



St Joseph's Catholic Primary School
Long Term Planning

Whole school	Autumn		Spring		Summer	
<p>Foundation 2</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Creative Development</p> <p>Self portraits Autumn leaf printing textures, materials. chalks, paints. Sand and Water Mud Kitchen</p> <p>To understand that different media can be combined.</p> <p>To differentiate marks and movements on paper.</p> <p>prepare a puppet from Little red riding hood.</p> <p>Collage - To make a collage house of sweets (Hansel and Gretel) for a display.</p> <p>To collage a large ugly duckling and swan for display.</p> <p>For all children, introduce vocabulary to enable them to talk about their observations and experiences, e.g. smooth, shiny, rough, flat, patterned, bumpy.</p> <p>Link to PSHE / Literacy/ The Natural World - Autumn</p>	<p>Creative Development</p> <p>Bonfire night paints and textures. Rangoli patterns Making Rosary Beads Diwali lamps Christmas craft, cards and decorations.</p> <p>Link to Past and Present/ People, Cultures and Communities/ R.E</p>	<p>Creative Development</p> <p>Outdoor creative & messy - Mark making in a range of equipment</p> <p>Fine motor skills</p> <p>Gross motor skills</p> <p>Use mark making as a means to convey meaning</p> <p>Give meaning to marks</p> <p>Chinese New Year masks, puppet making, hand art. People that help us puppets Making bird feeders Malleable materials</p> <p>Link to People, Culture and Communities/ The Natural World - winter</p>	<p>Creative Development</p> <p>Easter cards Easter craft Making your own flip book World Book day activities Mothers' Day cards.</p> <p>Link to R.E/ Literacy/ The Natural World - Spring</p> <p>Artist Study Under the sea, mark making on foil with collaged fish in foreground COLLAGE.</p>	<p>Creative Development</p> <p>Junk model animals Bug hotel Habitat collage Using different materials and media for chicks Butterfly paintings</p> <p>Link to The Natural World/ Maths - 3d shapes</p>	<p>Creative Development</p> <p>Funnybones puppets Junk modelling - Make something that floats</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Link to Literacy/ Maths - 3d shapes/PSHE/ The Natural World - science</p>



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<p align="center">Y1</p>	<p>Art - Drawing Exploring marks that can be produced using different tools and media.</p> <p>To investigate the possibilities of a range of different mark makers (pencils and pastels). To use appropriate vocabulary when describing marks</p> <p>Understanding that different surfaces may be used to produce an image</p> <p>Analysing and describing an image to others. Tracing lines in the air with the finger. Collecting shapes through close observation.</p> <p>Responding to a story as a starting point for work. Understanding the element of 'texture' and using different tools and media to show this in their work.</p>	<p>Art - Painting <i>Great artists - Jasper Johns</i></p> <p>Experimenting with painting media and techniques. Mixing paint to required consistency, using both Ready Mix and powder paint</p> <p>Experimenting with the application of paint through a range of brush strokes.</p> <p>Understanding the technique of mixing colours through adding small amounts of dark to light.</p> <p>Identifying ways in which the artist, Jasper Johns, has used colour and number to create a series of images Number formation. Exploring number as line and applying paint within shape boundaries.</p>	<p>Artist Study <i>Claude Monet</i> <i>lily pond paper</i> <i>plate collage</i> PAINTING COLLAGE</p> <p>Art - 3D Art <i>Great artists - Andy Goldsworthy</i> <i>Richard Long</i></p> <p>Arranging objects to show understanding of line, shape, colour and pattern in the style of an artist. Andy Goldsworthy and Richard Long</p> <p>Producing lines with natural material in the natural environment showing awareness of pattern, colour and shape.</p> <p>Learning the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus.</p> <p>Decorating clay forms with different coloured clays. Listening and responding to a story stimulus.</p> <p>Making impressions into a clay slab using found objects. Understanding that the clay will harden and retain the pattern that has been produced.</p>



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<p align="center">Y2</p>	<p>Art - Drawing</p> <p>Using mark making techniques and understanding that different marks can represent different moods and movements. Applying different marks in response to music.</p> <p>Understanding how to represent texture by using a variety of different marks. Using a story as a starting point for artwork.</p> <p>Working co-operatively with a partner and be accepting of each other's ideas. Identifying what they might change in their work.</p> <p>Applying previously acquired skills to draw objects in different arrangements.</p>	<p>Art - Painting <i>Great artists -</i> Wassily Kandinsky Anthony Frost Vincent Van Gogh</p> <p>To respond to the work of Wassily Kandinsky through use lines, shapes and colours . To use his work as a starting point for own shape images.</p> <p>Collecting and selecting lines and patterns for their work. Developing brush control and pattern making.</p> <p>Using techniques of pattern making, colour mixing, and brush control. Creating patterns through selected use of colour and shape.</p> <p>Understanding Anthony Frost's use of shapes and surfaces. Creating surfaces for painting. Using knowledge of Anthony Frost's work to construct and paint in his style. Producing colour tints using white paint. Exploring the dynamics of unmixed paint</p>	<p>Artist Study Wassily Kandinsky and Georgia O'Keeffe, concentric circles in squares and sunrise/sunset OIL PASTEL WATERCOLO UR INK.</p> <p>Exploring lines and concentric circles using dots in response to Aboriginal Art. Recognising why the palette is restricted to 'earth' colours.</p> <p>Selecting colours and producing designs for the decorated didgeridoos. Using experience of a technique gained in the previous session and adapting this to produce a decorated 3D form. Exploring work of Aboriginal Artists.</p> <p>Applying surface design onto a 3D object. Reviewing and modifying designs as they progress</p> <p>Learning the process of rolling and inlaying clay of different colours into a slab. Listening and responding to a story as a starting point for 3D work.</p> <p>Forming clay slabs and 'vegetables' in response to a story by rolling, pinching and pulling coloured clays.</p>



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<p align="center">Y3</p>	<p>Art - Printmaking</p> <p>Inking up a slab correctly and using a roller in different ways to make a variety of marks. Listening and responding to a story as a starting point for artwork.</p> <p>Discussing the range of marks made in previous session and developing the range of marks. Understanding how different materials placed under the printing surface can show texture. Working with others and experimenting with ideas produced by the class.</p> <p>Using the mono printing process.</p> <p>Developing skills in mono--printing using different colours and working from light to dark. Discussing own work and that of others and reflecting ideas.</p> <p>Selecting and presenting own work in sketchbooks Exploring designs based on animal skin patterning.</p> <p>Developing work to include previously learned techniques.</p> <p>CC- links Stone age Cave drawings Pablo Picasso</p>	<p>Art - Drawing <i>Great artists - Vincent Van Gogh</i></p> <p>Investigating and exploring a range of visual mark making in the style of Vincent Van Gogh. Sorting, selecting and comparing graphic marks</p> <p>Investigating the visual element of tone (light and dark). Exploring different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.</p> <p>Comparing ideas and approaches. Increasing the scale of an image by working in close-up. Developing an image using the imagination</p> <p>Discussing work and deciding what they would like to adapt and develop further in their images.</p> <p>Exploring pattern by using the elements of line, colour and shape. Experimenting with different colour combinations. Using ICT as an expressive tool.</p> <p>Transposing imagery from one medium to another, enlarging and layering</p> <p>CC links to monster in English text. Links to plants in science.</p>	<p>Artist Study Bridget Riley St Joseph's School black and white patterned buildings and painted bird collage DRAWING PAINTING</p> <p>Art - Painting <i>Great artists - Vincent Van Gogh</i></p> <p>To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them. Comparing and commenting on their own and others' work. Collecting visual and other information for the development of ideas.</p> <p>Exploring ways of making and creating a range of light and dark colours from the primary and secondary range.</p> <p>Identifying and using specific painting techniques in the work of Vincent Van Gogh. Experimenting with paint application to represent specific ideas.</p> <p>Responding to ideas and techniques used by other artists.</p> <p>Investigating and mixing primary colours to create secondary colours. Developing an understanding of abstract art.</p> <p>CC-</p>



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<p>Y4</p>	<p>Art - Sculpture - Roman sandals - clay. 9History)</p> <p>Using small pieces of brown gummed tape to cast a 3D form.</p> <p>Understanding the idea of design related to purpose. Using research and sketchbook work to explore designs.</p> <p>Modifying designs according to purpose. Using sketchbook work to inform designs. Applying experience of materials and processes to develop work.</p> <p>Developing ideas for packaging and display. Using own work as a starting point for further investigation.</p> <p>Understanding the process and techniques involved in developing coiled clay forms.</p> <p>Dipping fabric to produce 3D forms. Working collaboratively to produce artwork. Adapting and modifying work through class and group discussion</p>	<p>Artist Study Printing technique discuss Warhol. Various patterns on pressprint, printed on coloured card PRINTING.</p>	<p>Art -Collage - Link to Anglo Saxons History <i>Great artists - Francis Bacon</i></p> <p>Describing the body positions of figures in motion using torn paper.</p> <p>Understanding and exploring the translucent nature of tissue papers. Developing ideas and applying knowledge of processes.</p> <p>Using photographic images as a starting point for artwork. Developing and applying knowledge of the portrait work of Francis Bacon.</p> <p>Using own images as a starting point for further work. Transposing imagery using different media and techniques.</p> <p>Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work.</p> <p>Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.</p>



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Y5	<p>Art - Drawing <i>Great artists - Hundertwasser Frank Auerbach.</i> (link to RE - creation) Modern artists</p> <p>Producing observational drawings and selecting and using a range of media.</p> <p>Developing layering techniques using acetate and OHP markers.</p> <p>Using imagination and experience to construct and draw the unknown.</p> <p>Producing a large drawing of a seed head, selecting from ideas in sketchbooks. Comparing ideas, methods and approaches to their own and others work.</p> <p>Experimenting with the use of rubbers to draw in the negative.</p> <p>Working vigorously in line, mark and tone in response to the work of Frank Auerbach.</p>		<p>Painting /Space Art <i>Great artists - Alberto Giacometti, or Peter Thorpe</i> sculpture (link to science, geography and/or history) Producing drawings of figures to describe form not detail. Responding to the work of a famous artist.</p> <p>Recording ideas and processes used in the development of their sculptures. Reviewing own work and that of others.</p> <p>Space Art: Produce moon drawings with chalk. Produce space landscapes with charcoal pencils.</p> <p>Look at abstract art (Kandinsky) and gather ideas for backgrounds. Study Peter Thorpe art for ideas. Produce abstract backgrounds and rocket foregrounds and attach.</p>	<p>Artist Study Wayne Thiebaud um ball machine and lollipop wedge PAINTING OIL PASTELS.</p>	<p>Collage <i>Great artists - Dale Devereux-Barker</i> Printing (link to science and history) Exploring experimental collage techniques and processes and annotating examples in sketchbooks to be used as reference in later work. Layering and overworking materials with different media.</p> <p>Using the viewfinder to select and record from direct observation.</p> <p>Selecting and developing ideas for own work. Overworking images.</p> <p>Selecting materials by colour and texture according to their intentions. Adapting and modifying own work and commenting on the work of others.</p> <p>Working in response to the images of Dale Devereux-Barker. Exploring and inventing symbols to represent meaning.</p> <p>As previous session + adapting work as it progresses.</p>	



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<p align="center">Y6</p>	<p>Art - Print making -Batik</p> <p>Great Artists - Chinwe Chukwuogo – Roy</p> <p>(links healthy eating PE & Science?)</p> <p>Selecting and recording analytical responses using a viewfinder. Exploring ideas to form a starting point for further work.</p> <p>Transferring work and ideas into another medium and combining learned processes to produce unique state prints.</p> <p>Comparing ideas and approaches to work as it progresses. Making modifications in light of developing ideas.</p> <p>Referring back to starting points during the progression of work. Adapting and modifying work. Recording and reflecting.</p> <p>Experimenting with the batik process using a paper surface.</p> <p>Producing batik images in response to the work of the artist Chinwe Chukwuogo –Roy. Adapting and modifying work.</p>	<p>Art - Drawing</p> <p>-enlargement links with maths topic on enlargement</p> <p>Focusing on a single element within a design. Discussing and reviewing work and making modifications. Making detailed drawings using a magnifying glass.</p> <p>Enlarging designs developed in the sketchbook. Selecting and using a wide range of media.</p> <p>Reviewing and modifying work.</p> <p>Working as a group. Using an overhead projector to produce a figurative image. Understanding the importance of tone in figurative imagery.</p> <p>Using ICT to produce a portrait image. Working within a group to develop work using a chosen method.</p> <p>Understanding and investigating the variety of methods and different media used by artists for portrait work.</p>	<p>Art - Sculpture</p> <p>Great Artists - Henry Moore</p> <p>(links with playground DT)</p> <p>Recording first hand observations directly into clay. Understanding Moore's use of the maquette.</p> <p>As previous session + Understanding the concept of 'drawing' in 3D. Comparing and commenting upon the ideas, methods and approaches of others'</p> <p>Working independently from chosen starting points. Adapting and modifying ideas. Developing a small scale series of work.</p> <p>Developing a series of work that has been modified and developed as it has progressed.</p> <p>Casting forms from selected moulds using brown, gummed tape. Researching and producing designs for individual work.</p> <p>Selecting and assembling cast forms Selecting appropriate materials and embellishing surfaces.</p>



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