



Edmondsley Primary Long-Term Plan

Art, Craft & Design



Continuous Provision:

- Children's artwork readily displayed around classrooms.
- Galleries in KS1 and KS2.
- Art competitions (E.g., World Book Day, Easter, Road Safety) throughout year.
- Annual art exhibition, parents and community invited.
- Christmas card production & online store.
- World Culture Day; exploring a range of artists across cultures.
- Visits to different galleries, theatres and museums.
- Outdoor arts and craft after school club.
- Outdoor displays of artwork for parents to enjoy.
- Opportunities to work outside and explore nature through Art, Craft and Design.

	Autumn	Spring	Summer
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Year 1

Natural Art

NC ref:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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

Focus:

Drawing/Mark Making **3D Work** **Textiles/Collage**

Children will begin to sketch from observation, using simple lines to sketch snails and other creatures before using clay to create a sculpture. Children will use naturally found objects to create a 3D sculpture, exploring composition. Working as a class, children to recreate Louise Bourgeois' Maman spider sculpture, the children will plan and create the legs and body of the spider before painting.

Edmondsley Explorers – Mining Heritage

NC Ref:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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

Focus: **Drawing/Mark Making** **Colour/Painting**
Printing

Children will develop their sketching skills and explore colour in this unit. Using their artwork as inspiration children will print a collograph. ? Mining – charcoal sketching/Lowry artist

Joan Miró

NC ref:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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

Focus: **Drawing/Mark Making** **Colour/Painting** **Printing** **3D Work**
Textiles/Collage

Children will learn about Spanish Catalan artist, Joan Miró, and all about his Magical Realist paintings. Children will then draw on their own experiences to create dream-like pictures about their own lives. Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Children will love using their imaginations as they delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.

Special Places and Famous Buildings (Links to History Topic)**NC ref:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about 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

Focus: Drawing/Mark Making Colour Textiles/Collage

Children will be given a general overview of the role of an architect, before exploring a range of famous buildings from around the world including St Paul's Cathedral, Sydney Opera House, etc. considering how and why trends in architectural styles change over time. Children will find out who Sir Christopher Wren was and discover his role as an architect. Children will also explore religious paintings displayed within special places; discussing choice of colours and how they depict mood. They will also explore the use of stained glass in many important buildings and recreate their own using collage.

Superheroes and Significant People**NC ref:**

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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

Focus: Drawing/Mark Making Colour/Painting 3D Work

Children will explore 2D and 3D form and begin to consider proportion as they sketch their friends from observation before replicating their pose using wire and plasticine. Children will consider emotions and learn how to portray expression in artwork whilst exploring the artwork of Roy Lichtenstein. Children will learn how to colour wash and apply a dot matrix effect, similar to that in Lichtenstein's 'Explosion' before exploring colour to create shadows and make compositions 'pop'.

Seaside Landscapes and Imagery (Links to History Topic)**NC ref:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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

Focus: Drawing/Mark Making Colour/Painting Textiles/Collage

Using Van Gogh's artwork as inspiration children will explore landscapes, particularly of the seaside. Focusing on composition, children consider where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer. They will then explore a range of materials, adding texture to their work which replicates textures found at the seaside. Children will then learn to create the different tints and shades that they see, including using watercolours and shading.

<p style="text-align: center;">Year 4/5 Year 3/4 Cycle A</p>	<p>Who were Britain's first builders? (Stone Age to Bronze Age) NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting</p> <p>Children are introduced to cave art and reflect upon the purpose of the drawings. They will then develop their sense of drawing in proportion, drawing animals of their own from observation/other sources whilst experimenting with various mediums including charcoal. Children will then add colour and effect to their work, using natural materials such as spices and objects found on a nature walk. Children will also work on a collaborative class piece of prehistoric inspired art; creating handprints onto a textured background.</p>	<p>Egyptian Portraits and Death Masks (Links to History Topic) NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Printing 3D Work</p> <p>This unit will focus on portraits and experimenting with pencil, pen and charcoal to create different effects when drawing portraits. Children will have the opportunity to explore the work of David Hockney, Man Ray and Fernand Leger. Children will then work with clay and papier mâché to design and create Egyptian style Death Masks which they will paint using their knowledge of Egyptian Art.</p>	<p>The World Around Us: Plants and Flowers NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting 3D Work Textiles/Collage</p> <p>In this unit the children will learn how to use pencil and colour when creating artwork from observations. They will use the printing technique Hapa Zome and will explore sculpture, paper modelling and textiles to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.</p>
<p style="text-align: center;">Year 4/5 Year 3/4 Cycle B</p>	<p>Best of British: Artists from Great Britain NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting 3D Work Textiles/Collage</p> <p>This unit will allow children the opportunity to learn about and explore the work of a range of British artists including; Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce. Children will explore how to use a range of media for making portraits, tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills.</p>	<p>Greek Pottery (Links to History Topic) NC Ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting 3D Work</p> <p>This unit will focus on Greek Pottery; children will investigate how the ancient Greeks used pottery to tell stories and depict different scenes from their lives. Children will explore the human form and begin to draw with increasing detail; demonstrating an understanding of proportion. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore. The children will then use their knowledge of bodies and the existing Greek pots they've seen to inspire them as they design and then use clay to make their own pottery in the style of the Ancient Greeks.</p>	<p>What happened when the Romans left Britain? NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Textiles/Collage Printing</p> <p>Children will explore examples of Roman mosaics and learning about who had these and what they indicated about the owners' place in society. Children will explore and practise printing techniques whilst studying the design of Roman mosaics before designing their own mosaic including a border and central motif which they will print using previous techniques.</p>

<p style="text-align: center;">Year 4/5 Year 3/4 Cycle C</p>	<p>Celtic Knots (Links to History Topic) NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Printing 3D Work Children will explore what artefacts tell us about life in the Iron Age, including weapons and jewellery. Understanding that, in the Iron Age, people may have understood the different aspects of life to be intertwined and this was reflected in their art work and jewellery. They will investigate the distinctive designs found in Celtic art and use these ideas to design and make their own Celtic brooch design. Children will explore Celtic knots and create their own design for printing, using raised string.</p>	<p>How did the Romans build an Empire?* NC Ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making 3D Work Children learn about the Roman army; understanding their power by exploring 3D art. They will make comparisons between Roman and Greek busts. Children will then explore the recording of different facial expressions in sketch books and experimenting with clay. Children will plan and design a detailed Roman bust, thinking about the features and expression of a soldier in the Roman army.</p>	<p>Were the Vikings really vicious? NC Ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Colour/Painting Textiles/Collage Children will be introduced to the Vikings and Viking Art; looking at examples of Viking art from existing artefacts before being given a quick history of the six main styles of Viking art and how these developed throughout the Viking period. Children will look at some examples of animals in Viking art, noting common features and popular animals. They will then look at how to accurately draw some animal heads in the Viking style including dragon heads from long ships, using a variety of different shading techniques. Children will be shown the steps they need to take in order to create a piece of Viking jewellery; such as a woven bracelet.</p>
<p style="text-align: center;">Year 5/6 Cycle A</p>	<p>Portraying relationships in portraits. (Links to History Topic) NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting Children will explore portraits depicting relationships, especially with children, throughout the years. Considering carefully how the artists portray the relationships of the subjects; including arrangement of figures, colour and content. Children will then explore photography to recreate their own portraits, thinking about how to demonstrate childhood in the 20th century before sketching and painting their own portraits using a range of painting techniques; colour-washing, building layers and brush strokes.</p>	<p>Mayan Art (Links to History Topic) NC ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting Textiles/Collage Children analyse different Mayan artefacts to discuss what they were made from, how they were made and what they could have been used for. The children will discuss the materials and colours used to decorate these artefacts. Children are then challenged to make their own Mayan tile or stele from clay. Children explore the images of the Bonampak murals to analyse the colours used. They look at the way the murals were fresco paintings and think about the different images and events the murals are depicting. The children then use viewfinders to recreate simple designs to cross-stitch.</p>	<p>Mining Art (Links to History Topic) NC Ref:</p> <ul style="list-style-type: none"> Use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting Printing Focus on what images can tell us about that time, experiment with drawing and painting using a range of materials (charcoal, pastel, shoe polish, paint etc.) on a range of surfaces (canvas, paper, wood, etc.) selecting appropriate colours for the mood of the image. Explore the work of local artists; Tom McGuinness and Norman Cornish. Print in the style of Tom McGuinness.</p>

<p style="text-align: center;">Year 5/6 Cycle B</p>	<p>School designed unit – historic environment enquiry* (World Wars – Locally) (Links to History Topic) NC ref:</p> <ul style="list-style-type: none"> • Use sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting</p> <p>Children will explore in depth the work of official war artist, Paul Nash. They will find out about Nash’s experiences of war, and how they influenced the artwork he created. Children will use an excerpt from a letter written by Nash to create their own piece of landscape war art. Children will discover why the poppy has become an international symbol of remembrance for those who fought and died in war. They will explore the work of Georgia O’Keeffe – using the Red Poppy as inspiration and experiment with painting flowers of their own from observational sketches, photographs and other sources</p>	<p>Designing for a purpose: Coat of Arms NC ref:</p> <ul style="list-style-type: none"> • Use sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history <p>Focus: Drawing/Mark Making Colour/Painting 3D Work</p> <p>After learning about how the coat of arms originated and how they are used today, children create a design of their own. Children to use materials of their choice (clay, cardboard, etc) to create and paint their coat of arms; following their design.</p>	<p>Who was making history in faraway places in the year 1000? *Benin (Links to History Topic) NC ref:</p> <ul style="list-style-type: none"> • Use sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history <p>Focus: 3D Work Printing Textiles/Collage</p> <p>Children explore artefacts from Benin and discuss how they can tell us a lot about the history of the kingdom. They investigate Benin bronze plaques in particular and discuss what the plaques tell them about the Obas of Benin. Children then recreate a bronze plaque or a small animal sculpture using clay. Children think about how symbols are used to convey meaning in different cultures and contexts. They then investigate the Adinkra symbols of the Ashanti kingdom and how they are used to make cloth for important people to wear at special events. The children are challenged to use their knowledge of these symbols to create, print or design a cloth for particular purposes or to express themselves.</p>
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