



Art Long Term Curriculum Plan

Art at a Glance at Eastfield Primary School										
	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2		Cross Curricular Art Opportunities
EYFS	<p>Painting Develop their colour-mixing techniques to create a self portrait.</p>	<p>Drawing The children will draw fireworks and bonfires to represent movement and loud noises.</p>	<p>Drawing The children will draw full length models of themselves adding body parts such as neck, torso, legs, arms, head and facial features. They will apply the above knowledge to draw a troll like figure linked to our story The Three Billy Goats Gruff.</p>	<p>Textiles Collage using recycled materials.</p>	<p>Drawing Observational drawing of daffodils – focusing on complexity and detail</p>	<p>Drawing Observational drawing of sunflowers colour, shape and texture – Van Gough</p>	<p>Textiles The children will explore different natural materials/textures to create a collage of summer.</p>	<p>Printing Printing with flower heads, hands and fingers</p>	<p>Drawing Observational drawing of the class butterflies – focusing on complexity, detail, shapes, texture and pattern</p>	

Eastfield Primary School - Long Term Plan by subject



<p>Year 1</p>		<p>Painting Animals – using different thicknesses of brush <u>Book</u> <u>Illustrator:</u> <u>Axel Scheffler</u></p>	<p>Drawing Line drawings of old toys Research illustrations by <u>Jane Hissey</u>.</p>		<p>Collage Create a collage in the style of <u>Henri Matisse</u> As artists, children will investigate the French Artist - Matisse ' work, 'The Snail' and the technique of collage he uses. Children will create their own animal collage by cutting up shapes in brightly coloured paper.</p>		<p>Computing Autumn 1 – Digital literacy: using painting and drawing software Design Technology Spring 1- Textiles: design and make a puppet Summer 1 – Sculpture: design and make a cardboard moneybox</p>
<p>Year 2</p>	<p>Drawing Draw plants and flowers in a range of scales <u>Artist: Georgia O'Keefe</u></p>		<p>Printing Use a block printing in the style of <u>Paul Klee</u> to create a print of the Great Fire of London</p>		<p>Painting Sketch then paint – a painting in the style of <u>Aboriginal art</u>.</p>		<p>Computing Autumn 1 – Digital literacy: draw flowers in the style of different artists using software</p>

Eastfield Primary School - Long Term Plan by subject



<p>Year 3</p>	<p>Painting A countryside scene using a wash then adding detail at the forefront <u>Silhouette</u> <u>Artists: Francis Torond, A. Charles, John Miers, C. Rosenburg, Mrs. Brown, Auguste Edouart, T. Hamlet, and Mrs. Beetham (née Isabella Robinson)</u></p>		<p>Drawing Stone-Age artefacts using shading to add detail</p>		<p>Printing Using Roman mosaic as inspiration children will make their own printing block using corrugated card and string. Children will design a pattern after researching roman patterns and press-print their pattern using two or more colours. They will also explore using more than one motif to create a pattern.</p>		<p>Design Technology Spring 2 – Sculpture: design and make a clay pot using the coiling technique <u>Louise Goodman</u></p>
<p>Year 4</p>		<p>Collage Coiling paper to create a collage (quilling)</p>	<p>Painting Viking portraits – using thick brush strokes and acrylic paint <u>Artist: Van Gogh</u></p>		<p>Drawing Egyptian landscapes – introduce perspective Children will focus on the different grades of pencils to get different effects including the use of hatching and cross hatching to add texture and shape. Children will practise representing 3D in 2D form and zoom in on pyramid drawing.</p>		<p>Design Technology Autumn 1 – Textiles: design and make a bag using a variety of stitches Computing Spring 2 – Digital literacy: creating a video animation</p>

Eastfield Primary School - Long Term Plan by subject





<p>Year 5</p>	<p>Drawing Line drawing/ fine detail of Hull architecture then and now Artist: <u>Nick Coupland</u></p>			<p>Printing Create own printing block and use 2 colours Create a monoprint</p>	<p>Painting Space-scapes – add materials to paint to add texture Children will focus on the artist Jackson Pollock. They will use paint, colour and brush techniques to create mood and also create different effects by scratching, splashing and applying paint in layers.</p>		
<p>Year 6</p>	<p>Drawing WW2 Blitz scene using techniques to show movement, reflection and shadow Artist: <u>Henry Moore</u></p>		<p>Painting Landscapes using techniques to show reflection/movement and shadow. Look at <u>Van Gogh</u></p>			<p>Collage Build up patterns and shapes in a mosaic style to create a clay tile coaster Children will use Emma Briggs (a mosaic artist) as inspiration within this unit. Children will focus on pattern, colour and shape to include either a motif or geometric pattern.</p>	<p>Design Technology Autumn 2 – Textiles: Design and make Christmas decorations using sewing and textile skills</p>



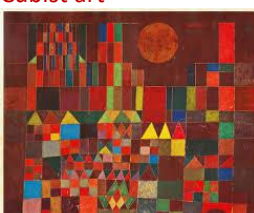


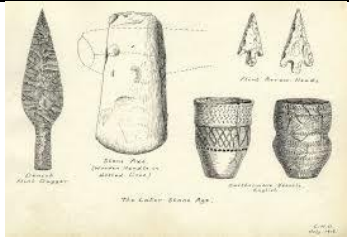

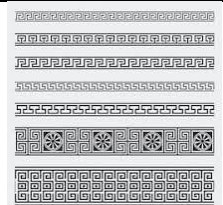
EYFS Art- adult initiated activities

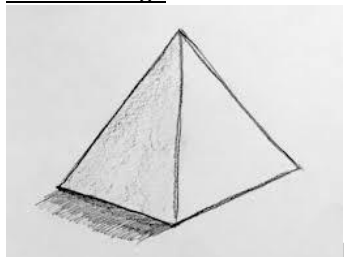

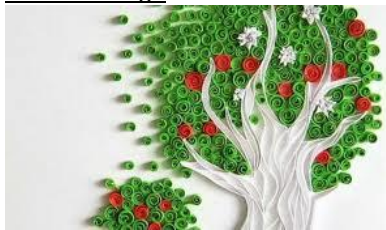
Painting (Autumn)	Printing (Spring)	Textiles (Summer)	Drawing (Summer)
<p>The children will develop their colour-mixing techniques to create a painted self-portrait.</p> <p>The children will use their previously taught drawing technique to draw a bonfire night picture, creating shapes of fireworks and colorful details that convey noise into art.</p>	<p>Printing with flower heads, hands and fingers.</p> 	<p>The children will create a collage of under the sea / sea creatures using recycled materials – enterprise link</p>  <p>The children will explore Eric Carle Art by looking at how the illustrations look different colours and textures. Children to tear up different shades of paper and collage something from the story The Hungry Caterpillar. Caterpillar, sun, apple, strawberry.</p> 	<p>The children will draw faces to show three different emotions: happiness, sadness and fear.</p> <p>Observational drawing of fruit and plants and growth using colour, shape and texture – Van Gough</p> <p>The children will draw fireworks and bonfires to represent movement and loud noises.</p> <p>Observational drawing of daffodils– focusing on complexity and detail. Observational drawing of butterflies – focusing on complexity, detail, colour, shape, texture and pattern.</p>



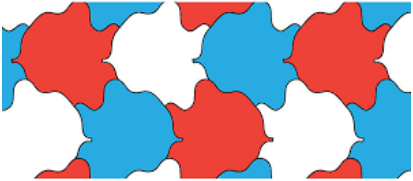


		Drawing (Spring)	Painting (Autumn)	Collage (Summer)
Year 1 Art		<p><u>Art Knowledge</u> Author and Illustrator-Jane Hissey Jane practises her drawings using a sketchbook. She starts with pencil and then using coloured pencils, builds up layers of colour. She then adds detail at the end.</p> 	<p><u>Art Knowledge</u> Draw from experience, creative ideas and observations of animals Use imagination to create paintings of animals.</p> <p>Pupils will paint pictures of animals using different width brushes to make marks of different thicknesses.</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Use a variety of tools to spread paint • Experiments with and uses suitable colours to represent object being painted • Know the names of the primary colours and secondary colours 	<p><u>Art Knowledge</u> French Artist -Matisse Investigate 'The Snail' and the technique of collage he uses.</p> 
		<p>Looking at the work, pupils will describe what can be seen and give an opinion about the work. They will ask questions about the work. Pupils will create a pencil outline drawing of a bear in the style of the author and illustrator, Jane Hissey.</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Uses line to represent an object. • Colour (own work) neatly following the lines. • Know how to use pencils to create lines of different thickness 		<p>Pupils will create an animal collage by cutting up shapes in brightly coloured paper in the style of Matisse.</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Selects and sorts, cuts, tears and stiches • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials according to specific qualities. <p>Mix materials to create texture</p>



	Drawing (Autumn)	Painting (Summer)	Printing (Spring)
<p>Year 2 Art</p>	<p><u>Art Knowledge</u></p>  <p><u>Research Georgia O'Keefe</u> Drawing plants and flowers. Pupils will draw plants and flowers from observation on different scales using pencils and charcoal. They will show pattern and texture by adding dots and lines.</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Choose and use 3 different grades of pencil • Know how to use charcoal, pencil and pastel • Know how to use a viewfinder to focus on a specific area 	<p><u>Art Knowledge</u> Aboriginal paintings are created using dots. This is because they didn't have paintbrushes so they used sticks and fingers. The indigenous Australians lived in Australia long before white Europeans settled. They lived in tribes and lived off the land. Nature was important to them.</p>  <p>Pupils will take inspiration from their geography work on Australia to paint a picture in the style of the aboriginal art.</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make all secondary colours. Add white to colours to make tints and black to colours to make tones. • Know how to create brown Create colour wheels • Know how to create a piece of art in response to another artist 	<p><u>Art Knowledge</u> Swiss printing artist – Paul Klee Cubist art</p>  <p>Pupils will create an individual print of the Great Fire of London. They will explore how to create a repeating pattern.</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. • Suggest how artists have used shape and colour

	Drawing (Spring)	Painting (Autumn)	Printmaking (Summer)
<p>Year 3 Art</p>	 <p>Art Knowledge Pupils will develop their drawing skills by producing an observational drawing of Stone-Age Artifacts. Pupils will use shading to represent light and dark tones and explore drawing from different viewpoints. A5 Use sketchbooks to record observations</p> <p>Art Skills</p> <ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Know how to use sketches to produce a final piece of art • Know how to use different grades of pencil to show tones and textures 	 <p>Art Knowledge Pupils will use watercolour paint to produce washes for the creation of their countryside landscape. Experiment with the effect of silhouette. A7 Look at different artist that use these techniques: Leading silhouette artists of the second half of the 18th century and the early 19th century, the golden age of the art, included Francis Torond, A. Charles, John Miers, C. Rosenburg, Mrs. Brown, Auguste Edouart, T. Hamlet, and Mrs. Beetham (née Isabella Robinson).</p> <p>Art Skills</p> <ul style="list-style-type: none"> • Creates pattern using different tools and colours • Use watercolour paint to produce washes for backgrounds then add detail. • Know how to use a range of brushes to create different effects. • Know how to compare the work of different artists. 	 <p>Art Knowledge Pupils will make their own printing block using corrugated card and string. They will design a pattern after researching roman patterns and press-print their pattern using 2 or more colours. They will explore using more than one motif to create a pattern. A5 Use sketchbooks to record observations</p> <p>Art Skills</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Recognise when art is from different cultures • Recognise when art is from different historical periods.

			Drawing (Summer)	Painting (Spring)	Collage (Autumn)
<p>Year 4 Art</p>	Art Knowledge				
			<p>Pupils will create a landscape drawing of the Egyptian Pyramids. Pupils will learn how to draw a 3D object (pyramid)</p> <p>A5 Use sketchbooks to record observations</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Use hatching and cross hatching to show tone and texture. • Know how to make marks and lines to show texture. • Use photographs to help create reflections. 	<p>Pupil will create a painting of a Viking Invader using acrylic paints. They will use paint, colour and brush technique to create mood</p> <p>Look at other famous portrait painters such as Van-Gogh to explore his use of brush strokes</p> <p>A5 Use sketchbooks to record observations</p> <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour. • Use sketchbooks to create facial expressions • Experiment with the styles used by other artists • Explain some features of post-expressionist art • Know how Van Gogh developed his technique. 	<p>Pupils will use the coiling technique with strips of paper to create a calendar based on river scenes.</p> <p><u>Art Skills</u></p> <p>Develops skills of overlapping and overlaying Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.</p>

	Drawing (Autumn)	Painting (Summer)	Printmaking (Spring)
<p>Year 5 Art</p>	 <p><u>Art Knowledge</u> Pupils will draw a line drawing of Hull Landmarks. Using only a handwriting pen, pupils will use crosshatching and other marks of shading in their drawing to reflect mood and feeling. Look at the work of local illustrator Nick Coupland A5 Use sketchbooks to record observations <u>Art Skills</u></p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection • Use lines to represent movement. • Research the work of an artist and use their work to replicate a style • Experiment by using marks and lines to create texture 	 <p><u>Art Knowledge</u> Pupils will paint a space-scene adding materials to paint to create texture. They will use paint, colour and brush techniques to create mood and also create different effects by scratching, splashing and applying paint in layers. A5 Use sketchbooks to record observations <u>Art Skills</u></p> <ul style="list-style-type: none"> • Represents things observed, remembered or imagined using colour • Introduces different types of brushes for specific purposes • Explores the effect on paint of adding water, glue, sand or sawdust • Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes • Know how to use images found and created ; altering them where necessary • Experiment with colour to create mood. <p>Explore Jackson Pollock</p>	 <p><u>Art Knowledge</u> Children will research the lino prints of Pablo Picasso and understand what mono-printing is. They will understand the concept of positive and negative space and using this knowledge, design their own mono-print block of a rainforest landscape. <u>Art Skills</u></p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. <p>Use a range of visual elements to reflect the purpose of the work.</p>



	Drawing (Autumn)	Painting (Spring)	Collage (Summer)
<p>Year 6 Art</p>	<p><u>Art Knowledge</u> Pupils will create a WW2 Street scene during the Blitz The still life drawings are to include shadows and reflections. Pupils will ensure they use techniques to demonstrate movement. A5 Use sketchbooks to record observations Look at the work of Henry Moore</p>  <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Experiment with media to create emotion in art • Know how to use shading to create mood and feeling • Know how to organize line and tone, shape and colour to represent figures and forms in movement. • Use a full range of pencils, charcoals and pastels when creating art • Understand what the artist is trying to achieve 	<p><u>Art Knowledge</u> The paintings will include texture, convey realism or impressionism and demonstrate movement. It will also include shadows and reflection. A5 Use sketchbooks to record observations Look at the work of Van Gogh</p>  <p><u>Art Skills</u></p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Explain the style of art used and how it has been influenced by a famous artist 	<p><u>Art Knowledge</u> Pupils will use a mosaic technique to create a clay tile coaster <u>Art Skills</u></p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Combine colour and pattern to get desired effect/design.