



Castleside Primary School

Art Long Term Planning



Rationale for Art Planning:

EYFS planning is based on the Early Years Foundation Stage curriculum and is repeated annually. In EYFS, art is covered with Expressive Arts and Design. The art curriculum is planned for single age classes across KS1 and on a four-year cycle across KS2 to ensure full coverage of the National Curriculum. In 2019/2020, all classes are studying Cycle C.

Golden Threads running through the art curriculum include composition, colour theory, perspective and making careful observations. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Links to be made to other subjects to deepen and embed knowledge.

All children will have a sketch book, which will stay with them throughout their time at Castleside Primary School.

	Autumn Term	Spring Term	Summer Term
EYFS	<ul style="list-style-type: none">• Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.• Introduce children to a wide range of music, painting and sculpture.• Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.	<ul style="list-style-type: none">• Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.• Provide children with opportunities to use their skills and explore concepts and ideas through their representations.• Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to.• Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.• Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

<p>Year 1</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> • Colour wheels – primary and secondary colours; • Wassily Kandinsky. 	<p>Learning 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.</p> <ul style="list-style-type: none"> • Matisse - 'The Snail' 	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Self-portraits; • Vincent Van Gogh.
<p>Year 2</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> • Colour wheels – primary and secondary colours, shades and tints, complimentary and contrasting colours; • Piet Mondrian. 	<p>Learning 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.</p> <ul style="list-style-type: none"> • Monet's gardens 	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Self-portraits; • Anthony Gormley – Angel of the North and other sculptures.
<p>KS2 Cycle A</p>	<p>Illuminated Letters</p> <ul style="list-style-type: none"> • 3D initials; • Taking inspiration from Lindisfarne Gospels. <p><i>Link to History: Anglo-Saxons</i> <i>Link to RE: Lindisfarne Gospels</i></p>	<p>Portraits</p> <ul style="list-style-type: none"> • Mona Lisa; • Italian artists; • Mosaics. <p><i>Link to geography: Italy</i> <i>Link to history: Romans</i></p>	<p>Landscape Painting</p> <ul style="list-style-type: none"> • Constable; • David Hockney. <p><i>Link to geography: Lake District</i> <i>Link to computing and equality/diversity: iPad art in the style of David Hockney</i></p>
<p>KS2 Cycle B</p>	<p>Mayan Art</p> <ul style="list-style-type: none"> • Repeating patterns; • Clay discs/temple carvings. <p><i>Link to history: Mayans</i></p>	<p>Art in the 20th Century</p> <ul style="list-style-type: none"> • Pop Artists in America; • Andy Warhol; • Roy Lichtenstein. <p><i>Link to geography: California (David Hockney)</i> <i>Link to equality/diversity: David Hockney</i></p>	<p>Pitman Painters</p> <ul style="list-style-type: none"> • Norman Cornish; • Portraits; • Printing, pastels, charcoal. <p><i>Link to history: mining</i></p>
<p>KS2 Cycle C</p>	<p>Buildings and Architecture</p> <ul style="list-style-type: none"> • Greek art and architecture. <p><i>Link to history - buildings around the world.</i></p>	<p>Caribbean and Central American Artists</p> <ul style="list-style-type: none"> • Batik of Caribbean art; • Frida Kahlo. <p><i>Link to geography: St Lucia</i> <i>Link to equality/diversity: Frida Kahlo</i></p>	<p>Patterns</p> <ul style="list-style-type: none"> • Printing - repeated patterns; • Paisley. <p><i>Link to geography: India</i></p>
<p>KS2 Cycle D</p>	<p>Textiles</p> <ul style="list-style-type: none"> • Dyeing, sewing, weaving natural fabrics. <p><i>Link to history: Stone/Iron Age</i></p>	<p>Aboriginal Art</p> <ul style="list-style-type: none"> • Exploring pattern and colour. <p><i>Link to geography: Australia</i></p>	<p>3D sculptures</p> <ul style="list-style-type: none"> • Wire sculptures; • Decoupage; • Willow and tissue. <p><i>Link to Geography: Amazon</i></p>