

Westgate Primary School – ART Long Term Planning

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 Areas of Exploration (Access Art)	<i>How can we use our bodies to make art?</i> Movement map Hands feet and flowers (Yr1SP2)	<i>How can we explore colour?</i> To colour (Yr1Sum1) Printing with string (Yr1SP2) Autumn (Galaxy) Painting (Yr2Sp2)	<i>How can we build materials and make marks?</i> Collage streets	<i>How can we use our imaginations? / How can we explore 3D materials?</i> Fruit and Veg Heads (Yr1Sum1) Cardboard Creations (Yr1Sum1)	<i>How can we build worlds?</i> World in a MatchBox (Yr1Sum1) Insect Hotels (Yr2 Sum2)	<i>What can we see?</i> Shells: observational and Imaginative drawing (Yr1Au1) (Yr2Au1) Collecting, arranging, drawing (Yr2Au1)
Access Art Experiences	To use our hands to make a large scale collaborative painting. To explore a range of movements to create marks, lines and patterns.	To be able to investigate colour. To be able to create simple prints using string and paint. To use watercolours to create an autumnal scene	To explore the technique of wax resist with watercolour. To use materials to make a paper collage.	To explore facial features using 3d representations. To create items on a theme using cardboard.	To explore a range of natural materials to make a world in a box. To be able to create a mini-beast world/ insect hotel in 3D form. To create drawings inspired by their 3D creations.	To create a still life composition of sea life objects. To observe and draw what they see.
Art Substantive Knowledge	To understand we use all our senses to inform our exploration. To understand work can be collaborative. To know that we can use our bodies to replace paintbrushes. Drawing To draw faces with features and draw enclosed spaces, giving meaning. To make simple representations of events, people, animal and objects. Fine motor skills To use a comfortable grip with good control. To show a preference for a dominant hand.	To understand art is a personal journey. To understand colour can make you feel. To understand we use all our senses to inform our exploration. Drawing To demonstrate more control and to draw with detail (bodies with sausage limbs and additional features). Fine Motor Skills To use a dominant hand. To mark make in different directions	To understand the world is full of textures and materials which we can use as surfaces for artwork. To understand we can reflect our personality in our artwork. To understand that we can transform the surfaces around us using: shape, line and colour. Drawing To look closely at lines, shapes, size and patterns when producing an observational drawing. Fine Motor Skills To imitate simple marks such as lines. To start to move towards a tripod grip.	To develop a sense of self building confidence using their imaginations. Drawing To begin to draw self portraits, landscapes and buildings. Fine Motor Skills To use core muscle strength to use good posture. To hold and use a pencil confidently.	To manipulate materials of the world and transform them into something new. To understand they can take risks with their creativity. Drawing To identify key features of living things. To draw with finer details Fine Motor Skills To develop the foundations of an appropriate hand writing style To hold pencil effectively – tripod grip	To understand the importance of taking time to look closely. To compare observational and imaginative drawings. With support begin to consider the composition of their work. Arranging their collections before drawing. Drawing To draw portraits, detailed pictures, landscapes and building. Fine Motor Skills To form letters accurately using the correct movements.

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Key Learning linked to Expressive Arts and Design – Art			
Aesthetic Awareness	Observation	Communication	Physical Skill
Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.	Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.	Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.	Manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
Art processes and techniques		Evaluation	
Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials		Share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.	

Key Learning linked to Fine Motor Skills - Drawing				
Pencil grip	Lines and patterns	Drawing	Communication	Manipulate and control
Hold writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.	Uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zigzag, curved, circular, enclosed abstract shapes, dots.	Draws pictures using a range of media and materials, add detail to pictures, demonstrating control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.	Talk about their mark making, representations, drawings and writing: discusses mark making, writing and drawings with others.	A range of tools with increasing accuracy to represent their ideas and experiences.

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Draw 1 x 10 mins every week	Draw 1 x 10 mins every week	Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore patter, sequencing and symmetry.	Playful Making Exploring materials and intention through a playful approach	Draw 1 x 10 mins every week
Art Substantive Knowledge	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand drawing is a physical activity <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>			<p><u>Printmaking</u></p> <ul style="list-style-type: none"> Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates). <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p><u>Making</u></p> <ul style="list-style-type: none"> Understand that sculpture is the name sometimes given for artwork which exists in three dimensions Understand the meaning of “Design through Making” <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	
Disciplinary Knowledge (Skills)	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration Use colour (pastels, chalks) intuitively to develop spiral drawings <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Make a simple elastic band sketchbook. Personalise it. <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> Develop experience of primary and secondary colours. Practice observational drawing. 			<p><u>Drawing</u></p> <ul style="list-style-type: none"> Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon <p><u>Sketchbooks</u> Use sketchbooks to:</p> <ul style="list-style-type: none"> Test out printmaking ideas Develop experience of primary and secondary colours. Practice observational drawing. Explore mark making <p><u>Printmaking</u></p> <ul style="list-style-type: none"> Use hands and feet to make simple 	<p><u>Making</u></p> <ul style="list-style-type: none"> Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through making philosophy. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed...”).</p>	

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	<ul style="list-style-type: none"> Explore mark making <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>			<p>prints, using primary colours.</p> <ul style="list-style-type: none"> Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Explore concepts like "repeat" "pattern" "sequencing". <p><u>Collage</u></p> <ul style="list-style-type: none"> Collage with painted papers exploring colour, shape and composition <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>	<p>This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>	
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Explore and draw Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills	Draw 1 x 10 mins every week	Draw 1 x 10 mins every week	Expressive painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	Draw 1 x 10 mins every week	Stick transformation project Explore how you can transform a familiar object into new and fun forms.
Art Substantive Knowledge	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each person's sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <p><u>Collage</u></p> <ul style="list-style-type: none"> Understand that we can combine collage with other disciplines such as drawing, printmaking and making <p><u>Purpose/Visual Literacy/Articulation</u> Understand artists take their inspiration from</p>			<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. <p><u>Painting</u></p> <ul style="list-style-type: none"> Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life. <p><u>Purpose/Visual Literacy/Articulation</u> Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to</p>		<p><u>Sketchbook</u></p> <ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. <p><u>Making</u></p> <ul style="list-style-type: none"> Understand when we make sculpture by adding materials it is called Construction <p><u>Purpose/Visual Literacy/Articulation</u> Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>

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	<p>around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p>			<p>help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid</p>		
<p>Disciplinary Knowledge (Skills)</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. • Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. • Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. • Create final collaged drawings (see column 5 “collage”) which explore composition. <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> • Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. 			<p><u>Sketchbook</u></p> <ul style="list-style-type: none"> • Explore colour and colour mixing. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools. • Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked...”)</p> <p>.Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work,</p>		<p><u>Making</u></p> <ul style="list-style-type: none"> • Use Design through Making philosophy to playfully construct towards a loose brief. • Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked...”)</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make</p>

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	<p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> • Explore the qualities of different media. • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. • Explore colour and colour mixing. • Make visual notes about artists studied <p><u>Collage</u></p> <ul style="list-style-type: none"> • Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. • Collage with drawings to create invented forms. Combine with making if appropriate. <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”)</p> <p>.Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>			<p>appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective</p>		<p>films thinking about viewpoint, lighting & perspective.</p>
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	<p>Gestural Drawing With Charcoal Making loose gestural drawings with charcoal and exploring drama and performance.</p>	<p>Draw 1 x 10 mins every week</p>	<p>Cloth Thread and Paint Explore how artists combine media to create work in response to a landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p>Draw 1 x 10 mins every week</p>	<p>Draw 1 x 10 mins every week</p>	<p>Making Animated Drawings Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</p>
Art Substantive Knowledge	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigments were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each person’s sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <p><u>Purpose/Visual Literacy/ Articulation</u> To understand that visual artists look to other art forms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects,</p>		<p><u>Drawing</u></p> <ul style="list-style-type: none"> Develop mark making skills by deconstructing the work of artists <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each person’s sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <p><u>Painting</u></p> <ul style="list-style-type: none"> Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting. <p><u>Purpose/Visual Literacy/Articulation</u> To understand that visual artists look to other art forms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p>			<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand that animators make drawings that move. <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each person’s sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <p><i>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</i></p> <p><u>Making</u></p> <ul style="list-style-type: none"> Understand that articulated drawings can be animated. <p><u>Purpose/Visual Literacy/Articulation</u> To understand that visual artists look to other art forms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p>

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	<p>bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>		<p>Deconstruct and discuss and original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>		<p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
<p>Disciplinary Knowledge (Skills)</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. • Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). • Option to explore making gestural drawings with charcoal using the whole body (link to dance). <p><u>Sketchbooks</u></p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> • Explore the qualities of charcoal. • Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. • Develop mark making skills. <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final</p>		<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Develop mark making skills by deconstructing the work of artists. <p><u>Sketchbooks</u></p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> • Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. • Develop mark making skills <p><u>Painting</u></p> <ul style="list-style-type: none"> • Continue to develop colour mixing skills. • Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I</p>		<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <p><u>Sketchbooks</u></p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> • Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. • Develop mark making skills • Brainstorm animation ideas <p><u>Making</u></p> <ul style="list-style-type: none"> • Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This</p>

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	<p>outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked...next time I might...).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>		<p>enjoyed... This went well... I would have liked... next time I might...).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>		<p>went well... I would have liked... next time I might...).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	<p>Storytelling Through Drawing Explore how artists create sequenced drawing to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p>Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p>Draw 1 x 10 mins every week</p>	<p>Draw 1 x 10 mins every week</p>	<p>Sculpture, Structure, Inventiveness & Determination What can artists learn from nature?</p>	<p>Draw 1 x 10 mins every week</p>
Art Substantive Knowledge	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Understand working with pattern uses lots of different concepts including repetition, sequencing, and symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. <p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p>			<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <p><u>Making</u></p> <ul style="list-style-type: none"> To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That</p>	

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		<p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>		<p>we may share similarities. Understand all responses are valid.</p>	
<p>Disciplinary Knowledge (Skills)</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. • Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. • Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <p><u>Sketchbooks</u></p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. • Reflect 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. <p><u>Sketchbooks</u></p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. • Brainstorm pattern, colour, line and shape. • Reflect <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p>		<p><u>Sketchbooks</u></p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Practise drawing skills. • Make visual notes to record ideas and processes discovered through looking at other artists. • Test and experiment with materials. • Reflect <p><u>Making</u></p> <ul style="list-style-type: none"> • Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others</p>	

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	<p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>	<p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>			<p>where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>	
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Typography and Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Draw 1 x 10 mins every week	Draw 1 x 10 mins every week	Mixed Media Land and City Scapes Explore how artists use a variety of media to capture spirit of the place.	Draw 1 x 10 mins every week	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
Art Substantive Knowledge	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>			<p><u>Painting</u></p> <ul style="list-style-type: none"> Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>		<p><u>Making</u></p> <ul style="list-style-type: none"> Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
Disciplinary Knowledge (Skills)	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to 			<p><u>Sketchbook</u></p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> Explore mark making Make visual notes to capture, consolidate and reflect upon the artists studied. Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to 		<p><u>Drawing</u></p> <ul style="list-style-type: none"> Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). <p><u>Sketchbooks</u></p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> Explore mark making. Brainstorm ideas generated when reading poetry or prose.

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	<p>create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p><u>Sketchbooks</u> Use sketchbooks to:</p> <ul style="list-style-type: none"> • Explore mark making. • Make visual notes to capture, consolidate and reflect upon the artists studied. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>		<p>mix hues and tints, but able to articulate the processes involved.</p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<ul style="list-style-type: none"> • Make visual notes to capture, consolidate and reflect upon the artists studied. • Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc <p><u>Making</u></p> <ul style="list-style-type: none"> • Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. • Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	<p>2D Drawing to 3D Making</p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p>Draw 1 x 10 mins every week</p>	<p>Draw 1 x 10 mins every week</p>	<p>Activism</p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about</p>	<p>Draw 1 x 10 mins every week</p>	<p>Take a Seat</p> <p>Explore how craftspeople and designers bring personality to their work.</p>
Art Substantive Knowledge	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid</p>			<p><u>Printmaking</u></p> <ul style="list-style-type: none"> Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p>		<p><u>Making</u></p> <ul style="list-style-type: none"> Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. <p><u>Purpose/Visual Literacy/Articulation</u> Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>

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<p>Disciplinary Knowledge (Skills)</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Explore using negative and positive space to “see” and draw a simple element/object. • Use the grid system to scale up an image, transferring the image onto card. • Use collage to add tonal marks to the “flat image”. <p><u>Sketchbooks</u> Use sketchbooks to:</p> <ul style="list-style-type: none"> • Practise seeing negative and positive shapes. • Using the grid method to scale up an image. • Develop Mark Making. • Make visual notes to capture, consolidate and reflect upon the artist studied. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some</p>		<p><u>Sketchbooks</u> Use sketchbooks to:</p> <ul style="list-style-type: none"> • Practise seeing negative and positive shapes. • Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? • Explore colour: make colours, collect colours, experiment with how colours work together. • Explore combinations and layering of media. • Develop Mark Making • Make visual notes to capture, consolidate and reflect upon the artists studied. <p><u>Printmaking</u></p> <ul style="list-style-type: none"> • Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. • Use screen printing and/or mono printing over collaged and painted sheets to create your piece of activist art. • Or create a zine using similar methods. <p><u>Purpose/Visual Literacy/Articulation</u> Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p><u>Sketchbooks</u></p> <ul style="list-style-type: none"> • Make visual notes to capture, consolidate and reflect upon the artists <p><u>Making</u></p> <ul style="list-style-type: none"> • Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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	children may make films thinking about viewpoint, lighting & perspective.			Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.		
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