



St John's Catholic infant School



ART & DESIGN LONG TERM PLAN OUR ART & DESIGN INTENT

At St John's Catholic Infant School, children are inspired by the work of important artists allowing them to critically reflect upon and integrate techniques in their own work. As artists, children will develop their creative and imaginative talents through learning a variety of skills and techniques helping them to become confident resilient artists. The overarching aim is that children develop a love of art that will stay with them for life.








| YEAR ONE | Autumn Term Autumn 2 'Being Famous' (Painting/Knowledge) | Spring Term Spring 2 'The Adventure Of The Green Ship' (Drawing/Printing) | Summer Term Summer 1 'Down On The Farm' (Collage/Textiles) Summer 2 'The History Box' (3-D Art) |
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| IMPLEMENTATION | <p><i>As artists children will:</i> Autumn 2 'Being Famous' Create moods in painting. Choose thick and thin brushes. Paint a picture of something they see. Name primary and secondary colours. Describe what they can see and like in the work of another artist. Ask questions about a piece of art.</p> | <p><i>As artists children will:</i> Spring 2 'The Adventure Of The Green Ship' Able to create moods in their drawing. Draw using different mark making tools. Able to draw lines using two different grades of pencils.</p> <p>Print using different objects / tools. Print on paper and textile. Design own printing pattern. Able to create a repeating pattern.</p> | <p><i>As artists children will:</i> Summer 1 'Down On The Farm' Talk about a famous textile artist Able to describe how different textiles feel. Make a picture using textiles by gluing. Able to group and sort textiles by colour / texture. Weave with fabric. Gather and sort materials for collage. Able to cut and tear paper and card for collage.</p> <p>Summer 2 'The History Box' Able to explore papier mache/newspaper material by tearing, layering, gluing etc. Able to make different kinds of shapes. Add texture by adding material Shape and form papier mache into a given object. Use paint to add finishing touches and effect</p> |
| END POINTS | <p>Children working at expected standard: I can ask questions and talk about art work that I see. I can talk about what I like in an artist's work. I can explore mixing colours talking about primary and secondary colours.</p> | <p>Children working at expected standard: I can draw an animal using pencil by following steps and show moods / effects. I can draw an animal using different mark making pencils and show moods / effects. I can explore different printing tools and make an animal track print.</p> | <p>Children working at expected standard: Can talk about different textiles and describe them. Can sort textiles and talk about how they did this. Can make an image using textiles and add to class collage.</p> |

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| | <p>I can talk about the effect of thick and thin brushes. I can paint my own picture using different brush sizes and mixing colours.</p> <p>Children working at greater depth: I can use more than one picture and compare styles in art work I can work with independence, accuracy & make improvements. I can use more ambitious vocabulary with independence and understanding when describing the art.</p> | <p>I can design my own printing tool and make an animal track print.</p> <p>Children working at greater depth: I can work with accuracy and detail to make improvements. I can use own imagination to make improvements and work with accuracy / design flair. In can apply knowledge skills and understanding form previous lesson with independence to enhance my work.</p> | <p>Can make own collage using tissue paper and textiles by cutting and gluing. Can follow a simple weaving pattern. I can explore my own ideas in papier mache I can cut, shape and manipulate materials, also to add texture. I can draw on my ideas and make a papier mache bowl using different techniques and materials I can apply colour or pattern to my work to add finishing touches.</p> <p>Children working at greater depth: Use more ambitious vocabulary to describe the textiles. To be a learning buddy to others supporting them to create collage. I can give more detailed reasons for why some materials may be better for our class collage. I can work with greater accuracy and detail, correcting and adapting own work independently. Correct mistakes independently. I can adapt, correct or extend my own understanding with independence and use my own design ideas. I can make improvements by myself and use my own design ideas. I can work with accuracy and use more detail.</p> |
| <p>VOCABULARY</p> | <p><i>Primary colour, Secondary colour, Lightness / darkness of the colour. Line – straight, wavy, curling, Texture – rough / smooth. Fore ground / back ground. Shapes, Artists – George Stubbs, William Turner, John Constable, Thomas Gainsborough.</i></p> | <p><i>Guideline, sketch, mark making tool, outline, detail, pencil grades, fine, thin, thick. print, block, pattern, textile, design.</i></p> | <p><i>textile, feel, pattern, colour, sort, group. in front, behind, next to, collage, attach, shape, feel, weaving, fabric, card, pattern, under, over, through, cutting, tear, create, glue, attach, effect, materials, texture</i></p> |
| <p>ENHANCEMENTS</p> | <p><i>Visit to Lady Lever Art Gallery</i></p> | <p><i>Ten Little Steps to How to Draw..... guideline sheet. Traditional African patterns</i></p> | <p><i>Visit to Local Farm to observe plants Google images – wild flower meadows Youtube video clips KS1 weaving</i></p> |

| YEAR TWO | Autumn Term Autumn 2 'Remembrance and Remembering' (Printing, Silhouette art) | Spring Term Spring 1 'Owl Who Was Afraid Of The Dark' (Drawing, Sketching, Collage) Spring 2 'China' (Sculpture) | Summer Term Summer 1 'Lighthouses' (Paint) Summer 2 'Pirates on Tour' (Practise disciplines) |
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| IMPLEMENTATION | <p><i>As artists, children will:</i> Autumn 2 'Remembrance and Remembering' Create a print using scouring, pressing, rolling, rubbing and stamping. Create a piece of silhouette art based on WWI trenches and remembrance. Use oil pastels to smudge and blend to create a background.</p> | <p><i>As artists, children will:</i> Spring 1 'Owl Who Was Afraid Of The Dark' Use graded pencils to create different tones. Show pattern & texture in their drawings. Select and use different materials on a collage and explain why they have used them. Create a piece of Art in the style of Steven Brown.</p> <p>Spring 2 'China' Make comments about famous British artists' sculptures. Use sculpture to recreate a traditional Chinese mask. Display sculptures in school art gallery, talk about their own work and make comments about other people's work.</p> | <p><i>As artists, children will:</i> Summer 1 'Lighthouses' Mix paint to create secondary colours for a background. Mix and match colours to predict outcome. Make tints and tones by adding white / black. Use collage materials to add effect to paintings.</p> <p>Summer 2 'Pirates on Tour' Practices and disciplines from artists we've learned about this year.</p> |
| END POINTS | <p>Children working at expected standard: I can create a printing tile and use my own ideas to plan what to do. I can use my printing tile to create my own poppy print pattern. I can create a silhouette picture using blending and smudging with pastels. I can use my own ideas and plan what to do.</p> <p>Children working at greater depth: I can evaluate and make improvements to my work with independence. I can make effective links with learning previous lessons to make improvements. I can accurately and effectively link learning from previous lesson. I can organise my ideas to make connections with other areas of learning. I can adapt, correct and extend my own</p> | <p>Spring 1 Children working at expected standard: I can draw a selection of owls showing line, and tone with pencil. I can select and cut materials independently. Talk about design choices for their collage. I can create a piece of art based on Steven Brown art work.</p> <p>Children working at greater depth: I can return to an aspect of learning after a break and still work with confidence use line and to add detail, show patterning & texture. I can apply knowledge, skills and understanding from previous learning with security and accuracy to show control of sizing of material and where it is placed. Show simple patterns</p> | <p>Summer 1 Children working at expected standard: I can apply high level of confidence and show good resilience when tasks seem demanding to produce a detailed sculpture. mix colours effectively and predict outcomes. I can use shades of tint and tone. I can create a collage using given materials I can give reasons for choices and images created.</p> <p>Children working at greater depth: I can accurately and effectively link learning from previous lessons to compare two artists work noting how they have used different features I can work with consistency of purpose to add tint / tone in greater detail. I can adapt, correct or extend their own understanding with independence.</p> |

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| | <p>understanding with independence to make improvements to my work.</p> | <p>I can work with consistency of purpose to show links between Steven Brown's work and my own work.</p> <p>Spring 2 Children working at expected standard: I can talk about famous artists' work and make comments. I can use ideas from someone else's work such as form and texture in my own work to chinese mask. I can talk about my Chinese mask and how I've used ideas from other artists.</p> <p>Children working at greater depth: I can use oracy effectively to enhance my work by using pieces of art to compare similarities and differences between practises and disciplines. I can apply a high level of confidence and show good resilience when tasks seem demanding to produce a detailed sculpture. I can explain to a learning buddy how my sculpture is similar or different to the famous sculptors.</p> | <p>Summer 2</p> <p>Children working at the expected standard: I can identify practices and disciplines from artists we've learned about this year. I can create a piece of artwork using practices and disciplines of taught artists.</p> <p>Children working at greater depth: I can use accurate vocabulary when explaining choices of colour and media.</p> |
| VOCABULARY | <p><i>Colour:</i> vibrant, cool, warm, complimentary <i>Line:</i> bold, thin, curved, wavy, straight, feint, fine Pattern: simple, design, scour, print, sketch, dimension Print, press, roll, rub, stamp, pattern Background: Silhouette, shape, smudge, blend</p> | <p>Line: bold, thin, curved, wavy, straight, feint, fine Tone: shading, Sketch, shade collage, material, texture, layers Colour : vibrant Sculpture: British Sculptors. join, texture, shape, form, materials. similarities differences art gallery</p> | <p>Artists, sculptors, colour, tone, tint shade, mixture, primary, secondary</p> |
| ENHANCEMENTS | <p><i>Visit to Port Sunlight – War Memorial</i></p> | <p><i>Visit from Owl Man</i></p> | |

ART SKILLS PROGRESSION

| | EYFS | YEAR 1 | YEAR 2 |
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| Drawing  | Direct observation work. Line drawing. Recognise outlines. Different mark making. Experiment with different media and materials. | Observation work. Introduce light and shade. Look at simple tonal chart. Develop scale and detail. Use viewfinders. | Observation work. Shading and blending. Record from direct experience. Use more varied tools and media. Smudging. |
| Colour  | Recognise primary colours. Talk about different colours. Locate colours in the environment (inside and outside). | Recognise primary and secondary colours. Talk about feelings associated with colour. For example - red – love, yellow – happy etc. | Contrasting colours. Adding white/black to change colours. Use of colour to depict mood. |
| Painting  | Exploring thick, thin paint. Adding texture – sand, flour etc. to see what happens. Merging colours together. Explore different “paintbrushes” – thick, thin brushes, twigs, leaves, fingers | Colour mixing. Watercolour palettes and powder paint. Recognise and use primary and secondary colours through colour wheel. Colour washes. | Colour mixing using a variety of media – watercolour tubes, inks, oil pastels etc. Practise matching local colour (what the colour looks like in natural light). Begin to select the most appropriate paint to work with. |
| Printing  | Explore different papers – tear and cut. Sort materials into categories – shiny, rough and make corresponding collages. | Block printing. Experiment on different materials. | Create own printing blocks. (String, clay). |
| Collage  | Explore different papers – tear and cut. Sort materials into categories – shiny, rough and make corresponding collages. | Practise cutting, shaping and assembling a range of materials for specific effects. | Cutting and assembling – using mixed media |
| Textiles  | Simple weaves using paper strings. Weave with contrasting colours. Talk about different types of textiles | Represent objects in collage material. Begin to reproduce drawings in the style of an artist using collage materials. (Group work). | Combine different materials into collage. Add fine detail materials to add surface detail. Work collaboratively to reproduce original drawings in the style of an artist. |
| 3D  | Use playdough, clay, junk materials, natural materials to develop sculptures. | Use recycled materials to construct forms. Newspaper sausages, tubes and cylinders to make 3D artefacts | Free standing sculptures. Use bottles, wire, wooden frames as initial structure. Consider the suitability of the materials. |