

# Art & Design

## Long Term Plan

### Archbishop Runcie CE First School

Updated March 2024



#### Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

#### Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



#### Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.  
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

#### Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

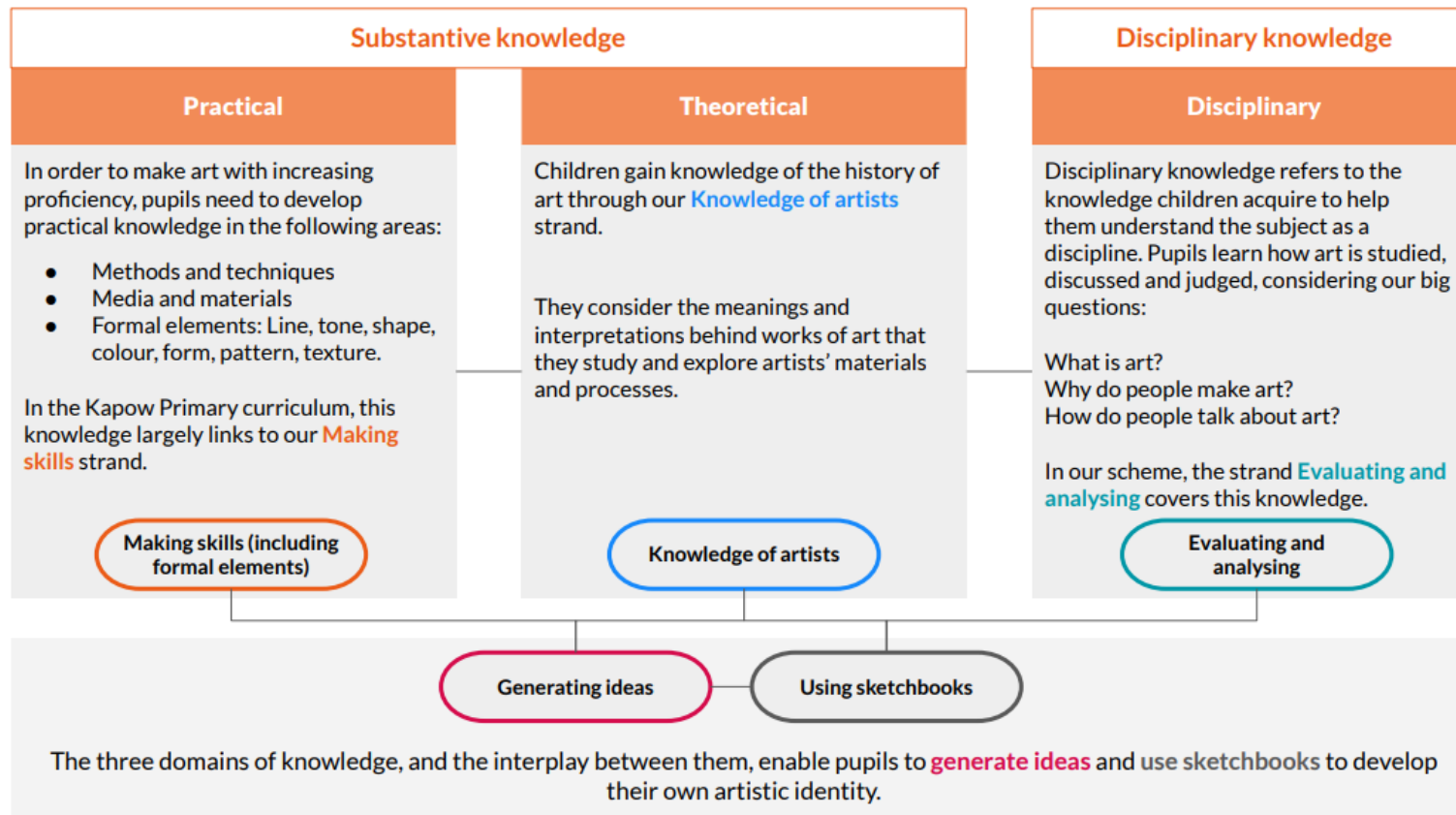
## Art and Design:

Intent	Implementation	Impact and Next Steps
<p>At Archbishop Runcie Church of England First School, we recognise that Art is part of children’s cultural literacy: an opportunity to marvel in God’s creation through the prism of art within different media, knowing that it can elevate our experience, articulate our deepest feelings and that artistic output counts as ‘the best that has been thought and said’ – thus, it is a form of cultural capital. This is not simply following the National Curriculum but is part of the school’s social and Christian mission to expose children to a deep body of artistic knowledge, both theoretical and applied.</p> <p>The central purpose of a good art education is for children to make more art, think more artistically and become more artistic (getting better at art across all domains as they move through the school). We teach Art knowing that the impact we make now may not be seen for many years.</p> <p>Art is taught explicitly as a discrete subject but may also be covered in other subjects, such as History and RE. We intend for children to have a wide knowledge of classical artists, from Mondrian to Monet, as well as understanding that Art is not just the domain of long-deceased artists within galleries but is a living subject that everyone can participate within. The Kapow curriculum focuses on a wide range of artists, including female and global artists, which is then supplemented by school’s addition of more classical artists from the European tradition.</p> <p>In addition, the school recognises and celebrates Newcastle as a place for art within the curriculum, especially through visits.</p>	<p>The school uses Kapow for Art and Design planning support – this supports teachers to put the ambitious intent statement into action. This scheme ensures that units are sequential, with the core areas being revisited, increasing in complexity through a spiral curriculum model, alongside National Curriculum coverage.</p> <p>The units in each year group are organised into four core areas:</p> <ul style="list-style-type: none"> <li>- Drawing</li> <li>- Painting and mixed media</li> <li>- Sculpture and 3D</li> <li>- Craft and design</li> </ul> <p>Kapow’s system scaffolds children to ensure that they can all access creative outcomes independently alongside the theoretical elements. It also supplements staff knowledge and expertise, ensuring that non-subject specialists can still lead lessons that have high degrees of challenge (e.g. using videos to demonstrate worked examples modelled by experts). In addition, tasks become increasingly open-ended as children progress through the school.</p> <p>It is timetabled to occur half-termly to consolidate Art knowledge and allow appropriate amounts of time to be dedicated to the subject in conjunction with Design and Technology, whilst keeping the subject discrete and explicitly taught.</p> <p>Whilst Kapow forms the bulk of the curriculum time, particularly in terms of creative output, it is not the limit of Art and Design. The school recognises that wider cultural capital opportunities, including analysing classic art, visiting galleries, and meeting artists are required as part of the curriculum.</p> <p>Where necessary, subject-specific adaptations are made for children with additional needs – however, expectations within the subject, as per the school’s curriculum intent and wider vision, remain ambitious for all learners.</p> <p>Teachers assess Art in a number of ways, in line with Ofsted Research Review guidance (2023) – this includes summative assessment through subject leader-</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Talk confidently about their learning journey within Art</li> <li>- Recognise themselves as artists</li> <li>- Be able to name a range of different artists from different eras and media</li> <li>- Produce creative work, exploring and recording their ideas and experiences</li> <li>- Evaluate and analyse creative works using subject-specific knowledge</li> <li>- Make decisions about the art they like, the reasons why, and understand that what they like may differ from others</li> </ul>

produced documentation, as well as formative assessment in line with the scheme as well as part of conversations within the classroom itself.

Work is celebrated throughout school and produced using sketch books (as per a professional would use).

## Types of knowledge in Art and design



In response to the [Ofsted research review series: Art and design](#) publication (Ofsted, 2023) we have shown how the different types of knowledge build in our progression of skills for Art and design. This page shows how those forms of knowledge are interconnected.

<b>*Sp</b>	Opportunity for spiritual development
<b>*Mo</b>	Opportunity for moral development
<b>*So</b>	Opportunity for social development
<b>*Cu</b>	Opportunity for cultural development

<b>Skills</b>			
Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & design
<p>EYFS: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p> <p>KS1: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>KS2: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>EYFS: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>KS1: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>KS2: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>EYFS: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p> <p>KS1: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>KS2: Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and</p>	<p>EYFS: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>KS1: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</p> <p>KS2: Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>

		demonstrating the beginnings of an individual style.	
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### Local Art Galleries

- Laing Art Gallery <https://laingartgallery.org.uk/>
- Biscuit Factory <https://www.thebiscuitfactory.com/>
- Hatton Gallery <https://hattongallery.org.uk/>
- Shipley Art Gallery <https://shipleyartgallery.org.uk/>
- Baltic <https://baltic.art/learning-and-teaching/for-teachers/>

<b>Nursery</b>						
<b>Topic Title Cycle 1</b>	Once upon a time...	Dark Nights, Bright Lights	Long ago, Dinosaur Roar!	All Creatures Great and Small	What a wonderful world!	We're off on a Journey
<b>Texts – Cycle 1</b>	<b>Goldilocks Baby Bear's Birthday</b>	<b>Pinecone &amp; Penguin Dear Santa</b>	<b>The Gingerbread Man Dinosaur Roar</b>	<b>Dear Zoo Driving my tractor</b>	<b>The Very Hungry Caterpillar Jasper's Beanstalk</b>	<b>The Train Ride Penguin on Holiday</b>
<b>Key aspects of Art taught within topic</b>	Self portraits Exploring creative area Collage – relating to Autumn Manipulating playdough	Poppy Art Collage – Christmas Christmas Cards Printing with paint	Printing with sponges Fossils pictures with art straws Valentine's day art	Colour mixing and exploration. Using watercolours	Transient art with leaves and seeds. Caterpillar /butterfly painting Van Gogh's Sunflowers	Sand Art Observational drawing and painting using a range of different media.
<b>Topic Title Cycle 2</b>	Once upon a time...	Dark nights, bright lights	Helpful Heroes	Animals Near and Far	Journey to Space	All at Sea and Shore
<b>Texts – Cycle 2</b>	<b>Goldilocks Baby Bear's Birthday</b>	<b>Pinecone &amp; Penguin Dear Santa</b>	<b>Supertato A superhero like you</b>	<b>Rumble in the Jungle What Pet to Get?</b>	<b>Whatever Next Goodnight Spaceman</b>	<b>Commotion in the Ocean Pirate Pete</b>
<b>Key aspects of Art taught within topic</b>	Self portraits Exploring creative area Collage – relating to Autumn Manipulating playdough	Poppy Art Collage – Christmas Christmas Cards Printing with paint	Painting a superhero Transient art Painting with vegetables	Colour mixing and exploration. Using watercolours Painting animals	Colour mixing Space rocket building Space themed transient art Marbling ink – Earth Finger painting –starry Night (Van Gogh)	Bubble painting Wax resist pictures Observational drawing and painting using a range of different media.
<b>Cards to recap skills</b>	Christmas: Collage		Mothers' Day: Portrait Easter Cards: Finger painting			

<b>Reception</b>			
<b>Unit title</b>	<b>Drawing:</b> Marvellous marks	<b>Painting and mixed media:</b> Paint my world	<b>Sculpture and 3D:</b> Creation station
<b>Vocabulary</b>	Tier 2 – Portrait, texture, drawing Tier 3 – Observational	Tier 2 – landscape, collage, permanent, temporary Tier 3 – Transient	Tier 2 –clay, smooth, stretch Tier 3 – Sculpture
<b>Why this, why now?</b>	Consolidates Nursery work on markmaking in more challenging ways and begins observational work.	Progressive to Nursery painting and working towards delineation between figurative and abstract art.	Introduction to sculpture and three dimension art. Most challenging unit as part of Year 1 transition.
<b>Artist within unit</b>	N/A	Megan Coyle	Beth Cavener Julie Wilson
<b>Practical Knowledge</b>	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.  <a href="https://www.biteabout.co.uk/workshops/school-workshops">https://www.biteabout.co.uk/workshops/school-workshops</a> offer willow sculpture workshops
<b>Theoretical Knowledge</b>	Enjoy looking at and talking about art. Beginning to develop a knowledge of what Art is.		
<b>Disciplinary Knowledge</b>	Talk about their artwork, stating what they feel they did well. Understanding the quality that is expressed in art		
<b>Lesson sequence</b>	<ol style="list-style-type: none"> <li><b>Mark making with wax crayons</b> – To investigate the marks and patterns made by different textures.</li> <li><b>Mark making with felt tips</b> – To explore mark making with felt tips</li> <li><b>Mark making with chalk</b> – To explore making marks with chalk.</li> <li><b>Observational pencil drawings</b> – To explore mark making using pencils.</li> <li><b>Drawing faces</b> – To create a simple observational drawing.</li> </ol>	<ol style="list-style-type: none"> <li><b>Finger painting</b> – To explore paint through finger painting.</li> <li><b>Outdoor painting</b> – To create natural paintbrushes using found objects.</li> <li><b>Painting to music</b> – To respond to music through the medium of painting.</li> <li><b>College and transient art</b> – To make child-led collages using mixed media.</li> <li><b>Landscape college</b> – To create landscape colleges inspired by the work of Megan Coyle.</li> </ol> <p><b>Group art</b> – To create a large piece of group artwork based around fireworks.</p>	<ol style="list-style-type: none"> <li><b>Clay</b> – To explore clay and its properties.</li> <li><b>Playdough</b> – To explore playdough and its properties.</li> <li><b>3D landscape art</b> – To create natural 3D landscape pictures using found objects.</li> <li><b>Designing animal structures</b> - To generate inspiration and conversation about sculpture art and artists.</li> <li><b>Creating animals sculptures</b> – To begin making a 3D clay sculpture using the designs created last lesson.</li> </ol>

	6. <b>Drawing faces in colour</b> – To use a variety of colours and materials to create a self-portrait.		<b>Painting animal sculptures</b> – To make a 3D clay structure using the designs created last lesson.
<b>Artist of the term</b>	Vincent van Gogh	Salvador Dali	Wassily Kandinsky
<b>Cards to recap skills</b>	Christmas: Observational painting Calendar: inspired by artist of the term	Mothers' Day: Drawing Easter Cards: Painting	

<b>Year 1</b>	<b>Weeks 7 - 12</b>	<b>Weeks 20 - 25</b>	<b>Weeks 33 - 38</b>
<b>Unit title</b>	<b>Drawing:</b> Make your mark	<b>Painting and mixed media:</b> Colour splash	<b>Sculpture and 3D:</b> Paper play
<b>Vocabulary</b>	Tier 1: Line  Tier 2: Geometric Horizontal / Vertical Mark making Observation Regular / Irregular Texture	Tier 1: Mix Pattern Print  Tier 2: Hue Primary Colours Secondary colours	Tier 1: Cylinder  Tier 2: Detail Sculpture 3D / 3 Dimensional
<b>Why this, why now?</b>	Progressively more challenging than Reception	More in depth version of prior painting, examining primary and secondary colours.	Builds upon Summer Y1 unit as more challenging sculpture production.
<b>Theoretical Knowledge about artists/designers &amp; their work</b>	Renata Bernal Ilya Bolotowsky Zaria Forma Wassily Kandinsky Bridget Riley  <b>Knowledge of artists:</b> Understand how artists choose materials based on their properties in order to achieve certain effects.	Clarice Cliff Jasper Johns  <b>Knowledge of artists:</b> Understand how artists choose colour to achieve certain effects in their work.	Sculpture 'Other' by Samantha Stephenson 2014 Marco Balich Louise Bourgeois

<p><b>Practical Knowledge (technical skills)</b></p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p>
<p><b>Disciplinary Knowledge (judging, valuing and evaluation)</b></p>	<p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
<p><b>Lesson sequence</b></p>	<p><b>Lesson 1: Exploring line</b> - To know how to create different types of lines.</p> <p><b>Lesson 2: Making waves</b> - To explore line and mark making to draw water.</p> <p><b>Lesson 3: Experimenting with media</b> - To draw with different media.</p> <p><b>Lesson 4: Mark making</b> - To develop an understanding of mark making.</p> <p><b>Lesson 5: Drawing from observation</b> - To apply an understanding of drawing materials and mark making to draw from observation.</p>	<p><b>Lesson 1: Making colours</b> - To investigate how to mix secondary colours.</p> <p><b>Lesson 2: Painting with colour</b> - To apply knowledge of colour mixing when painting.</p> <p><b>Lesson 3: Printing with paint</b> - To explore colour when printing.</p> <p><b>Lesson 4: Exploring colour mixing</b> - To experiment with paint mixing to make a range of secondary colours.</p> <p><b>Lesson 5: Clarice Cliff plates</b> - To apply their painting skills when working in the style of an artist.</p>	<p><b>Lesson 1: Tube towers</b> - To roll paper to make 3D structures.</p> <p><b>Lesson 2: 3D drawings</b> - To shape paper to make a 3D drawing.</p> <p><b>Lesson 3: Tree of life</b> - To apply paper-shaping skills to make an imaginative sculpture.</p> <p><b>Lesson 4: Giant model part 1</b> - To work collaboratively to plan and create a sculpture. For this lesson, do not use the spider stimulus from Kapow - Look at taking inspiration from local artist/sculpture <i>Angle of the North</i> by <i>Antony Gormley</i>)</p> <p><b>Lesson 5: Giant model part 2</b> - To apply painting skills when working in 3D.</p>



<b>Artist of the term</b>	Andy Warhol	Piet Mondrian	Henri Matisse
<b>Cards to recap skills</b>	Christmas: Collage (craft and design) Calendar: Inspired by artist of the term	Mothers' Day: Collage (link to craft and design- Woven Wonders) Easter Cards: Painting (from unit)	
<b>Cross-curricular links &amp; potential enhancements</b>	Drawing maps (Geog) RE- Creating story & paintings	Opportunities for drawing during fieldwork in Geog  The Hatton Gallery offer lots of workshops for children linked to mixed media. They also have a permanent display of Kurt Schwitters which would link to this unit of work. <a href="https://hattongallery.org.uk/whats-on/kurt-schwitters-merz-barn-wall">https://hattongallery.org.uk/whats-on/kurt-schwitters-merz-barn-wall</a>	Angel of the North (visit)

<b>Year 2</b>	<b>Weeks 7 - 12</b>	<b>Weeks 20 - 25</b>	<b>Weeks 33 - 38</b>
<b>Unit title</b>	<b>Painting and mixed media:</b> Life in colour	<b>Drawing:</b> Tell a story	<b>Craft and design:</b> Map it out
<b>Vocabulary</b>	Tier 2: Mixing Surface  Tier 3: Primary colour/ Secondary colour, Texture Collage Overlap Detail	Tier 3: Charcoal Cross hatching Scribbling Concertina Expression Stippling Illustrations Illustrator	Tier 2: Pattern  Tier 3: abstract Composition Curator Felt Fibre Inspired Negative print Stained glass Viewfinder
<b>Why this, why now?</b>	More challenging painting work and consolidation of paint work.	Builds on drawing unit in Year 1 and lays foundation for Year 3	Progressive from Year 1 summer Gosforth unit and examining more complex media.
<b>Theoretical Knowledge</b>	Romare Bearden  <b>Knowledge of artists:</b>	Quentin Blake	Susan Stockwell Kim Soon-Im

<p><b>(about artists &amp; their work)</b></p>	<p>Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>		<p>Maggie Scott Eduardo Paolozzi Matthew Cusick Josef Albers</p> <p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p>
<p><b>Practical Knowledge (technical skills)</b></p>	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks:</b> Experiment in sketchbooks, using drawing to record ideas.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks:</b> Experiment in sketchbooks, using drawing to record ideas.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>
<p><b>Disciplinary Knowledge (judging, valuing and evaluation)</b></p>	<p><b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p><b>Evaluating and analysing:</b></p>	<p><b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>

		Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.	
<b>Lesson sequence</b>	<p><b>Lesson 1: Colour magic</b> - To develop knowledge of colour mixing.</p> <p><b>Lesson 2: Texture hunt</b> - To know how texture can be created with paint.</p> <p><b>Lesson 3: Making textures</b> - To use paint to explore texture and pattern.</p> <p><b>Lesson 4: Collage creation</b> - To compose a collage, choosing and arranging materials for effect.</p> <p><b>Lesson 5: Developing detail</b> - To evaluate and improve artwork.</p>	<p><b>Lesson 1: Charcoal mark making</b> - To develop a range of mark making techniques.</p> <p><b>Lesson 2: Creating texture</b> - To explore and experiment with mark-making to create textures.</p> <p><b>Lesson 3: My toy story</b> - To develop observational drawing.</p> <p><b>Lesson 4: Creating characters</b> - To understand how to apply expressions to illustrate a character.</p> <p><b>Lesson 5: Tell a story</b> - To develop illustrations to tell a story.</p>	<p><b>Lesson 1: Creative journey</b> - To investigate maps as a stimulus for drawing.</p> <p><b>Lesson 2: Making felt – option 1</b> - To learn and apply the steps of the felt-making process.</p> <p><b>Lesson 3: Abstract maps</b> - To experiment with a craft technique to develop an idea.</p> <p><b>Lesson 4: Print possibilities</b> - To develop ideas and apply craft skills when printmaking.</p> <p><b>Lesson 5: Gallery experience</b> - To present artwork and evaluate it against a design brief.</p>
<b>Artist of the term</b>	Pablo Picasso	Claude Monet	David Hockney
<b>Opportunities for application</b>	<p>Christmas cards: Paint and mixed media</p> <p>Calendar: inspired by artist of the term (Picasso)</p>	<p>Mother's Day Cards - recap Paper play</p> <p>Easter Cards: Watercolour inspired by Monet</p>	
<b>Cross-curricular links &amp; potential enhancements</b>	<p>Sculpture unit: Clay houses (link to Fire of London – Hist)</p> <p>London landmarks (Hist)</p> <p>Paintings from Great Fire of London (Hist)</p> <p>Architects - Wren (Hist)</p> <p>The Laing Art Gallery hosts a workshop linked to Picasso  <a href="https://laingartgallery.org.uk/whats-on/laing-in-school">https://laingartgallery.org.uk/whats-on/laing-in-school</a></p>	<p><a href="https://www.rembrandtpaintings.com/the-return-of-the-prodigal-son.jsp&amp;google_vignette">https://www.rembrandtpaintings.com/the-return-of-the-prodigal-son.jsp&amp;google_vignette</a></p> <p>Hist- Bayeux Tapestry</p> <p>Kim Lewis is a local artist who illustrates her own children's books and often has exhibitions locally <a href="http://www.kimlewisart.co.uk/">http://www.kimlewisart.co.uk/</a></p>	<p>Observational drawings during fieldwork (Geog)</p> <p>Paintings – Grace Darling (Hist)</p> <p>The Biscuit factory  <a href="https://www.thebiscuitfactory.com/pages/whats-on">https://www.thebiscuitfactory.com/pages/whats-on</a></p>

Year 3	Weeks 7 - 12	Weeks 20 - 25	Weeks 33 - 38
<b>Unit title</b>	<b>Craft and design:</b> Ancient Egyptian scrolls	<b>Drawing:</b> Growing artists	<b>Painting and mixed media:</b> Prehistoric Painting
<b>Why this, why now?</b>	Links to History unit and builds upon prior craft.	Use of challenging lines is progressive from prior drawing.	Links to pre-history unit in History
<b>Vocabulary</b>	Tier 2: Colour Egyptian Imagery Layout  Tier 3: Ancient Composition Papyrus Pattern Technique	Tier 2: Scale  Tier 3: Abstract Botanical art Composition Geometric Organic Shading Texture Tone	Tier 2:  Tier 3: Charcoal Drawing medium Pigment Pre-historic Proportion Scale up Smudging Stone Age
<b>Theoretical Knowledge (about artists &amp; their work)</b>	(Egyptian artefacts and artwork)  <b>Knowledge of artists:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	Max Ernst Carl Linnaeus Georgia O'Keeffe Maud Purdy  <b>Knowledge of artists:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	Chauvet Cave & other cave paintings Caroline Ross  <b>Knowledge of artists:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.
<b>Practical Knowledge (technical skills)</b>	<b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  <b>Making skills:</b> Further demonstrate increased control with a greater range of media.	<b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  <b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using	<b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  <b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and

	<p>Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b> Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p>
<b>Disciplinary Knowledge (judging, valuing and evaluation)</b>	<p><b>Evaluating and analysing:</b> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><b>Evaluating and analysing:</b> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><b>Evaluating and analysing:</b> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
<b>Lesson sequence</b>	<p><b>Lesson 1: Exploring Ancient Egyptian art</b> - To investigate the style, pattern and characteristics of Ancient Egyptian art.</p> <p><b>Lesson 2: Designing scrolls</b> - To apply design skills inspired by the style of an ancient civilisation.</p> <p><b>Lesson 3: Making paper</b> - To apply understanding of ancient techniques to construct a new material.</p> <p><b>Lesson 4: Scroll making</b> - To apply drawing and painting skills in the style of an ancient civilisation.</p>	<p><b>Lesson 1: See like an artist</b> - To recognise how artists use shape in drawing.</p> <p><b>Lesson 2: Shading</b> - To understand how to create tone in drawing by shading.</p> <p><b>Lesson 3: Texture pictures</b> - To understand how texture can be created and used to make art.</p> <p><b>Lesson 4: Botanical drawing</b> - To apply observational drawing skills to create detailed studies.</p>	<p><b>Lesson 1: Exploring prehistoric art</b> - To apply an understanding of prehistoric man-made art.</p> <p><b>Lesson 2: Charcoal animals</b> - To understand and use scale to enlarge drawings in a different medium.</p> <p><b>Lesson 2: Charcoal animals</b> - To understand and use scale to enlarge drawings in a different medium.</p> <p><b>Lesson 4: Painting on the cave wall</b> - To select and apply a range of painting techniques.</p>

	<b>Lesson 5: Making zines</b> - To apply an understanding of Egyptian art to develop a contemporary response.	<b>Lesson 5: Abstract flowers</b> - To explore composition and scale to create abstract drawings.	<b>Lesson 5: Hands on a cave wall</b> - To apply painting skills when creating a collaborative artwork.
<b>Artist of the term</b>	Jan Vermeer	JMRW Turner	Henry Moore (Sculpture)
<b>Opportunities for application</b>	Christmas cards: Paint and mixed media Calendar: inspired by artist of the term	Mother's Day Cards: Use technique from Drawing: Growing artists, lesson 3: Texture pictures  Easter Card: Craft linked to Abstract Shape & Space unit (Sculpture & 3D)	
<b>Cross-curricular links &amp; potential enhancements</b>	Topography maps (Geog) Artefacts linked to Ancient Egypt (Hist)	The Laing Art Gallery has a permanent exhibition called "Northern Spirit". <a href="https://laingartgallery.org.uk/whats-on/northern-spirit">https://laingartgallery.org.uk/whats-on/northern-spirit</a>  Paintings of Lord Armstrong & George Stephenson (Hist) RE – Easter paintings/sculptures e.g. stations of the cross, Yellow Christ by Gaughin, last supper by Da Vinci	RE – Pentecost paintings Fieldwork linked to the Tyne allows for lots of observational drawing and map work (Geog) Pre-history (History)

Year 4	Weeks 7 - 12	Weeks 20 - 25	Weeks 33 - 38
<b>Unit title</b>	<b>Drawing:</b> Power prints	<b>Craft and design:</b> Fabric of nature	<b>Painting and mixed media:</b> Light and dark With addition of Wildflower painting competition
<b>Vocabulary</b>	Tier 2: Collaborate  Tier 3: Collage Composition Engraving Printing technique Proportion Shading Tone Wax resist	Tier 2: Pattern Repeat Theme Craft Design  Tier 3: Batik Colour palette Industry	Tier 2: Shadow  Tier 3: Composition Hue Proportion Shade Still life Tint Tone
<b>Why this, why now?</b>	Wider range of printing and drawing techniques, consolidating prior art work.	More practical, design-focused fabric use and complex techniques.	Significantly more challenging painting, linked also to annual traditional competition.
<b>Theoretical Knowledge (about artists &amp; their work)</b>	Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat  <b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works.	Ruth Daniels Senanayake Megan Carter William Morris  <b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme.	Audrey Flack Clara Peeters  <b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.
<b>Practical Knowledge (technical skills)</b>	<b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  <b>Using sketchbooks:</b>	<b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  <b>Using sketchbooks:</b>	<b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  <b>Using sketchbooks:</b>

	<p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>
<b>Disciplinary Knowledge (judging, valuing and evaluation)</b>	<p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art.</p>	<p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p>
<b>Lesson sequence</b>	<p><b>Lesson 1: 3D pencil drawings</b> - To draw using tone to create a 3D effect.</p> <p><b>Lesson 2: Sense of proportion</b> - To explore proportion and tone when drawing.</p> <p><b>Lesson 3: Drawing with scissors</b> - To plan a composition for a mixed-media drawing.</p> <p><b>Lesson 4: Wax resist</b> - To use shading techniques to create pattern and contrast.</p> <p><b>Lesson 5: Power prints</b> - To work collaboratively to develop drawings into prints.</p>	<p><b>Lesson 1: Inspired by the rainforest</b> - To understand starting points in a design process.</p> <p><b>Lesson 2: One picture, four views</b> - To explore techniques to develop imagery.</p> <p><b>Lesson 3: Creating patterns</b> - To explore using a textile technique to develop patterns.</p> <p><b>Lesson 4: Repeating patterns</b> - To learn how to create a repeating pattern.</p> <p><b>Lesson 5: Fabric design</b> - To understand how art is made for different purposes.</p>	<p><b>Lesson 1: Tints and shades</b> – To understand how to darken or lighten a colour when mixing paint (use context of wildflowers)</p> <p><b>Lesson 2: Three dimension</b> - To use tints and shades to give a three-dimensional effect when painting (use context of wildflowers)</p> <p><b>Lesson 3*: Painting techniques</b> - To explore how paint can create very different effects e.g. watercolours, oil painting, acrylic paint (use context of wildflowers) *This lesson should be a full day in order for children to be well prepared for creating their wildflower painting.</p>



			<p><a href="https://www.arts.ac.uk/study-at-ual/short-courses/stories/10-essential-painting-techniques-for-artists">https://www.arts.ac.uk/study-at-ual/short-courses/stories/10-essential-painting-techniques-for-artists</a></p> <p><b>Lesson 4: Composition</b> - To consider proportion and composition when planning a still life painting of wildflowers. Use the wildflower garden in school as a stimulus – children select the flowers/position etc by taking pictures with iPads. Then print pictures to support painting composition.</p> <p><b>Lesson 5: Still life</b> - To apply knowledge of colour mixing and painting techniques to create a finished piece for wildflower painting competition. It is important children use paint for the full piece (not a pencil outline!).</p> <p><a href="https://www.youtube.com/watch?v=AaVJXGevpI">https://www.youtube.com/watch?v=AaVJXGevpI</a></p>
<b>Artist of the term</b>	Frieda Khola	Leonardo da Vinci	Al Weiwei
<b>Cards to recap skills</b>	<p>Christmas: 3D techniques from Kapow unit</p> <p>Calendar: inspired by artist of the term - Khola</p>	<p>Mothers' Day - Power prints</p> <p>Easter Cards - Fabric</p>	
<b>Cross-curricular links &amp; potential enhancements</b>	<p>Clay pots linked to Ancient Greece (Sculpture coverage)</p> <p>Artwork linked to Remembrance</p> <p>RE- Trinity Da Vinci</p> <p>RE- Hindu artwork</p>	<p>The Shipley Art Gallery has a permanent exhibition on design</p> <p><a href="https://shibleyartgallery.org.uk/whats-on/designs-for-life">https://shibleyartgallery.org.uk/whats-on/designs-for-life</a></p> <p>RE- Da Vinci – Jesus' baptism</p> <p>Collage of rainforest (Geog)</p> <p>RE- Creation</p> <p>RE - Rembrandt Lost Son</p> <p>Zoe Parker Smissen is a local artist whose work is mainly inspired by nature. She also does</p>	<p>Wildflower competition – use wildflower garden for inspiration (share story of Unny Hall)</p> <p>The Laing Art Gallery offer watercolour workshops for schools</p> <p><a href="https://laingartgallery.org.uk/whats-on/laing-in-school">https://laingartgallery.org.uk/whats-on/laing-in-school</a></p> <p>Roman artefacts/reconstructions (Hist)</p> <p>Good Samaritan- Rembrandt, Van Goh, Bassano</p>

		workshops in schools. <a href="http://36limestreet.co.uk/creative/zoe-parker-smissen/">http://36limestreet.co.uk/creative/zoe-parker-smissen/</a>	
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