</p> <p>To describe what can be seen and give an opinion about the work of an artist.</p> <p>To ask questions about a piece of art.</p> <p>ARTIST – Paul Klee (Painter)</p>	<p>Emotions, moods, repeating patterns, artist, opinion, colour mixing.</p>	<p>To know how to Identify what they might change in their own Art work.</p> <p>To use IT to create a picture</p> <p>To know how to roll and coil materials.</p> <p>To ask questions about a piece of art.</p> <p>ARTIST – Grayson Perry (Sculptor)</p>	<p>Roll, coil, artist, opinion, sculptures, twist, cut, plait, scrunch, change, texture, fabric, natural, 3-D, flat, pressure, join, smooth, mould, wavy, straight.</p>

Y2	<p>To know how to record and explore ideas from first hand observations. To know to use 3 different grades of pencil when drawing.</p> <p>To know how to use charcoal, pencil and pastel to create art.</p> <p>To know how to create art by pressing, rubbing, rolling and stamping. To ask questions about a piece of art.</p> <p>ARTIST – Andy Warhol (Pop Art)</p>	<p>Record, explore, observation, grades of pencil, charcoal, pastel, rubbing, rolling, stamping.</p>	<p>To know how to record and explore ideas from first hand observations. Review what they and others have done and say what they think and feel about it.</p> <p>To know how to use a view finder to focus on a specific part of an artefact before drawing it.</p> <p>To know how mix paint to create all the secondary colours, including brown.</p> <p>To know how to use clay - create a clay pot and know how to join two clay fingers together.</p> <p>To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>ARTIST – Barbara Hepworth (Artist & Sculptor)</p>	<p>Review, focus, artefacts, mix, clay, join, craftsman, designers, differences, similarities, record, explore, observation, slabbing, coiling, pinching.</p>	<p>To review what they and others have done and say what they think and feel about it.</p> <p>To know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork.</p> <p>To know how to create tints with paints by adding white and know how to create tones by adding black.</p> <p>To use different effects whilst using</p> <p>To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>ARTIST - Alma Thomas (Abstract Painting)</p>	<p>Review, lines, shapes, movement, contours, feelings, tints, tones, clay, join, craftsman, designers, differences, similarities.</p>
Y3	<p>To show facial expression in Art.</p> <p>To know about contrasting and complimentary colours via the</p>	<p>Sketch, shade, tone, texture, facial expression, culture, historical period, paper mâché, contrasting and complimentary, models.</p>	<p>To know how to create a sense of proportion in their own artwork.</p> <p>To know how to use line, tint, tone, shape, form and colour to create a</p>	<p>Effects, tint, tone, line, shape, form, colour, dimension.</p>	<p>To know how to use sketches to produce a basic final piece of Art. To use digital images and combine with other medias.</p> <p>To know how to use different grades of pencil to shade and to</p>	<p>Background, wash, line, tiny, shape, proportion, digital images, culture, historical period.</p>

	<p>creation of a colour wheel.</p> <p>To know how to plan, design and make models from observation or imagination.</p> <p>To know how to use papier mâché to create a simple 3D object.</p> <p>To be able to recognise art from different cultures and historical periods.</p> <p>Johannes Vermeer</p>		<p>sense of dimension.</p> <p>To compare the work of different artists.</p> <p>To be able to recognise art from different cultures and historical periods.</p> <p>To identify techniques used by different artists.</p> <p>ARTIST – Salvador Dali (Surrealist paintings) Sonia Boyce (Black Art & Design)</p>		<p>show different tones and textures.</p> <p>To use IT to create art which includes their own work and others.</p> <p>To know how to create a background using a wash.</p> <p>To know how to use a range of brushes to create different effects in painting.</p> <p>To be able to recognise art from different cultures and historical periods.</p> <p>ARTIST - Jennifer Angus (Ornamental patterns) Henri Rousseau (Tiger)</p>	
Y4	<p>To use a sketchbook to experiment with different textures.</p> <p>To print onto different materials using at least four different colours.</p> <p>To know how to use marks and lines to show texture in Art.</p> <p>To know how to use line, tint, tone, shape, form and colour to create a sense of movement in artwork.</p>	<p>Experiment, textures, body language, forms of movement, reflections, print, scale.</p>	<p>To use a sketchbook to create facial expressions through review and revisit.</p> <p>To use a sketchbook to experiment with different textures.</p> <p>To know how to show facial expressions and body languages in sketches and painting.</p> <p>To use line, tone, shape and colour to represent figures and forms in movements.</p> <p>To show reflections.</p>	<p>Experiment, textures, body language, forms of movement, reflections, print, scale, <i>malleable</i>,</p>	<p>To use a sketchbook to experiment with different textures.</p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>To create surface patterns and textures in a malleable material.</p> <p>To use photographs to help create reflections.</p> <p>To understand how to integrate digital images into artwork.</p> <p>ARTIST: Anish Kapoor</p>	<p>Review, revisit, experiment, textures, body language, forms of movement, reflections, print, scale, malleable, photographs, slabbing, coiling, pinching.</p>

	<p>To be able to discuss how different artists developed their specific techniques.</p> <p>ARTIST: Bridget Riley</p>		<p>To know how to produce artwork using increasingly accurate proportion and scale.</p> <p>To explain art from different historical periods.</p> <p>ARTIST: George Seurat</p>			
Y5	<p>To know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork.</p> <p>To know how to use form to create the illusion of 3-dimensional art.</p> <p>To know how to create perspective in art using one point of perspective.</p> <p>To select colours to create mood.</p> <p>To know what a specific artist, architect and/ or designer is trying to achieve in any given situation.</p> <p>ARTIST: Pablo Picasso</p>	<p>Tools, techniques, refine, control, accuracy, ink, moods, control, wash, transparency, strokes, layers, acrylics, sand, illusion, perspective, moods.</p>	<p>To know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork.</p> <p>To know how to produce paintings with control, accuracy and close observation, experimenting with different materials.</p> <p>To know and explore wash and transparency, marks and strokes when painting.</p> <p>To know and experiment with a variety of tools (other than paint brushes) to create effects.</p> <p>To know how to develop layers in paintings (for example using acrylics)</p> <p>To know and experiment with how to add texture to a painting</p>	<p>Tools, techniques, refine, control, accuracy, ink, moods, control, wash, transparency, strokes, layers, acrylics, sand, illusion, perspective, moods, sculptures, natural, manmade, modelling, constructing, designer.</p>	<p>To know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork.</p> <p>To know how to produce drawings with control, accuracy and close observation, experimenting with different materials (for example pencil, charcoal, ink).</p> <p>To know how to use previously taught drawing techniques to create mood.</p> <p>To know reasons why artists, architects and designers make decisions based on cultural influences.</p> <p>To know how to produce sculptures with control, accuracy and close observation, experimenting with different materials (including natural versus manmade)</p> <p>To know how to develop further techniques to create a</p>	<p>Tools, techniques, refine, control, accuracy, ink, moods, control, wash, transparency, strokes, layers, acrylics, sand, illusion, perspective, moods, sculptures, natural, manmade, carving, modelling, casting, constructing, designer.</p>

			ARTIST: Fred Tomaselli		<p>sculpture (for example, carving, modelling, casting, constructing etc)</p> <p>To know how to add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate tools.</p> <p>ARTIST: Barbara Walker</p>	
Y6	<p>To know how to use sketchbooks to record observations and develop own techniques, commenting on the effectiveness of these.</p> <p>To know how to draw with precision using previous taught techniques, using different gradient pencils or other materials for effect.</p> <p>To know how to create perspective in art using two points of perspective.</p> <p>To know and explain how their own artwork has been influenced by a famous artist, architect and or designer</p> <p>ARTIST: Lowry</p>	<p>Tools, techniques, refine, control, accuracy, ink, moods, control, wash, transparency, strokes, layers, acrylics, sand, illusion, perspective, moods, sculptures, natural, manmade, carving, modelling, casting, constructing, designer.</p>	<p>To know and explain why different tools and techniques have been used to create art when capturing ideas in the Sketchbooks.</p> <p>To know how to make inventive choices as to paint type and technique to create a desired outcome.</p> <p>To know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art (including digital art)</p> <p>ARTIST: Hokusai</p>	<p>Tools, techniques, refine, control, accuracy, ink, moods, control, wash, transparency, strokes, layers, acrylics, sand, illusion, perspective, moods, constructing, designer.</p>	<p>To know how to think critically about ideas, captured from a range of sources, in sketchbooks to justify decisions in their own artwork</p> <p>To know how to over print to create patterns.</p> <p>To know how to combine techniques and different materials, according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mâché etc)</p> <p>To know how to join different materials both for strength and aesthetics.</p> <p>To know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey.</p> <p>ARTIST: Frida Kahlo</p>	<p>Tools, techniques, refine, control, accuracy, ink, moods, control, wash, transparency, strokes, layers, acrylics, sand, illusion, perspective, moods, sculptures, natural, manmade, carving, modelling, casting, constructing, designer.</p>

