

The National Curriculum for Art and Design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create 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] about great artists, architects and designers in history.

	Topic 1	Topic 2	Topic 3
Topic	Painting (opaque and translucent)	Sculpture (3D, ceramics, relief)	Drawing and pastels
Relevant area of Programme of study	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to increase their proficiency in the handling of different materials</p> <p>Introduced to different techniques and types of brushes - and know what each is useful for.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to increase their proficiency in the handling of different materials</p> <p>Consider the impact/purpose of sculpture</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to increase their proficiency in the handling of different materials</p> <p>Taught to use a range of techniques and media</p> <p>Introduced to different ways of drawing, how different drawing tools make different marks</p>
Vocabulary	Sketchbook Planning Order	Sketchbook Purpose Planning	Sketchbook Line Varied lines (thickness)

	<p>Sketching Background Foreground Washes Graded tone Wet on wet Wet on dry</p>	<p>Design Size Decoration Surface Evaluation Ceramics :- Coils base rim surface incise</p>	<p>Tone Shading Still life Drawing stance Whole arm Pressure Pencil grades (HB, H, B) Pencil:- line, cross hatch, graded shading Pastels:- line, stipple, shading, smudging, cross hatching Background Foreground Colour blending Monochrome Evaluation</p>
<p>Key Knowledge</p>	<p>Experiment with the painting medium (bottled, pre-mixed paint or watercolour paint)</p> <p>The bottled pre-mixed paint will cover the paper background or other paint with no show through. Watercolour paint is see-through and uses the white of the paper as white. To make a colour lighter increase the water (e.g. black to grey is created by adding water)</p> <p>Teach different techniques:- Wet on wet Drop the wet watercolour paint onto a wet paper surface. The pigment will flood/diffuse across the wet area.</p>	<p>Sculpture Sculpture can be made using different materials (e.g. clay, junk modelling) It can be very small or very large</p> <p>Consider different ways to join the parts (glue gun, sellotape)</p> <p>Clay Clay can be used to make sculpture or functional containers</p> <p>Use different building techniques Pinch or coiling Join parts using dampening, surface roughing or pinching together.</p>	<p>Experiment with using different drawing tools (pencils of varying thickness and softness, pastels either chalk or oil).</p> <p>Understand that body position and stance is important. Using the whole arm, not just the wrist.</p> <p>Observational drawing Look carefully and think about what is close to you and what is far away. Use lots of light lines and let your eye help you decide which line to firm up.</p>



Art and Design Long Term plan LKS2



	<p>Wet on dry Use wet watercolour paint on dry paper. This will create a controlled area of pigment.</p>	<p>Clay can be left to dry and then be painted Some clays are suitable for firing in a kiln (this will need to be sent away to a pottery specialist)</p>	
	Topic 4	Topic 5	Topic 6
Topic	Printing	Critical studies	
Relevant area of Programme of study	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to use a range of techniques and media</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught about the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>Compare artists</p>	
Vocabulary	<p>Sketchbook Purpose Planning Stimulus (source) Relief work Printing block Register colours Pressure/print Repeat Rollers Evaluation</p>	<p>Sketchbook Evaluate Reflect Effect Style Impression Realism</p>	

<p>Key Knowledge</p>	<p>Using printing blocks to make single or two colour prints</p> <p>Create the block using a positive - such as string glued onto a flat base Create a block using a negative technique, pressing down into print polystyrene</p> <p>Press the print block down onto a paper surface, using equal pressure across the print block</p> <p>2 colour printing - the blocks for each colour must be the same size and shape to allow one block to be positioned exactly over the first printed colour.</p>	<p>Palaeolithic cave painting Using natural surfaces such as cave walls using a limited range of naturally occurring colours (red, ochre, black, white)</p> <p>Neolithic and Bronze Age style pottery Hand built (coils and thumb pots) Surface decoration and patterns</p> <p>Iron Age design (La Tene) relief designs on a range of metal work Based on motifs from the natural world natural Links to modern design in art nouveau</p> <p>Roman mosaics Techniques to create mosaics using tessera</p> <p>Influential painters, such as the Impressionists (5 Artists, 100 Years) or other modern artists Influence Style techniques Impact in their time/world The life of the artist</p>	
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