



BISHOPSWOOD SCHOOLS FEDERATION LONG TERM PLANNING: Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Ourselves	Celebration	Pick and Mix	Brilliant Books	Spring has sprung	Animals
Activity/ task	<ul style="list-style-type: none"> *Create simple representations of familiar people *Joins in with familiar songs, dances and games *Explores texture *Use a variety of construction materials *Role play own experiences with others 	As before and including: <ul style="list-style-type: none"> *Imitates movements in response to music *Taps out single repeated rhythms *Colour mixing *Write Dance *Sings to self 	As before and including: <ul style="list-style-type: none"> *Explore and learns how sounds change *Makes up rhythms *Role play using imagination and props *Construct with a purpose in mind *Creates representations of others e.g. dinosaurs *Chooses colours for a purpose 	As before and including: <ul style="list-style-type: none"> *Explain how they made their constructions and how tools can be used for a purpose 	As before and including: <ul style="list-style-type: none"> *Manipulate materials to achieve a planned effect *Adapts creations when necessary explaining why and how 	As before and including: <ul style="list-style-type: none"> *Develop and act out a narrative as part of a group
Skill/Objective	<p><u>ELG 16 - Expressive Art & Design - Exploring and using media and materials</u> Expected - Sing songs, make music and dance & experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form Exceeding - Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decision about how media and materials can be combined and changed.</p> <p><u>ELG 17 - Expressive Art & Design - Being imaginative</u> Expected - 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, art, music, dance, role play and stories. Exceeding - Talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own work, recognising the differences between them and the strengths of others.</p>					
Year 1	Does a toy have to be shiny and new to be worth playing with?	Where do the leaves go in winter?	Was being the Queen the same for Q Elizabeth I and Q Victoria as it is for Elizabeth II?	Where did and do the wheels on the bus go?	Why do we remember Mary Anning?	Why can't a Meerkat live in the North Pole?
Activity/ task	Pop Art – Andy Warhol – hand and modern day objects	William Morris – Printing Ink tree blow painting	simple crowns	Bus visitors	Van Gogh birds & plants project using pastel as a medium (using A4 templates)	Hot & Cold colours – creating Meerkat pictures using water colour

Skill Objective	<p>Drawing Children to draw using pencil and crayons to re-create objects, people and pattern Draw lines of different shapes and thickness, using 2 different grades of pencil</p> <p>Painting <i>May want to consider a revisit of colour wheels first</i> Can they name the primary and secondary colours? Communicate something about themselves in their painting and create moods in their paintings</p> <p>Can children to use thick and thin brushes as appropriate</p> <p>Children to paint a picture of something they can see?</p>	<p>Printing Consider if children can print with sponges, vegetables and fruit</p> <p>Can they print onto paper and textile</p> <p>Are they able to design their own printing block, considering repeating pattern</p>		<p>Collage Children ought to be able to cut and tear paper and card for their collages</p> <p>Gather a range of chosen materials and explain why they have selected them?</p> <p>Think carefully about how they want things</p>	<p>Drawing Children use their imagination to create a picture conveying mood and emotion</p> <p>Children use a range of techniques when drawing</p> <p>Children research a famous artist using books and the internet</p>	<p>Painting Communicate something about themselves in their painting and create moods in their paintings</p> <p>Can children to use thick and thin brushes as appropriate</p> <p>Children to paint a picture of something they can see?</p>
Year 2	What happened in the Great Fire Of London?	Why did the Titanic sink?	Why was Neil Armstrong a very brave person?	Where would you prefer to live: England or Perth?	Why do we love to be beside the seaside?	How can you be the next Masterchef?
Activity/ task	Great Fire of London collage – using different materials (houses?)	Van Gogh Titanic project using pastel as a medium (using A4 templates)	mixing colours Marbling of planets / painting aliens or chalk planets	adding tone	mixing colours – printing Printing by the beach	Archimboldo pictures and texture – could use collage and sculpture combined
Skill Objective	<p>Collage Create individual and group collages, using different kinds of materials</p> <p>Explain why they have chosen them Can they use</p> <p>Use repeated patterns in their collage</p>	<p>Drawing Children use their imagination to create a picture conveying mood and emotion</p> <p>Children use a range of techniques when drawing</p> <p>Children research a famous artist using books and the internet</p>	<p>Colour Mixing Marbling Begin to describe colours by objects</p> <p>Create and mix to form all secondary colours</p> <p>Mix and match colours, predict outcomes?</p> <p>Explore, make tints by adding white and making tones by adding black?</p>		<p>Printing Children to create a print using pressing, rolling, rubbing and/or stamping</p> <p>Children can create a print like design</p>	<p>Sculpture Children become aware of natural and man-made forms</p> <p>Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials)decorative techniques</p> <p>look at work and that of other sculptors</p>

National Curriculum Requirements of Art and Design at Key Stage 1

Pupils should be taught:

- 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
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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