









Gorsemoor Primary School Art Long Term Planning - Cycle B



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	
Year 1	Year 2	<p>Topic: Human and physical features (plants, trees, buildings)</p> <p>Key technique: Painting (landscapes)</p> <p>End of unit objective: To create a drawing of a landscape using impressionism.</p> <p>Skills: Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>1.name the primary and secondary colours; 2.experiment with different brushes (including brushstrokes) and other painting tools; 3.mix primary colours to make secondary colours; 4.add white and black to alter tints and shades; Key vocabulary : primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour</p>	<p>Extracurricular art lessons:</p> <p>History link: Toys</p>   <p>Sketching and observational drawings of children's toys.</p>	<p>Extracurricular art lessons:</p> <p>Science link: Animals including humans</p>  <p>Animal collages</p>  <p>Drawing animal patterns (using sketching pencils, oil pastels, paint)</p>	<p>Topic: Landscapes and buildings (Local area)</p> <p>Key technique: Printing, (patterns and blocks)</p> <p>End of unit objective: To use printing to create an impression of a landscape in the style of Paul Kee.</p> <p>Skills: Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges, rollers, cardboard shapes.</p> <ol style="list-style-type: none"> 1. Evaluate and comment on a focus artist's artwork (likes/dislikes) 2.Experiment with different objects and materials to print using paint. 3. Design and make own printing block (sponge, cardboard). 4. Using cutting skills to cut out their own shapes to use when printing. 5. Create a repeated pattern using shapes. 6. Name the primary and secondary colours. 7. Mix secondary colours from primary schools. 	<p>Topic: Animals (fish, reptiles, amphibians)</p> <p>Key technique: Sculpture</p> <p>End of unit objective: To create a sculpture of an animal.</p> <p>Skills: Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <ol style="list-style-type: none"> 1.Evaluate and comment on a focus artist's artwork (materials, likes, dislikes) 2. Draw a variety of designs of a sculpture ideas. 3. Comment and annotate their own designs (likes, dislikes, what they would keep, change) 4. Experiment with a number of sculpture materials (clay, foil, card). 5.Use a variety of techniques when creating a sculpture e.g rolling, cutting, pinching 	<p>Extracurricular art lessons:</p> <p>Science link: Plants, fruits and vegetables</p>  <p>Drawing fruit and vegetables (observational drawings)</p>  <p>Create fruit and vegetable faces in the style of Giuseppe Arcimboldo</p>

wash, sweep, dab, bold brushstroke

Artist focus: Claude Monet
(Diversity: suffered from loss of vision, born in France)

Van Gogh
(Diversity: Male artist from the Netherlands, suffered with depression)

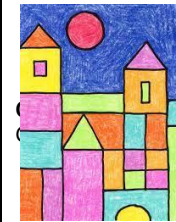
Curriculum links: Science, Geography

8. Use different shapes to create a landscape.
9. Evaluate their own and each other's work (2 stars and a wish).

Key vocabulary:
Print, repeat, patterns, texture, shape,

Artist focus: Paul Klee
(Diversity; Swiss-German male artist)

Curriculum links: Geography



6. Use sculpture tools to create lines (e.g. eyes, patterns, markings)

Key vocabulary:
shape, texture, mould, smooth, roll, pinch, markings, patterns

Artist focus:
Nick Macman (ceramic and bronze sculptures)
Ellen Jewett
Richard Orlinkski


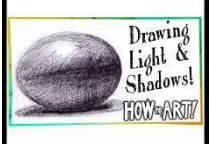





Curriculum links: Science





Gorsemoor Primary School Art Long Term Planning Cycle B







	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 3 & 4	<p>Topic: Local history- Mining</p> <p>Key technique: Sculpture (metal, modrock)</p> <p>End of unit objective: To create a sculpture inspired by local mining sculptures.</p> <p>Skills: Children still have the opportunity to use a variety of materials for sculpting. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>1.cut, make and combine shapes to create recognisable forms; 2.use clay and other malleable materials and practise joining techniques; 3.add materials to the sculpture to create detail;</p> <p>Key vocabulary: mould, pinch, squeeze, smooth, rough, model, structure</p> <p>Artist in focus:</p>	<p>Extracurricular art lessons:</p> <p>Science link: Shadows</p> <p>Create art using shadows.</p>  <p>Use shading techniques to create shadow.</p> 	<p>Extracurricular art lessons:</p> <p>Geography link: Landscapes</p>  <p>Perspective landscape drawings</p> 	<p>Topic: Stone Age</p> <p>Key technique: Printing + Painting</p> <p>End of unit objective: To create a Stone Age cave class painting.</p> <p>Skills: Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>Painting: 1.use varied brush techniques to create shapes, textures, patterns and lines; 2.mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; 3.create different textures and effects with paint 4. Use natural materials to create sculptures and artwork.</p> <p>Drawing:</p>	<p>Extracurricular art lessons:</p> <p>Science link: Plants</p>  <p>Watercolour flower paintings</p>  <p>Observational flower sketches</p> 	<p>Topic: Roman Empire</p> <p>Key technique: Collage (Mosaic)</p> <p>End of unit objective: To create a Roman inspired mosaic.</p> <p>Skills: Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <ol style="list-style-type: none"> 1. Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture. 2. Cut materials and shapes with developing accuracy. 3. Experiment using different colours. 4. Begin creating and experimenting with mosaic. 5. Select and arrange materials to create a striking effect. 6. Use coiling and tessellation as new techniques. 7. Develop learnt mosaic skills and techniques through experimenting with ceramic mosaics. <p>Key vocabulary: texture, shape, form, pattern, mosaic, over lap</p>

	<p>Norman Cornish (mining paintings) (Diversity: Male, English painter)</p> <p>John Mckenna (Brownhills mining sculptures)</p> <p>Curriculum links: History/Geography</p>			<p>1. Use different grades of pencil shade to show different tones 2. experiment with showing line, tone and texture with different hardness of pencils; 3. use shading to show light and shadow effects; 4. use different materials to draw, e.g. pastels, chalk, felt tips; 5. show an awareness of space when drawing;</p> <p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>Artist focus: Andy Goldsworthy (art using natural materials) (Diversity: English, Male sculptor and environmentalist)</p> <p>Curriculum links: History</p> 		<p>Artist in focus: Antoni Gaudi, (Diversity: Catalan male artist who suffered from arthritis from the age of 6)</p> <p>Curriculum links: History</p>
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Year 5 & Year 6	<p>Topic: Volcanos</p> <p>Key technique: Painting</p> <p>End of unit objective: To create a volcano painting.</p> <p>Skills: Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <ol style="list-style-type: none"> 1.create a colour palette, demonstrating mixing techniques; 2. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces 3. Experiment with different effects and textures. 4. Be able to identify primary secondary, complementary and contrasting colours. 5. Mix and match colours to create atmosphere and light effects. 6. Mix colour, tints and shades with confidence. 	<p>Extracurricular art lessons:</p> <p>History link: Anglo Saxons</p>  <p>Sketching and painting Anglo Saxon jewellery, brooches, and shields.</p>	<p>Topic: Amazon Rainforest (short block- 4 weeks)</p> <p>Key techniques: Drawing</p> <p>End of unit objectives: To draw Amazon Rainforest butterflies.</p> <p>Skills: Drawing:</p> <ol style="list-style-type: none"> 1. To evaluate and comment upon an artist's work. 2. Experiment drawing from different perspectives 3. To edit, improve and act upon constructive feedback. 4. Use line, texture, shading, tone and pattern to create mood and feeling. 5. Experiment with different drawing materials and explain their choices. 6. Develop an awareness of proportion, scale and composition. <p>Key vocabulary: Line, texture, tone, shading, pattern, line, warm colours, cool colours, colour theory</p>	<p>Topic: Space</p> <p>Key technique: Printing and painting</p> <p>End of unit objective:</p> <p>Skills: Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <ol style="list-style-type: none"> 1.design and create printing blocks/tiles; 2.develop techniques in mono, block and relief printing; 3.create and arrange accurate patterns <p>Painting:</p> <ol style="list-style-type: none"> 1.create a colour palette, demonstrating mixing techniques; 2. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces 3. Experiment with different effects and textures. 4. Be able to identify primary secondary, complementary and contrasting colours. 	<p>Extracurricular art lessons:</p> <p>Science link; Animals including humans</p>  <p>Sketching black and white animals (half a photo and the other half sketched)</p>  <p>Close up sketches of animals</p> 	<p>Topic: The Greeks</p> <p>Key technique: Sculpture</p> <p>End of unit objective: To create a Greek vase.</p> <p>Skills: Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <ol style="list-style-type: none"> 1.plan and design a sculpture; 2.use tools and materials to carve, add shape, add texture and pattern; 3.develop cutting and joining skills, e.g. using wire, coils, slabs and slips; 4.use materials other than clay to create a 3D sculpture; <p>Key vocabulary:</p>

7. Explain why they have chosen specific painting techniques.

Key vocabulary:
Primary, secondary, tertiary, colour wheel, colour mixing, warm colours, cool colours, tone, natural, unnatural

Artist focus: William Turner
(Diversity: Male, English artist)

Andy Warhol:
(Diversity: Male artist from USA)

Curriculum links: Geography



Curriculum links: Geography

5. Mix and match colours to create atmosphere and light effects.

6. Mix colour, tints and shades with confidence.

7. Explain why they have chosen specific painting techniques.

Key vocabulary:
Pattern, blocks, textiles, mono, block, relief, overlap, etching, Pressure, indentation

Artist focus: Julie Perrot
(Diversity: English, female artist)

Curriculum links:
Science



Zen tangle animals

mould, pinch, squeeze, smooth, rough, model, structure, form, symmetry

Artist focus: Lucie Rie
(ceramics, vases)
(Diversity: Female, Austrian potter)

Curriculum links: History