



Dovedale Primary School

Long term plan

Art and Design



YR	Autumn	
	<p>Drawing and Painting</p> <p>Artists will explore making marks with different materials/textures/objects. They will also create a self-portrait using paint. Artists will focus on making a recognisable picture of themselves using appropriate colours and features. We will use a mirror for them to study their features to ensure they include a mouth, two ears, two ears, nose and hair. Artists will create 'Funny Faces' using collage technique. They will also explore colour mixing and will create a bonfire picture.</p>	<p>Vocab:</p> <p>Mark, mix, features, portraits, tools, material</p>
	<p><u>Required prior knowledge</u></p> <p>Children should know: How to hold a paintbrush and a pencil to make marks/strokes To ascribe meaning to marks</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • to understand that combining colours change shade/colour • to use and explore a variety of materials to create a piece of art • to make recognisable picture of their face using appropriate colours based on their observations
	Spring	
<p>Observational Drawing and painting</p> <p>Artists will explore emotions using The Colour Monster. They will look at illustrations and create their own based on the works of Jackson Pollock and Kandinsky. Artists will begin to draw pictures using their observational skills rather than using their imagination to draw. They will look at silhouettes, trace the shape of objects in the sand and then draw a range of flowers/plants associated with spring such as daffodils.</p>	<p>Vocab: Emotions, light, dark, splat, drip, silhouette, outline, trace, observations, lines, shape</p>	



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<p><u>Required prior knowledge</u> Children should know: How to use colours to create recognisable drawings and paintings</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> To identify happy and sad colours To use paint to create a drip painting To use a chosen media to create a flower picture
<p>Summer</p>	
<p>Textiles print, 3D sculptures and painting Artists will use plasticine, clay and natural objects to make prints and patterns. Artists will also begin to explore creating sculptures using leaves, sticks and other materials. They will look at illustrations/sculptures and create their own based on the works of Andy Goldsworthy, Claude Monet and Hokusai.</p>	<p>Vocab: print, pattern, mould, lines</p>
<p><u>Required prior knowledge</u> Children should know: How to roll and manipulate playdough How to use colours to create recognisable drawings and paintings</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> To explore patterns through printing To use natural materials to create a 3D sculpture To create a piece of artwork inspired by Claude Monet/Hokusai



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Y1	Autumn	
	Drawing	Vocab: abstract, line, self- portrait/imagination, illustrator, control
	<p>Artists will use pen and chalk to create an abstract style self-portrait based on the work of Jean- Michel Basquiat Artists will also look at illustrations and create their own imaginative illustrations based on the book 'A world of your own' by author/illustrator Laura Carlin.</p> <p><u>Required prior knowledge</u> Children should know: The parts of the face Hold a pen/pencil correctly to able to draw To recall basic colour choices</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Understanding what a sketchbook is and begin to develop it • An abstract pen and chalk self-portrait drawing, showing some features relevant to them • An imaginative illustration using pen and crayons sufficiently. Colouring with crayons should be taught and refined. • Talk about their creations.
	Spring	
Paint	Vocab: warm, cold, primary, secondary, abstract, designer, collage	
<p>Artists will learn what a primary colour and secondary colour by experimenting and mixing paint. They will identify warm & cold colours by looking at the work of Sonia Delaunay.</p> <p><u>Required prior knowledge</u> Children should know: The term - Abstract (autumn term) How to make colours but not necessarily the terminology or purpose, this will be experimental Hold a paintbrush correctly. Hold scissors correctly to cut.</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Able to mix secondary colours and identify what a primary colour is. • Identify and mix warm & cold colours. • Develop and experiment with ideas in their sketchbook including colour mixing and collaging Sonia Delaunay's work. • Produce their own abstract painting in the style of Sonia Delaunay based on warm or cold colours. 	



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Summer	
Textiles- Mono-Print & Paper Weaving	Vocab: weave, loom, wire, twist, sculpture, sculpt, collage, observe, observation, seascape, print, oil pastel
<p>3D- wire & paper</p> <p>Based on the book - Lost words book They will monoprint using carbon copy paper and complete the picture using oil pastel. Artists will study observational drawings of feathers using paint and oil pastels. Using their knowledge of observational drawing, they will produce a paper and wire bird sculpture. Artists will weave different paper and produce a repeating pattern.</p> <p><u>Required prior knowledge</u> Children should know: Artists sometimes draw what they can see or feel Have an awareness of what a sculpture is Good collage and cutting techniques</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Produce a carbon print of a bird image taken from 'The Lost Words' and apply oil pastel techniques learned. • Produce observational drawing and watercolour paintings of feathers leading to a paper and wire bird sculpture. • Develop test paper weaving building up to a large-scale weave, they should consider colour choice and paper size and pattern contributing to the overall effect.



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Y2	Autumn	
	Drawing	Vocab: shading, tone, various pencil strengths (HB, 2B etc), scale, pattern
	<p>Reading 'The Dot', artists will develop their use of outlines, shape, monochrome shading techniques & colour. They will draw using larger scales- A3/A1</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>Have experience of expressive drawing</p> <p>Drawing on A3 paper preparing them for Year 2</p> <p>Techniques mixing paint/using oil pastels/pen</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Develop techniques and skills in their sketchbooks e.g. practising shading techniques, trying out different pencil strengths. • A range of different sized 'Dots' but at least one using monochrome shading techniques and one in colour.
	Spring	
	Paint	Vocab: tints, shades, lighter, darker, contrast, graduated, repeating, pattern, culture
	<p>Artists will mix tints and shades of the colour's indicative of the works of Yinka Shonibare – in his Library Series 'Dovedale Library Series'</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>An awareness of mixing secondary colours</p> <p>Experience of using paint and different size paint brushes</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Research Yinka Shonibare works and how his heritage and work reflect a message. Use their sketchbook to design patterns. Test colour mixing in their sketchbook– experimenting with different tints and shades. • Create a book cover for a 'Dovedale Library series inspired by the works of Yinka Shonibare.
Summer		
Textiles- Print	Vocab: stylised, street art, bold, statement, poly-print, printing block, roller	
<p>Artists will study the works of Keith Haring looking at form, style and colour. They will look at designers such as Lulu Guinness</p>		



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and how they have built a design brand. They will explore the markings of Keith Haring and translate this to their own bag design.

Required prior knowledge

Children should know:
Experience working directly with pen
Understanding of the basic techniques of print
Have an understanding that a designer designs a product to meet a specific criteria.

End point

- Sketchbook research about Lulu Guinness and Keith Haring
- A series of chalk designs or drawings outside (collaborative or individual)
- A bag design inspired by the works of Keith Haring using relief printing and fabric pens/crayons



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Y3	Autumn	
	Drawing	Vocab: mark making, tools, charcoal, chalk, cave paintings, Stonehenge, blend, smudge, structure
	<p>This will link to the children’s history topic which is the Stone Age. Artists will learn to create different marks using self-made tools like Stone Age people. They will create charcoal/chalk drawings of cave paintings and Stonehenge; they will be expected to consider colour choice.</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • The qualities and distinctive marks chalk makes building on the skills developed in year 2 • Making marks for meaning 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Produce a range of different marks using self-made tools including berries they would have forged. • Produce charcoal and chalk sketches of a variety of different cave paintings and Stonehenge – this should be individual or joint pieces of work, experimenting on a large scale compared to their pieces in their sketchbook
	Spring	
Paint	Vocab: colour wheel, primary and secondary colours, tint, tone, brush control, abstract, blend, graduate	
<p>Artists will learn the correct placement of primary and secondary colours on the colour wheel. Colour mixing skills are revisited and used to create tint and tone of colour. Learn brush control techniques such as blending colours, using a variety of different sized paintbrushes.</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Which primary colours make secondary colours • How to make tints from year 2 • What abstract art is 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Annotate the works of Sean Scully using their sketchbooks • Demonstrate a range of colour mixing and techniques in their sketchbooks • Create an abstract painting in the style of artist Sean Scully adding brush techniques. 	



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Summer	
Sculpture – foil, paper and wire	Vocab: movement, figure, 3D, sculpture, malleable
<p>Artists will explore and learn various grades of pencils and the effects created by them. They will sketch a range of different figures in movement e.g. dancing and jumping. They will study Alberto Giacometti figure sculptures. Artists will experiment with different malleable materials to make their own 3D figures in movement.</p> <p>Required prior knowledge Children should:</p> <ul style="list-style-type: none"> • Have some awareness of body proportions • Manipulating materials to make a 3D object 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Children will create 3D sculpture of figures in movement from a range of different malleable materials. • Children will explore the works of Alberto Giacometti and sketch their complete figures in different positions



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Y4	Autumn	
	Drawing	Vocab: linear, viewfinder, mood, music, tempo, rhythm
	<p>Artists will study the work of Wassily Kandinsky and Jackson Pollock. They will experiment creating different linear drawings in the style of each artist use a viewfinder before recreating their own. Artists will use different sketching techniques and grades of pencils to show different moods.</p> <p><u>Required prior knowledge</u> Children should know: Different grades of pencils and how hard or soft they are, building on knowledge taught in year 3 How to control pencil marks, using various pressure to create effect</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Explore, create, and annotate in sketchbooks • Produce an A3 linear drawing showing a particular mood through their use of pencil techniques and colour.
	Spring	
Paint	Vocab: texture, mood atmosphere, layering, blending	
	<p>Artists will annotate and analyse the works of both Ted Harrison and Joseph Turner. They will discuss the mood and atmosphere created by both artists. Artists will make decisions and colour choices, mixing all the colours needed applying texture when layering paint. They will express how their artwork represents mood and texture.</p> <p><u>Required prior knowledge</u> Children should know: Blending colours- knowledge from year 3</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Produce a landscape painting in either the style of Ted Harrison or Joseph Turner. Children will use water colours or acrylic paint to show a particular mood. Children to be influenced by local landscapes around Liverpool.



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Use watercolour effectively either wet or dry technique	
Summer	
Textiles- weaving	Vocab: Pattern, repeating pattern, placement, textiles, weave, loom, warp and weft.
<p>Artists will explore pattern. Artists will take inspiration from Mayan textiles. They will research colour and patterns used, and this will reflect in their final weave.</p> <p><u>Required prior knowledge</u> Children should know: Some knowledge of pattern design – knowledge from year 2 Some knowledge of placement within a design – knowledge from year 2 Knowledge of complimentary colours Knowledge of weaving a basic pattern (basket weave) with paper- knowledge from year 1</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Research Mayan textiles and explore colours and patterns for the design of their weave • Make and design a frame consisting of a Mayan repeating pattern.



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Y5	Autumn	
	Drawing	Vocab: Perspective, background, foreground, illustrator, pencil grades, wet on wet, disperse, blot
	<p>Artists will sketch pencil & pen studies of astronauts & rockets, whilst focusing on perspective background and light. The artists will study Peter Thorpe and his clever background designs.</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • How to sketch & shade using the correct graded pencil-knowledge from year 3 & 4 • Confidently use pen to draw – knowledge from year 1 & year 4 • Have a good knowledge of how to colour mix – knowledge from previous years 	<p><u>End point</u></p> <ul style="list-style-type: none"> • A series of sketches in both pen and pencil, demonstrating competent shading techniques and using an eraser to reflect light • A final piece uses elements of various sketches from their sketchbook, demonstrating their understanding of perspective by using the foreground and background.
	Spring	
Paint	Vocab: texture, acrylic, atmosphere, mood, thick, dense, tactile	
<p>Artists will recreate Vincent Van Gogh’s ‘A Starry Night’ by mixing colours and adding texture using acrylic paint. They will then recreate a change of mood in contrast to a starry night. The mood of the picture should take inspiration from an illustration from the text ‘The promise’.</p> <p><u>Required prior knowledge</u> Children should know:</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • A series of annotated pictures and notes of A Starry Night • Colour and paint texture exploration • A final piece ‘A Starry Night’ created to reflect the change of atmosphere and intention of The Promise, in the style of Van Gogh 	



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<p>How to mix using acrylic paints – knowledge from year 4 How to reflect changes in mood when developing a piece of artwork – knowledge from year 3 & 4</p>	
<p>Summer</p>	
<p>3D- Paper mâché sculpture</p>	<p>Vocab: organic, asymmetrical, joining, moulding, slip, imprint, architect, structure</p>
<p>Artists will explore the works of architect Antoni Gaudi and look specifically at the shapes, patterns, and structures before making a large-scale sculpture.</p> <p><u>Required prior knowledge</u> Children should know: Draw patterns with detail- knowledge from year 4 How to cut and tear paper – knowledge from rec, year 1 & year 3 How to use trial and improvement to manipulate a structure so it can sustain its purpose – knowledge from year 3</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • Make a sculpture from recycled containers and paper mâché. The structure, patterns and shapes should take inspiration from Gaudi’s architectural style and pattern work.



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Y6	Autumn	
	Drawing	<p>Vocab: observation, tone, texture, dissection, pattern, Pop Art, stylised, bold, expression</p>
	<p>Artists will use Leonardo da Vinci's work to inspire. Using lamb hearts, artists will make observational sketches of the heart, including details of tone & muscle. They will explore and experiment with pencil sketches & work with oil pastel. They will dissect the heart and closely observe the details within.</p> <p>They will then look at examples of the Pop Art movement and produce a final piece of work inspired by the key elements of the movement</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>Observational drawing techniques needed to capture small amounts of detail- Knowledge from rec, year 1, year 2, year 3 How to select the appropriate tools Blend and use a variety of oil pastel techniques- knowledge from year 1 & 2</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • A series of observational drawings- pencil sketches and pen sketches, oil pastels in their sketchbooks, with annotations and scientific reference • Research and develop their understanding of Leonardo Da Vinci's works • Produce a final piece inspired by the Pop Art movement
	Spring	
Paint	<p>Vocab: mixed media, perspective, foreground, background, vanishing point, collage, layering, tearing, silhouette</p>	
<p>Artists will mix colours and experiment with texture; they will use other techniques such as tearing and collage. Taking inspiration from the illustrator of 'The Ways of The Wolf, Jonathan Woodward. The artist will make choices about their tools and the effect they wish to convey.</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • A range of explorative and annotated ideas in their sketchbook • Testing out of techniques in their sketchbook 	



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<p><u>Required prior knowledge</u> Children should know: How to begin to explore and create independently To make decisions based on 'trial and improvement' and critiques</p>	<ul style="list-style-type: none"> A final landscape suitable for the story, this could be done in a variety of ways and led by the children
<h3>Summer</h3>	
<h3>Carbon printing Expressive Portraits Print and Mixed Media</h3>	<p>Vocab: transfer, mixed media, culture, identity, portrait, features, portraiture, carbon printing, carbon paper, landmarks, architecture, structure, transfer, mixed media</p>
<p>Artists will study the key architectural buildings, including of Liverpool and focus on Frederick Gibberd and/or Giles Gilbert Scott and their contribution to such architecture. They will use carbon printing to transfer exact and precise detail and then explore mixed media to create an overall image. Using the skills from the first part of the unit -</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> Children will further personalise their sketchbook by sharing what they feel is part of their identity A piece of work celebrating at least one famous landmark in Liverpool, using carbon printing, this will be applied to a creative and considered mixed media background. Sketchbooks will show proficient trial and improvement with notations. They will also show research conducted by the children. They will choose the size paper to work on and the resources to produce a creative, imaginative, and unique



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<p>Artists will explore identity. Their identity will be explored by looking at things that they feel is an integral part of them for example religion, their hobbies, family, culture. How can they represent this? What symbols will they use? The artists should include at least one image of themselves in the piece. This can be achieved in various ways – free hand drawing, carbon printing or simply parts of their features. They will learn from various artists such as Njideka Akunyili Crosby & Mike Barrett and how they portray their own identity.</p> <p><u>Required prior knowledge</u> Children should know: The role of an architect- knowledge from year 5 How to use carbon printing effectively- knowledge from year 1 How to draw basic features of the face- Knowledge from rec, year 1, year 3 How to choose and use a range of resources How to analysis and further develop their work</p>	<p>image reflecting their identity. The image will contain part or all their face</p>
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