

MIDSOMER NORTON PRIMARY - LONG-TERM PLAN FOR ART AND DESIGN

Breadth of Study	Key Stage One	Key Stage Two	
	Year 1/2	Year 3/4	Year 5/6
Year A	<p>Collage Link to the Great Fire of London Artist – Paul Klee</p> <p>Drawing – Still life Pencil, charcoal, and pastels Artist – Paul Cezanne</p> <p>Painting Pointillism Artists – Bridget Riley and Georges Seurat</p> <p>Sculpture Surrealism - wire and mod rock Artist – Alberto Giacometti</p> <p>Textiles Tie-dyeing Artist – Hugo Pineda</p> <p>Printing Mono printing Artist – Henri Matisse</p>	<p>Drawing Chalks, poster paints, charcoal, twigs, and sticks - Prehistoric cave paintings Images from the Lascaux caves</p> <p>Painting Impressionism: painting en Plein air Artist – Claude Monet</p> <p>Sculpture Mosaics and clay Artist – Emma Biggs and Anonymous (Pompeii, Sea Creature Mosaics)</p> <p>Collage Pop Art Artist – James Rosenquist</p> <p>Textiles Thread Drawings Artist – Debbie Smyth</p>	<p>Drawing and Painting Abstract Cubism - portraits Artist – Pablo Picasso</p> <p>Sculpture Clay animals Artists - Niki de Saint Phalle</p> <p>Collage Expressionism – Imagery linked to WW2 Artists – Antony Gross, Laura Knight, Henry Moore, Leonard Rosoman</p> <p>Textiles Glue Batik – Mountains and rivers Artist – Helen Dougall</p> <p>Mixed Media Contemporary and Conceptual art Artist – Chris Ofili</p>
Year B	<p>Drawing Pencil sketches and self-portraits Artists – Vincent Van Gogh and Pablo Picasso</p> <p>Textiles Weaving – indigenous weaving from Australia Artists – Tjanpi Desert Weavers</p> <p>Printing Pop Art – Block printing Artist - Andy Warhol</p> <p>Sculpture Using the environment</p>	<p>Drawing and Painting Cubism, semi-abstract Artist – Fernand Leger</p> <p>Textiles Weaving Artist – Gunta Stolz</p> <p>Printing Relief Printing – printing famous landscapes Artist – Katsushika Hokusai</p> <p>Mixed Media Artist – Gustav Klimt</p>	<p>Painting Surrealism - Watercolours and pastels Artist – Freda Kahlo</p> <p>Drawing Contemporary Street Art – Artists– Banksy and Mr Doodle</p> <p>Observational Drawings Designs with Natural Forms Artist – William Morris</p> <p>Sculpture Figurative junk sculpture</p>

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	<p>Artist – Andy Goldsworthy</p> <p>Painting</p> <p>Modernism – Flowers</p> <p>Artist – Georgia O’Keefe</p>	<p>Drawing</p> <p>Architecture and design</p> <p>Artist – Antoni Gaudi</p> <p>Sculpture</p> <p>Environmental Art</p> <p>Tim Pugh</p>	<p>Artist – Michelle Reader</p> <p>Printing and Textiles</p> <p>African design</p> <p>Artist – Esther Mahlangu</p>
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Progression of Skills and Threshold Concepts (BIG IDEAS) in Art and Design

	Year 1/2	Year 3/4	Year 5/6
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To Develop Ideas

	<p>KS1 Art and Design National Curriculum</p> <p><i>To produce creative work, exploring their ideas and recording experiences.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points. explore ideas and collect information. describe differences and similarities and make links to their own work. try different materials and methods to improve. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>KS2 Art and Design National Curriculum</p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas. explore ideas from first-hand observations. question and make observations about starting points and respond positively to suggestions. adapt and refine ideas. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>KS2 Art and Design National Curriculum</p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks. offer feedback using technical vocabulary. think critically about their art and design work. use digital technology as sources for developing ideas. use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
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To Master Techniques			
Drawing	<p>KS1 Art and Design National Curriculum <i>To become proficient in drawing techniques.</i> <i>To use drawing to develop and share their ideas, experiences, and imagination.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • Draw lines of varying thickness. • Experiment with shading. • Use dots and lines to demonstrate pattern and texture. • Use different materials to draw, for example pencils, pastels, chalk, felt tips, charcoal and crayons. • Draw using different surfaces. • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in drawing techniques.</i> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with showing line, tone, and texture with different hardness of pencils. • use shading to show light and shadow effects. • use different materials to draw, e.g., pastels, chalk, felt tips. • show an awareness of space when drawing. • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in drawing techniques.</i> <i>To improve their mastery of art and design techniques, including drawing, with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g., shadows, reflection, hatching and cross-hatching. • depict movement and perspective in drawings. • use a variety of tools and select the most appropriate. • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	<p>KS1 Art and Design National Curriculum <i>To become proficient in painting techniques.</i> <i>To use painting to develop and share their ideas, experiences, and imagination.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours. • begin to describe colours by linking them to objects for example 'raspberry and pink', 'sunshine and yellow 	<p>KS2 Art and Design National Curriculum <i>To become proficient in painting techniques.</i> <i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns, and lines. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in painting techniques.</i> <i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques recognise warm and cold colours.

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Collage	<p>KS1 Art and Design National Curriculum <i>To become proficient in other art, craft, and design techniques – collage.</i> <i>To develop a wide range of art and design techniques in using texture, line, shape, form, and space.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices. • refine work as they go to ensure precision. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background. • create and arrange accurate patterns. • use a range of mixed media.

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	<ul style="list-style-type: none"> • sort and arrange materials. • add texture by mixing materials. • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<ul style="list-style-type: none"> • learn and practise a variety of techniques, e.g., overlapping, tessellation, mosaic, and montage. • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<ul style="list-style-type: none"> • plan and design a collage. • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Sculpture	<p>KS1 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To use sculpture to develop and share their ideas, experiences, and imagination.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled, and manufactured materials for sculpting, e.g., clay, straw, and card. • use a variety of techniques, e.g., rolling, cutting, pinching. • use a variety of shapes, including lines and texture. • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • cut, make, and combine shapes to create recognisable forms. • use clay and other malleable materials and practise joining techniques. • add materials to the sculpture to create detail. • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light. 	<p>KS2 Art and Design National Curriculum <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture. • use tools and materials to carve, add shape, add texture and pattern. • develop cutting and joining skills, e.g., using wire, coils, slabs, and slips. • use materials other than clay to create a 3D sculpture. • use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Textiles	<p>KS1 Art and Design National Curriculum <i>To become proficient in other art, craft, and design techniques – textiles.</i> <i>To develop a wide range of art and design techniques in using colour, pattern, and texture.</i></p>	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – textiles.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – textiles.</i></p> <p>Children can:</p>

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	<p>Children can:</p> <ul style="list-style-type: none"> • show pattern by weaving. • use a dyeing technique to alter a textile's colour and pattern. • decorate textiles with glue or stitching, to add colour and detail. • use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<ul style="list-style-type: none"> • use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects. • develop skills in stitching, cutting, and joining. • use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour. • add decoration to create effect. • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
<p>Printing</p>	<p>KS1 Art and Design National Curriculum <i>To become proficient in other art, craft, and design techniques – printing.</i> <i>To develop a wide range of art and design techniques in using colour and texture.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print. • use a variety of materials, e.g., sponges, fruit, blocks. • demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing. • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – printing.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print. • replicate patterns from observations. • make printing blocks. • make repeated patterns with precision. • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>KS2 Art and Design National Curriculum <i>To improve their mastery of art and design techniques with a range of materials – printing.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles. • develop techniques in mono, block, and relief printing. • create and arrange accurate patterns. • use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collagraph.
<p>To Take Inspiration from The Greats (Classic and Modern)</p>			
	<p>KS1 Art and Design National Curriculum</p>	<p>KS2 Art and Design National Curriculum</p>	<p>KS2 Art and Design National Curriculum</p>

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	<p><i>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers. express an opinion on the work of famous, notable artists. use inspiration from famous, notable artists to create their own work and compare. use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Klee, Paul Cezanne, Bridget Riley, Georges Seurat, Alberto Giacometti, Hugo Pineda, Henri Matisse, Vincent van Gogh, Pablo Picasso, Tjanpi Desert Weavers, Andy Warhol, Andy Goldsworthy, Georgia O'Keefe <p>Key Artwork:</p> <p>Year A Collage - Paul Klee – Castle and Sun Drawing – Paul Cezanne – Still life with Apples Painting – George Seurat – Eiffel Tower</p> <p>Year B Drawing - Vincent van Gogh – Self portrait</p>	<p><i>To learn about great artists, architects, and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work. reflect upon their work inspired by a famous notable artist and the development of their art skills. express an opinion on the work of famous, notable artists and refer to techniques and effect. use key vocabulary to demonstrate knowledge and understanding in this strand: Lascaux caves, Claude Monet, Emma Biggs, James Rosenquist, Debbie Smyth, Fernand Leger, Gunta Stolz, Katsushika Hokusai, Gustav Klimt, Antoni Gaudi <p>Key Artwork:</p> <p>Year A Painting – Claude Monet – Sunrise, The water lily pond, The artist garden at Giverny, Collage – James Rosenquist – President Elect Drawing – Antoni Gaudi - Casa Batllo, Sagrada Familia</p> <p>Year B Drawing and Painting – Fernand Leger – The City</p>	<p><i>To learn about great artists, architects, and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work. offer facts about notable artists', artisans', and designers' lives. use key vocabulary to demonstrate knowledge and understanding in this strand: Pablo Picasso, Niki de Saint Phalle, Antony Gross, Laura Knight, Henry Moore, Leonard Rosoman, Helen Dougall, Chris Ofili, Freda Kahlo, Banksy, Mr Doodle, William Morris, Michelle Reader, Esther Mahlangu <p>Key Artwork:</p> <p>Year A Drawing – Picasso's Golden Muse, Portrait of a Woman Sculpture – Niki de Saint Phalle - Firebird Collage – Henry Moore – Shelter Scene: Bunks and Sleepers, London in the Blitz; Leonard Rosoman – A house collapsing on two fireman, auxiliary fireman</p> <p>Year B Mixed Media – Chris Ofili – No Woman, No Cry</p>
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	<p>Pablo Picasso – Le Hibou (The Owl), Le Chameau (The Camel) and Le Chien (The Dog)</p> <p>Alberto Giacometti – L'Homme au doigt, Dog, The Cat</p> <p>Andy Warhol's Sunset series</p> <p>Henri Matisse – Cut-outs</p>	<p>Relief Printing – Katsushika Hokusai – The Great Wave off Kanagawa</p> <p>Mixed Media – Gustav Klimt – Adele Bloch-Bauer</p>	<p>Sculpture – Michelle Reader – Seven Wasted Men</p>
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