Castleside Primary School
Art Long Term Planning 2024/26

School Organisation

Pupils are currently organised within the following classes:

Class 1	EYFS – Nursery and Reception
Class 2	Year 1 and Year 2
Class 3	Year 3 and Year 4
Class 4	Year 5 and Year 6

EYFS planning is based on the Early Learning Goals and is repeated annually. In EYFS, art is covered with Expressive Arts and Design. The art curriculum is planned on a two-year cycle across KS1 and KS2 to ensure full coverage of the National Curriculum.

KS1 and KS2 Curriculum
Curriculum planning has been designed carefully to ensure that the curriculum in Key Stages 1 and 2 meets the expectations of the National Curriculum. Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through the school.

Golden Threads running through the art curriculum include drawing, painting, sculpture, collage and printing. They will improve their mastery of art and design, by **investigating/exploring, practising, applying and evaluating techniques of existing artists.** Where appropriate, links may be made to other subjects to deepen and embed knowledge.

All units of work are suggestions. However, teacher-creativity is encouraged, and units may be altered providing the relevant skills are taught within the unit.

All children will have a sketch book, which will stay with them throughout their time at Castleside Primary School. These will be used to **collect, develop and explore** ideas and techniques throughout each unit of work.

Content and skills to cover (not term specific)

EYFS

EYFS	Early Learning Goals				
	Physical Development – Fine Motor Skills • Hold a pencil effectively in preparation for mark making – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes • Begin to show accuracy and care when drawing **Expressive Arts and Design - Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.				
	DRAWING • Explore ways of drawing lines to join points • Mark making with various media • Observational Drawing. • Focus on pencil lines – what different shape lines can you see? • Self-portraits – looking closely at parts of the face using a mirror. • Observe, shape, line, straight, curved	**PAINTING** • Introduce water colours – capturing colour and shape. • Large scale paintings • Identify primary colours. • Mixing paints - mix primary colours to create secondary colours. • Create light and dark shades of colour • Wax resist technique	**SCULPTURE** • Modelling work – clay/plasticine/Play-Doh • Flattening, rolling, pinching, squeezing, joining and combining. Creating patterns in the clay using different tools • Select materials to make shapes • Manipulate materials • Junk model making	**COLLAGE** • Combine shapes to make artwork • Combine materials • Investigate and combine texture • Layer materials • Large scale collage	**PRINTING** • Large scale prints • Rubbing and printing using a variety of tools, objects and techniques • Create repeating patterns. • Marbling
	Suggested Artists: Paul Klee	Suggested Artists: Jackson Pollock Piet Mondrian Van Gogh - landscape	Suggested Artists: Andy Goldsworthy, Michelle Reader	Suggested Artists: Kandinsky, Picasso	Suggested Artists: Nature, hands, feet, leaf, fingerprint, potato, sponge
Vocabulary	Line, straight, curved, zig-zag, dotted, curly, pattern, repeat, pressure, mark, triangles,	Red, blue, yellow, white, black, dark, light, mix, colour, primary Orange, green, purple, grey,	Sculpture, model, shapes, pull, twist, stretch, roll, knead, join, cut, surface, texture, poke, attach,	collage, cut, tear, layer, cover, material, fabric, smooth, rough	texture, rubbing, pressing, copy, reverse, surface, rough, smooth

	squares, circles, Thick, Thin, Shape, Detail,	secondary, paintbrush, bristles, strokes, dabbing,	squash, flatten, pinch, clay tools, carve, clay glue/slip		
YEAR 1/2 Cycle A					
	DRAWING – Still Life Investigate shape, form and size. Combine objects to make a composition. Investigate circles and spheres, adding shade to give form. Examine and sketch apples and oranges. Add colour and tone using a range of media. Produce a composition with real life elements to produce a still life drawing. • Holding drawing media correctly for specific tasks. • Side for sketching and long sweeping strokes. • Tripod grip for detail • Show different tones by using coloured pencils. • Understand light and shadow. • Show shades and tones by working one colour on top of another. • Observational drawing from different viewpoints. • Collections of objects or scene • Consider the position of an object and a combination of objects within a picture (composition) i.e. perspective - closer objects appear larger; relative size - large and small objects in relation to each other. correct representation.	**PRINTING** Explore the artwork of William Morris. Understand and investigate the arts and crafts movement and Morris' involvement in it. Create a design inspired by William Morris. Design and produce a relief printing block and test it out to produce a repeated pattern. Create a wallpaper design inspired by Morris, • Apply colour work to printing • Use repeating or overlapping shapes. • Use objects to create prints • Use tools and techniques to create simple pictures by printing with a range of 3D shapes and hard and soft materials.	**COLLAGE** Investigate the work of Henri Rousseau. Explore the use of layered paper. Experiment with cut, torn and layered materials. Design an environmental collage inspired by Henri Rousseau • Use a combination of materials that are cut, torn and glued. • Cut a variety of materials, including fabrics with control. • Investigate effects produced by tearing, scrunching, folding materials. • Develop skills in overlapping and overlaying in collage. • Arrange, rearrange and mix different materials to produce a picture. • Mix and choose own materials to create texture.		

	Suggested Artists Cezanne	**Suggested Artists** William Morris	**Suggested Artists** Henri Rousseau
Vocabulary	**Drawing**: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, sketch, stroke, shade, tone, light, shadow, colour, Natural, Still life, observe, combine, composition, scale	**Printing**: Print, cut, carve, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Repeat, Rotate, Mono-print, Two-tone print.	**Collage**: Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Fabric, Mixed media, Collage, Layers, overlap, mix, arrange, tear, scrunch, fold, Combine
YEAR 1/2 CYCLE B			
	DRAWING – Portraits Investigate portraits by a variety of artists. Explore and discuss different portrait techniques. Explore proportions of the face. Investigate how the artist conveys emotion and mood. Produce a portrait from a photograph using drawing media. • Draw lines of different sizes and thickness. • Use different media to create hard or soft lines. • Investigate straight lines, wavy lines, long, sweeping strokes. • Explore using charcoal to mark make.	**SCULPTURE – Bodies** To use simple shapes to make sculptures of the human form. Use found materials to create 'human' sculptures. Explore the proportions of the human body (7 heads to a body) • Use a combination of shapes and texture • Modelling with recycled materials • Include lines and texture. • Create texture using specific materials for the purpose. E.g. sandpaper • Use rolled up paper, straws, paper, card and clay as materials. • Investigate rolling, twisting bending, folding cutting, moulding and carving different materials. • Know the difference between carving and sculpting. (carving - taking material away; sculpting - adding material.) • Use tools to develop work with plastic materials. Use plastic materials to produce sculpture or carving	**PAINTING** Investigate and produce a colour wheel. Investigate the effects of placing complementary colours next to each other. Investigate warm and cool colours. • Use thick and thin brushes. • Investigate lines made using round, flat, thick, thin brushes. • Choose different size and types of brush for specific purposes. • Hold brush at different points on the shaft for freedom of movement. Mix primary colours to produce secondary colours
	Suggested Artists Rembrandt, Van Gogh – self portraits	**Suggested Artists** Anthony Gormley Alberto Giacometti	**Suggested Artists** Kandinsky. Mark Rothko, Gerhard Richter

Vocabulary:	**Drawing**: Thick, Thin, Soft, Broad, Narrow, Fine, Line, curve, proportion, Shape, Detail, sketch, portrait, emotion, Compare, observe, charcoal, chalk, pencil, media	**Sculpture**: Sculpture, Structure, Construct, Model, Fold, Bend, Attach, Statue, Curve, Form, Clay, Impress, Texture, model, shape, pull, twist, stretch, roll, knead, join, cut, surface, poke, attach, squash, flatten, pinch, clay tools	**Painting**: Primary (colour), Secondary (colour), paintbrush, fine, thick, Light, Dark, Tone, Warm, Cold, Shade, Bright, Colour wash, blend, mix
YEAR 3/4 CYCLE A			
	<u>DRAWING- Portraits</u> Explore the portraits of Picasso and the cubist movement. Compare realist portraits and how Picasso portrayed facial features and conveyed emotion through this shape and colour choices. Picasso admired the work of Cezanne and how his work appeared to be from different viewpoints. Cubist painters wanted to show the whole structure of objects without the use of perspective or shading to be realistic • Proportions of the face in different positions - e.g. face-on, turning, profile, spacing of features and position in relation to each other • Understand how the shape of the features change in relation to the position of the face. • Holding drawing media correctly for specific tasks. • Side for sketching and long sweeping strokes. • Tripod grip for detail • Use different drawing media - pencil, chalk/charcoal, pastel, crayon	**<u>COLLAGE</u>** Investigate the technique of mosaic. Look at Ancient Roman mosaic and the subjects depicted. Explore Gaudi's work in Barcelona. Experiment with repeating patterns and following curves and straight lines, then filling negative space. • Select and arrange materials for a striking effect. • Investigate specific effects different materials can achieve. • Children describe materials and techniques used and the reasons for them with reference to the desired effect. • Use overlapping, tessellation, mosaic and montage. • Investigate, overlapping materials, tessellating shapes, using mosaic and montage. • Children choose and mix materials and techniques independently in a piece of artwork	**<u>PRINTING</u>** Use batik to make prints. Explore, annotate and evaluate batik designs from existing artists. Experiment with techniques on paper and then fabric. Research the history of batik. Create a batik design. Recreate design on a scarf or collaborative artwork. (Flour paste and syringe technique as an alternative) • Experiment with line and colour • Use tools and materials with increasing control • Combine materials and techniques to produce original designs. • Experiment with how to achieve a colour wash and the effect. • Experiment with a canting tool and melted wax on a piece of practice fabric to learn batik techniques • Describe and evaluate the work of existing crafts people.

	• Show shades and tones by working one colour on top of another. • Integrate digital images into artwork		
	Suggested Artists Pablo Picasso	**Suggested Artists** Antoni Gaudi, Gustav Klimt, Isiah Zigar	**Suggested Artists** Yinka Shonibare
Vocabulary	Cubism, Angles, shape, line, media, colour, geometric, proportion, emotion, expression	ceramic, tesserae, tiles, curve, pattern, border, geometric, repeating pattern, overlapping, tile, tessellate, mosaic, mortar, hardie, adhesive,	Batik, melt, Wax-resist, dye, fabric, canting, pattern, line, outline, curve, design, colour wash, bleed, garment, swatch
YEAR 3/4 CYCLE B			
	DRAWING- Landscape Explore examples of landscape painters. Compare and contrast different views. Produce sketches from windows or outdoor locations **Observational drawing from different viewpoints.** • Landscapes/cityscapes/seascapes/industrial landscapes • To explore the foreground, mid-ground and background of a landscape painting • Use different pencils to show line, tone and texture. • Experiment with grades of pencil • Choose independently grades of pencil within a drawing to show light, dark and mid tones. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber.) • Use shading to show light and shadow.	**SCULPTURE** Explore the uses and meanings of sculptures in history. Explore sculpture and imagery of Ancient Egyptians. Use modelling materials to sculpt e.g. scarab beetle • Know the difference between carving and sculpting. (carving - taking material away; sculpting - adding material.) • Use clay tools to create form and texture • Select tools independently and use techniques to confidently shape clay	**PAINTING** Explore pointillism as a painting technique. Explore images from existing artists. Investigate the origins of the pointillism movement. Investigate optical blending of primary colours to create secondary colours. Explore and experiment using pointillism to create images. Produce own pointillist pictures inspired by existing artists such as Georges Seurat. Understand the term 'Neo-Impressionism' and identify that trends in art change over time. Find out how, when and why the Pointillist movement began and explore some Impressionist and Pointillist paintings • Create different pointillism effects using thick and thin brushes • Paint on different textures of paper • Revisit primary, secondary, tertiary and complimentary colours. • Mix colours effectively.

	Use different drawing media - pencil, chalk/charcoal, pastel, crayon		
	Suggested Artists William Turner, LS Lowry, Constable, Monet	**Suggested Artists** Ancient art	**Suggested Artists** Georges Seurat
Vocabulary	Natural and man-made features, rural and urban, patterns, lines, shapes, colour, proportions, viewpoint, style, perspective, foreground, background, paler, bluer, hazier, recede, parallel lines, replica, landscape, scene, viewer, texture, atmosphere	Sculpture, Statue, Stone, Curve, Form, Clay, Impress, Texture, model, 3D, form, carving, shapes, pull, twist, stretch, roll, knead, join, cut, surface, texture, poke, attach, squash, flatten, pinch, clay tools, carve, clay glue/slip	Impressionism, pointillism, mix, optical mixing, primary, secondary, detail, perspective, blending, layering
YEAR 5/6 CYCLE A			
	COLLAGE Explore quilling art. Focus on the work of Yulia Brodskaya. Examine artworks and identify shapes and patterns used with paper. Explore rolling strips of paper and bending and shaping the roles to make different shapes. Take a section of a Brodskaya artwork and emulate the shapes within it with quilled paper. Design and make own quilling composition. **Mix textures (rough and smooth, plain and patterned).** • Choose own materials and arrange to create desired effect. • Cut, and combine materials precisely. **Combine visual and tactile qualities.** • Use a variety of techniques such as quilling, coiling, overlapping, tessellation, mosaic and montage confidently.	**DRAWING- Portraits** Examine chalk and charcoal portraits by various artists. Explore chalk and charcoal as drawing media. Experiment with creating line and tone with blending, lifting, pressure stroke, frottage, reverse white. Use a mirror (or photograph) to focus closely on one part of the face e.g. mouth. Produce an annotated sketch showing areas of light, dark and mid tones. Choose charcoal drawing techniques to use in the composition. Reproduce sketch as finished artwork in chalk and charcoal. **Observational drawing from different viewpoints.** • Detailed drawings from observation • Proportions of human body/animals. • Use a choice of technique to create interesting effects. e.g. hatching, cross hatching, stippling	**DRAWING/PAINTING** Look at a variety of landscapes and landscape artists (watercolour, oils, linear perspective, atmospheric landscapes, abstract landscapes, mixed media). Experiment and practise creating linear perspective and atmospheric perspective. Explore watercolour techniques e.g. wet on dry, dry on dry, dry on wet, flat wash, graduated wash, variegated wash. Explore overlaying ink drawings onto watercolour wash. Choose and combine techniques to create own mixed-media landscape **Sketch (lightly) before painting to combine line and colour.** **Create a colour palette based upon colours observed in the natural or built world.** • Analyse palette within a scene or painting. • Create palette for own painting independently

			Use a choice of techniques to depict movement, perspective, shadows and reflection. • Understand eyeline, vanishing point - single point perspective - buildings, landscapes, interiors. • Waterscapes, landscapes, seascapes **Wider understanding** • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
	Suggested artist Yulia Brodskaya	**Suggested Artist** Various	**Suggested Artists** Van Gogh, Monet, Constable
Vocabulary	paper craft, rolling, pinching, coiling, loose/tight, scroll, shaping, strip, cut, layer, tesselate, quilling toolmount, open/closed coil, tear drop, heart, spiral, S-scroll, C-scroll	Chalk, charcoal, line and tone with blending, lifting, pressure stroke, frottage, reverse white, sketch, light, dark, mid tones, blend, media, portrait, proportion,	movement, , capture, light, atmosphere, landscape, palette, mix, colours, shades, tints, warmth, space, background, foreground, shadow, horizon line, reflections, texture, perspective, proportions, viewpoint.
YEAR 5/6 CYCLE B			
	DRAWING / PRINTING Examine history and woodcut work of Dürer. Examine tone and shade created using lines. Examine religious works and animals by the artist. Explore pencil and ink wash works. Experiment creating shade and tone using hatching, cross hatching, stippling and scumbling. Create own line drawings combining media *e.g.*	**PAINTING** Examine the history of the Pop Art movement. Explore, compare and contrast some of Andy Warhol's work (soup cans, strawberries, Marilyn Monroe, self-portraits). Discover modern works inspired by Warhol (Steven Brown) Experiment with overpainting a monochrome image to create a Warhol style image. Use reproduced images of choice to create a Warhol-inspired artwork.	**SCULPTURE** Examine the history of sustainable, recycled art. Examine the sculptures of James Lake (human) and Sayaka Ganz (animal) and the materials used to create them. Experiment cutting and folding card and paper to make shapes and techniques to join and layer. Experiment with embellishments and decoration. Use techniques to produce own

	pen and ink, scraper boards, charcoal and pencil etc. **Use a variety of techniques to add interesting effects** • Variety of drawing media and techniques built on from previous years. • Combine media and techniques to produce desired effects .	**Use the qualities of watercolour and acrylic paints to create visually interesting pieces.** • Use watercolour paints and watercolour painting techniques e.g. wet on wet, wet on dry, wash, dry brush. • Use acrylic paints and painting techniques - adding water for glaze, knife application, pouring, scratching etc • Use paint and techniques to create texture - pointillism, stippling etc • Combine drawing and painting media within a piece. **Choose a style of drawing/painting suitable for the work (e.g. realistic or impressionistic).** • Study a variety of artists - abstract and representational. • Choose drawing media to produce drawings	cardboard relief sculpture of human or animal heads. **Use tools to carve and add shapes, texture and pattern.** • Children to select tools independently and use techniques confidently **Combine visual and tactile qualities.** • Decoration and embellishment in a variety of materials. • Use frameworks (such as wire or moulds) to provide stability and form.
	<u>Suggested Artists</u> Albrecht Dürer	**<u>Suggested Artists</u>** Andy Warhol	**<u>Suggested Artists</u>** James Lake Sayaka Ganz
Vocabulary	Wood cut, print making, engrave, block, ink, mirror image, stippling, scumbling, shading, cross-hatching, blending, smudging, shade, tone, form, scrape, line, fill	Image, portrait, watercolour, acrylic, brush stroke, thick/fine, palette, palette knife, colour, bold, bright, primary, secondary, outline, pointillism, graphic, comic, repetition, overpaint	Joining, texture, recycled material, shapes, layer, slot-sculptures,2D, 3D, relief, embellish