



Long Term Planning

Art & Design

Pupils should be taught:

Ar2/1.1

- to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3

- about great artists, architects and designers in history.

	Autumn	Spring	Summer
Year Three	<p><b>Houses</b>  <b>Curriculum link:</b> History- Local history  <b>Artist response:</b> take one picture- L.S. Lowry  <i>Coming Out of School</i> 1927  <b>Sketchbook skills:</b> Local houses- drawing techniques- drawings of local buildings, including their own house  <b>Architect</b> comparison and evaluation  <b>Creative response:</b> design a house and create a class street- texture and colour</p>	<p><b>Printmaking</b>  <b>Curriculum link:</b> History- Ancient Egypt            Maths- tessellation see MC Escher  <b>Artist response:</b>            Henri Matisse- introduce the artist and his print-works as an inspiration to the pupils  <b>Sketchbook skills:</b> Explore printmaking- use a multitude of everyday objects to make repeating print patterns on pre-prepared backgrounds, simple line print with Egyptian theme</p>	<p><b>3D Clay masks</b>  <b>Curriculum link:</b> History- Ancient Greece  <b>Artist response:</b> ceramic artist: Johnson Tsang- introduce the artist and his sculptures as an inspiration to the pupils  <b>Sketchbook skills:</b> drawing faces- including half photo half self-portrait; drawing snakes  <b>Creative response:</b> children make a Medusa mask out of clay.</p>

		<p><b>Creative response:</b> individual pieces inspired by the under the sea pictures created using repeated prints on a painted background</p>	
<h1>Year Four</h1>	<p><b>Stone Age Inspired Art</b>  <b>Curriculum link:</b> History- Stone Age  <b>Artist response:</b> comparison and evaluation of cave paintings  <b>Sketchbook skills:</b> children make drawings from ideas bank  <b>Experience art:</b> dramatic cave painting experience with torches  <b>Creative response:</b> using watercolour paper, heavy watercolour washes and cling film to create textured background then pencils and pastels find animals and patterns  <b>Curriculum link:</b> English writing stories set in imaginary worlds Maths- perspective and measurement  <b>Imaginary Worlds</b>  <b>Artist response:</b> take one picture- Hayao Miyazaki-Manga artist <i>Howl's Moving Castle</i> 2004  <b>Sketchbook skills:</b> drawing skills- how to draw Manga scenes and characters; painting techniques- pen and ink outline with smooth painting using poster paints</p>	<p><b>3D Clay Work- thumb pots</b>  <b>Curriculum link:</b> History- Roman Britain  Roman Oil Lamps  <b>Sketchbook skills:</b> draw some examples of genuine Roman oil lamps  <b>Creative response:</b> children make their own clay Roman style oil lamps using the thumb pot method  <b>3D images- no longer printmaking</b>  <b>Artist response:</b> an installation "The White Cube" by Ilya and Emilia Kabakov- introduce the children to the concept of an installation where the point is to experience the art rather than just look at it- see additional sheet.  <b>Curriculum link:</b> maths- cubes and nets- see Cubism and George Braque  <b>Sketchbook skills:</b> learn how to draw simple 3D shapes  <b>Creative response:</b> explore using 3D drawing skills creatively: write your name in 3D letters; use 3D cones, cylinders or cubes to make</p>	<p><b>Texture and Mixed Media- seascapes</b>  <b>Curriculum link:</b> Geography, Llandunno  <b>Artist response:</b> Mike Bernard- take one picture: Red fishing boats, Polpero- use mixed media- cut paper and paint  <b>Sketchbook skills:</b> draw views of Llandudno  <b>Creative response:</b> children create mixed media pictures of Llandudno using their drawings to inform these and a mixed media approach in the style of Mike Bernard</p>

	<p><b>Creative response:</b> children create their own imaginary world to be executed in pen and ink outline with smooth paint technique</p>	<p>a creative image; make pop art cubes</p>	
<p><b>Year Five</b></p>	<p><b>Curriculum link:</b> Geography- rivers  <b>3D Clay Work-</b> making coil pots  <b>Artist response:</b> Take one bowl- Designer and potter Kate Malone  Draw one of Kate's pots  <b>Sketchbook skills:</b> explore drawing vegetables and fruit forms- shading skills using coloured pencils; move onto objects of own choice that could inspire pottery and draw these; digital artwork- photographic art as a way of exploring objects- vegetables and own objects photo-shop in Warhol style  <b>Creative response:</b> a creative pot inspired by their chosen objects</p>	<p><b>Curriculum link:</b> Science- space  <b>Artist response:</b> take one picture- Emma Lindstrom  <b>Sketchbook skills:</b> using shading to draw a 3D sphere; drawings of the planets in our solar system making use of 3D skills  <b>Creative response:</b> children create their own pictures inspired by the work of Emma Lindstrom and images of space, galaxies etc. Children can use chalk pastels and paint to create a mixed media image</p>	<p>Texture and mixed media- plants  <b>Curriculum link:</b> Science- life-cycle and plants  <b>Artist response:</b> Textile artist inspired by flowers and plants: Michael Brennand-Wood, introduce the artist and his textile sculptures as an inspiration to the pupils  <b>Sketchbook skills:</b> drawing trees, flowers and plants using how to draw aids and from life  <b>Creative response:</b> children create their own pictures using textiles creatively- a combination of stitches, appliqué and collage</p>
<p><b>Year Six</b></p>	<p><b>Modern Art- 2D mediums</b>  <b>Curriculum link:</b> History- The Mayans  <b>Artist response:</b> Pablo Picasso- take one picture- explore the influence African art had on Picasso and make a study of:</p>	<p><b>Watercolour Painting-</b>dramatic landscapes  <b>Curriculum link:</b> English/ Geography- Travel writing  <b>Artist response:</b> Monica Gerwurz- contemporary female artist</p>	<p><b>3D Abstract soap sculpture</b>  <b>Curriculum link:</b> History- World War II  <b>Artist response:</b> Henry Moore- British artist  <b>Sketchbook skills:</b> explore Henry Moore's underground sketchbook</p>

	<p>Pablo Picasso, 1907, <i>Head of a Sleeping Woman</i></p> <p><b>Sketchbook skills:</b> drawing skills and techniques- studies of Mayan artefacts</p> <p><b>Creative response:</b> in the manner of Picasso, children use the influence of Mayan art to inspire their own artwork using their choice of medium (paint, pencils, pastels, mixed media etc).</p>	<p><b>Sketchbook skills:</b> Explore watercolour washes, and effects created by back-runs, salt crystals and cling film. Explore mixed media effects with tissue paper wrinkles and metallic elements</p> <p><b>Creative response:</b> use techniques learnt to create a dramatic landscape inspired by the Canadian landscape</p>	<p>pictures, children draw people in everyday settings, including around the school- in small groups drawing PE lessons, library groups, possibly staff in the office</p> <p><b>Creative response:</b> look at Henry Moore's sculptures and sketch some of these. Use as inspiration for own soap sculptures.</p>
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