











Gorsemoor Primary School Art Long Term Planning - Cycle A









	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 1	Topic: UK landmarks Key technique: Collage End of unit objective: To create a collage of a UK landmark using different materials. Skills: Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. 1. use a combination of materials that have been cut, torn and glued; 2. sort and arrange materials; 3. add texture by mixing materials; 4. Use colour matching for different shades of colours. Key vocabulary: Cut, tear, stick, texture, rip, overlap, shapes, colours, colour matching, similar, different Artist focus: Megan Coyle (Diversity: Female from USA) Curriculum links: Geography	Extracurricular art lessons: Science link: Living things and their habitats  Observational drawings of plants (healthy and withering plants) 	Extracurricular art lessons: History link: The Great Fire of London    Great Fire of London watercolours, painting, and collage.	Topic: Animals Key technique: Painting End of unit objective: To create paintings of an animal in the style of a chosen artist. 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. 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, colour wheel, warm colours, cold colours, paint brush, blend, tint, colour wash, mix, brush strokes Artist focus: LeRoy Neiman (Diversity: Male, from USA) Romero Britto	Topic: Habitats/living things Key technique: Drawing End of unit objective: To draw animals from a particular habitat Skills: Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. 1. draw lines of varying thickness; 2. use dots and lines to demonstrate pattern and texture; 3. use different materials to draw, for example pastels, chalk, felt tips; Key vocabulary: portrait, landscape, sketching,	Extracurricular art lessons: Geography link: Australia  Aboriginal art- patterns
Year 2						

		 <p>animal art</p> <p>Leaf</p>		<p>(Diversity: Male, from Brazil)</p> <p>Curriculum links: Science</p>	<p>tone, smooth, rough, shading, thin lines, thick lines, patterns, materials</p> <p>Artist focus: Henri Rousseau- animals in habitats (Diversity: Male from France) Daniel Mackie- habitats within animal (Diversity: Male from USA)</p> <p>Curriculum links: Geography</p>	
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	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 3 & 4	<p>Topic: Europe</p> <p>Key technique: Painting/Sketching (watercolours)</p> <p>End of unit objective: To create a polaroid of landscapes in Europe.</p> <p>Skills: Sketching Painting Photography</p> <p>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> <ol style="list-style-type: none"> 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; 	<p>Extracurricular art lessons:</p> <p>History link: WW1</p> <p>Soldier silhouette paintings</p>   <p>Watercolour poppies</p>	<p>Topic: States of matter- Water</p> <p>Key technique: Painting/drawing</p> <p>End of unit objective: To create an ocean scene (in the style of Yellena James).</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> <ol style="list-style-type: none"> 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; <p>Key vocabulary: Colour wheel, colour theory, warm colours, cold colours, vibrant, tone, primary, secondary, tertiary, textures, shade, tint, mood, background, foreground, shading</p>	<p>Topic: Egypt</p> <p>Key technique: Textiles</p> <p>End of unit objective: To create Ancient Egyptian crown photo art using weaving and a variety of fabrics.</p> <p>Skills: Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching.</p> <ol style="list-style-type: none"> 1. select appropriate materials, giving reasons; 2. use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; 3. develop skills in stitching, cutting and joining; <p>Key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, fabric, weave, pattern, stitch, cross stitch, running stitch, bunching, threading</p>	<p>Extracurricular art lessons:</p> <p>Science link: Sound</p> <p>Using music to influence artwork</p>  	<p>Extracurricular art lessons:</p> <p>Science link: Living things and their habitats</p>  <p>Close up sketches and paintings of animal eyes.</p>  <p>Bird watercolours. Animal collage</p>

3.create different textures and effects with paint

Key vocabulary:
Colour wheel, colour theory, warm colours, cold colours, vibrant, tone, primary, secondary, tertiary, textures, shade, tint, mood, background, foreground, shading

Artists in focus:
Artemis
(Diversity: from Hong-Kong)

<https://121clicks.com/art/embroidery-art-in-polaroid-format-artermis>

Curriculum links:
Geography



Outdoor art opportunities:
Take photographs of different landscapes/features of landscapes.

Artists in focus:
Yellena James
(Diversity: Female, from Sarajevo)

Curriculum links: Science



Artist in focus:
Beatrix Milhazes- abstract patterns
(Diversity: Female, from Brazil)










Curriculum links: History





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Year 5 & Year 6	<p>Extracurricular art lessons:</p> <p>Geography link: North America</p>  <p>Native American patterns and Native American birds and animals</p>  <p>Native American masks</p>	<p>Topic: WW2</p> <p>Key technique: Drawing</p> <p>End of unit objective: To create a WW2 landscape drawing.</p> <p>(Including sketches of tanks and planes)</p> <p>Skills: Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>1.use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; 2.depict movement and perspective in drawings; 3.use a variety of tools and select the most appropriate; 4. Evaluate how colours can depict emotions and feelings.</p>	<p>Topic: Mexico</p> <p>Key technique: Painting</p> <p>End of unit objective: To create a Day of the Dead skull. Build up to final piece evaluating mask designs and designing own masks.</p>  <p>Final piece: Painted Day of the Dead skull</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> <p>1.create a colour palette, demonstrating mixing techniques;</p>	<p>Extracurricular art lessons:</p> <p>History link: Mayan society</p>    <p>Mayan Aztec artwork and patterns</p>	<p>Topic: Climate change</p> <p>Key technique: Collage (&drawing)</p> <p>End of unit objective: To create drawings of endangered animals using Zentangle patterns. To create a collage of an endangered animal using recycled materials.</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.</p> <p>1. select colours and materials to create effect, giving reasons for their choices; 2.refine work as they go to ensure precision; 3.learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage 4. Combine visual and tactile qualities to express mood and emotion.</p>	<p>Extracurricular art lessons:</p> <p>Science link: Living things and their habitats</p>    <p>(Megan Coyle)</p>

		<p>Key vocabulary: tone, primary, secondary, tertiary, textures, shade, tint, mood, background, foreground, shading, blending, hatching, cross hatching, smudging, stippling</p> <p>Artist in focus: Paul Nash (Diversity: Male, British)</p> <p>Curriculum links: History</p>	<p>2. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p> <p>3. Experiment with different effects and textures.</p> <p>4. Be able to identify primary secondary, complementary and contrasting colours.</p> <p>5. Mix and match colours to create atmosphere and light effects.</p> <p>6. Mix colour, tints and shades with confidence.</p> <p>7. Explain why they have chosen specific painting techniques.</p> <p>Key vocabulary: Primary, secondary, tertiary, colour wheel, colour mixing, warm colours, cool colours, tone, natural, unnatural</p> <p>Artist in focus: Frida Kahlo (Diversity: Female, from Mexico, with a disability due to an accident)</p> <p>Curriculum links: Geography</p>		<p>Key vocabulary: texture, shape, form, pattern, mosaic.</p> <p>Artist in focus: Derek Gores -collage (Diversity: Male from the USA) Mahi Abdul- Zentangle animals (Diversity: Male from the Maldives)</p> <p>Curriculum links: Geography Eco</p>	
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