



# Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



## ART : CURRICULUM : LONG TERM PLAN

### RETURN AND REVIEW

Assessment of retained knowledge, understanding and skills

	AUTUMN TERM	SPRING TERM	SUMMER TERM
EYFS	<p><b><u>Exploring and using media and materials</u></b></p> <p>Create simple representations of events, people and objects. (EAD_30-50)</p>	<p><b><u>Exploring and using media and materials</u></b></p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed. (EAD_30-50)</li> <li>• Explores what happens when they mix colours. (EAD_40-60)</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Chooses particular colours to use for a purpose. (EAD_40-60)</li> </ul>	<p><b><u>Exploring and using media and materials</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Realises tools can be used for a purpose. (EAD_30-50)</li> </ul> <p>Constructs with a purpose in mind, using a variety of resources.</p> <ul style="list-style-type: none"> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. EAD_40-60)</li> </ul> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology &amp; art. (EAD_ELG)</p>
Y1	<p><b><u>Textiles- Emergency Services: Puppets</u></b></p> <p>Use a range of materials creatively to design and make products.</p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Thread a needle, cut, glue and trim</li> <li>• Stitch, knot and use manipulative skills (fine motor skills)</li> <li>• To create texture from a variety of media</li> </ul>	<p><b><u>Painting- Royal family: portraits / coat of arms etc.</u></b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Mix secondary colours and shades using a variety of paints</li> <li>• Use a variety of brush types and sizes when practicing technique.</li> </ul>	<p><b><u>3D - At the seaside: Anthony Gormley</u></b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways for a different purposes (rolling, kneading and shaping for thumb pots, coil pots and models)</li> <li>• Choose, construct and join recycled, man-made and natural materials with confidence.</li> </ul>

<p>Y2</p>	<p><b><u>Painting- Space: out of this world</u></b>  <i>Drawing, painting and sculpture to develop and share ideas, experiences and imagination.</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Combine visual elements; line, shape pattern and colour</li> <li>• Layer various media (crayons, pastels, felt tips, charcoal)</li> <li>• Make tints and tones by adding black/white</li> </ul>	<p><b><u>Drawing- Tate Liverpool: artists &amp; skyline</u></b>  <i>Explore 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.</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time- figure and real-life objects, single and grouped items.</li> <li>• Understand the basic use of a sketch book</li> </ul>	<p><b><u>Printing- African patterns &amp; prints</u></b>  <i>Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Design complex patterns showing repetition</li> <li>• Use a variety of materials and techniques including: carbon printing, relief, press and fabric printing and rubbings.</li> </ul>
<p>Y3</p>	<p><b><u>Textiles – Stone Age Tunics</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Naming tools and materials used.</li> </ul>	<p><b><u>Printing – William Morris</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Select and print with a range of materials, object and techniques to get the effect they want.</li> <li>• Using pattern and shape to create printing designs.</li> </ul>	<p><b><u>Egyptian Collage – Collage</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Use a range of media such as overlapping and layering.</li> <li>• Name tools and materials used.</li> </ul>
<p>Y4</p>	<p><b><u>Mosaics and Collages – Roman Art</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Using collage as a means of extending work already achieved.</li> <li>• Using visual information from a variety of sources with a focus of visual and tactile vocabulary.</li> </ul>	<p><b><u>Painting – Claude Monet</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Use a specific and developed colour vocabulary; tint, shade, hue, tone.</li> <li>• Create different effects and textures with paint; blocking in, washes, thickened paint.</li> <li>• Know which primary colours make secondary colours.</li> </ul>	<p><b><u>3D – Changing Places</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Show understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models with informed choices about the 3D technique chosen.</li> <li>• Join clay adequately and independently.</li> </ul>
<p>Y5</p>	<p><b><u>Textiles -Autumn Decorations</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Join fabrics by stitching</li> <li>• Use a range of techniques, colours and textures in the design and making process</li> <li>• Analyse to adapt and improve</li> </ul>	<p><b><u>Painting &amp; Collage- Battle Scenes in the style of Henri Matisse</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Create imaginative work from a variety of sources.</li> <li>• Use a range of media to create collage.</li> </ul>	<p><b><u>Printing - Mayan Prints</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Build up layers, colours and textures.</li> <li>• Organise work in terms of pattern, repetition, symmetry and random printing styles.</li> </ul>

<p>Y6</p>	<p><b><i>Painting - LS Lowry (Liverpool-themed war scenes)</i></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Create shades and tints</li> <li>• Show awareness of the composition of paintings.</li> <li>• Combine the elements of art – line, tone, pattern, texture, form, space, colour and shape.</li> </ul>	<p><b><i>3D - Scale Models</i></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Create sculpture and constructions with increasing independence.</li> <li>• Develop skills in working with clay.</li> </ul>	<p><b><i>Digital Design &amp; Printing – Digital Design – David Hockney &amp; Andy Maitland</i></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Create layering prints with confidence on both paper and fabric.</li> <li>• Alter and modify work.</li> </ul>
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