















## Long Term Plan for Art and Design

### Havannah First School Art Units and Coverage

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| <p><b>R</b></p>  |   |   |   |   |
| <p><b>Y1</b></p> | <p><b>Formal Elements</b></p>  <p>Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water.</p> | <p><b>Skills</b></p>  <p>Developing design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p> | <p><b>Landscapes</b></p>  <p>Using different media (Themes: The seaside, Castles)</p> | <p><b>Sculptures and Collages</b></p>  <p>On the theme of the natural world, children create sculptures, collages, 3D models of creatures and a giant spider sculpture, inspired by Louise Bourgeois.</p> |

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| <p><b>Y2</b></p> | <p><b>Formal Elements</b></p>  <p>Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings.</p>  | <p><b>Skills</b></p>  <p>Design, drawing, craft, painting and art appreciation: replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, working with clay and experimenting with brush strokes.</p> | <p><b>Human Form</b></p>  <p>Exploring how bodies and faces are portrayed in art: looking at works of art, creating collages, drawing portrait, creating a peg figure and collage.</p>                    | <p><b>Sculpture and Mixed Media</b></p>  <p>Sculpture, pop art, drawing to portray emotions and taking inspiration from the works of Roy Lichtenstein.</p> |
| <p><b>Y3</b></p> | <p><b>Formal Elements</b></p>  <p>Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark</p> | <p><b>Skills</b></p>  <p>Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator</p>         | <p><b>Prehistoric Art</b></p>  <p>Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past</p> | <p><b>Craft</b></p>  <p>Creating mood boards as inspiration, learning to tie-dye, weaving and sewing to create a range of effects using fabric.</p>       |

**Y4**

**Formal Elements**



Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing ‘flip’ patterns and recreating a famous geometric pattern.

**Skills**



Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a ‘curator’

**Every Picture Tells a Story**



Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored.

**Sculpture**



Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.

## National Curriculum by Kapow Primary's areas and units

| <b>KS1</b><br>National Curriculum Art & Design subject content<br>Pupils should be taught to:  | Kapow Primary's art & design areas  | Kapow Primary's units  |  |
|--|---|--|--|
| To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination                        | <div data-bbox="972 507 1211 560" style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Making Skills</div> <div data-bbox="972 587 1211 639" style="background-color: #4a86e8; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Generating Ideas</div> <div data-bbox="972 655 1211 708" style="background-color: #4a86e8; color: white; padding: 5px; text-align: center;">Formal Elements</div> | <b>Y1</b><br><a href="#">Landscapes using different media</a><br><a href="#">Formal elements,</a><br><a href="#">Sculpture and collages</a><br><a href="#">Art and design skills</a> | <b>Y2</b><br><a href="#">Human form</a><br><a href="#">Formal elements</a><br><a href="#">Sculpture and mixed media</a><br><a href="#">Art and design skills</a> |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  | <div data-bbox="972 794 1211 847" style="background-color: #4a86e8; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Formal Elements</div> <div data-bbox="972 874 1211 927" style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;">Making Skills</div>   | <b>Y1</b><br><a href="#">Landscapes using different media</a><br><a href="#">Formal elements</a><br><a href="#">Sculpture and collages</a><br><a href="#">Art and design skills</a>  | <b>Y2</b><br><a href="#">Human form</a><br><a href="#">Formal elements</a><br><a href="#">Sculpture and mixed media</a><br><a href="#">Art and design skills</a> |
| About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <div data-bbox="927 1134 1252 1187" style="background-color: #4a86e8; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Knowledge of artists</div> <div data-bbox="965 1214 1218 1267" style="background-color: #27ae60; color: white; padding: 5px; text-align: center;">Evaluating</div>   | <b>Y1</b><br><a href="#">Landscapes using different media</a><br><a href="#">Formal elements</a><br><a href="#">Sculpture and collages</a><br><a href="#">Art and design skills</a>  | <b>Y2</b><br><a href="#">Human form</a><br><a href="#">Formal elements</a><br><a href="#">Sculpture and mixed media</a><br><a href="#">Art and design skills</a> |
| <b>KS2</b>   |   |  |  |

| National Curriculum Art & Design subject content<br>Pupils should be taught to:   |  |   |   |
|---|--|---|---|
| To create sketch books to record their observations and use them to review and revisit ideas  | <p><b>Generating Ideas</b></p> <p><b>Making Skills</b></p> | <p>Y3</p> <p><a href="#">Prehistoric art</a></p> <p><a href="#">Formal elements</a></p> <p><a href="#">Craft</a></p> <p><a href="#">Art and design skills</a></p> | <p>Y4</p> <p><a href="#">Every picture tells a story</a></p> <p><a href="#">Formal elements</a></p> <p><a href="#">Sculpture</a></p> <p><a href="#">Art and design skills</a></p> |
| 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] | <p><b>Making Skills</b></p> <p><b>Formal Elements</b></p>  | <p>Y3</p> <p><a href="#">Prehistoric art</a></p> <p><a href="#">Formal elements</a></p> <p><a href="#">Craft</a></p> <p><a href="#">Art and design skills</a></p> | <p>Y4</p> <p><a href="#">Every picture tells a story</a></p> <p><a href="#">Formal elements</a></p> <p><a href="#">Sculpture</a></p> <p><a href="#">Art and design skills</a></p> |