

**Ramshaw Primary School**

**Art Long Term Plan**

Year Group / Cycle/Theme	Autumn	Spring	Summer
<b>Whole School</b>			
<b>Cycle A</b>	<b>Ramshaw Can Draw!</b> <b>Theme: Self Portrait</b>  <b>Drawing</b>	<b>Ramshaw Can Paint!</b> <b>Theme: Local Artist</b> <b>Norman Cornish</b> <b>Painting</b> <b>Work of Other Artists</b>	<b>Ramshaw Can Sculpt!</b> <b>Theme: Local Landmark</b> Brick Train – David Mach <b>Sculpture</b> <b>Work of Other Artists</b>
<b>Cycle B</b>	<b>Ramshaw Can Draw!</b> <b>Theme: Observational Drawing</b>  <b>Drawing</b>	<b>Ramshaw Can Paint!</b> <b>Theme: Painting Ramshaw School</b>  <b>Painting</b>	<b>Ramshaw Can Sculpt!</b> <b>Theme: Local Landmark</b> Angel of the North – Anthony Gormely <b>Sculpture</b> <b>Work of Other Artists</b>
At the end of each term, the whole school takes on an exciting art challenge, focusing on the three main disciplines of the National Curriculum (drawing, painting and sculpture). <i>The sessions will be repeated every other cycle so that pupils can see their progress over the years.</i> We focus on local artists, landmarks and paintings, to celebrate the artwork that the North East has to offer. We then showcase the artwork in a dedicated assembly so that pupils can celebrate their work, offer constructive criticism and give their artwork the respect it deserves.			
<b>Cycle A</b>	<u><b>Spirals</b></u>  <b>Skill Focus:</b> <b>Drawing</b> <b>Work of Other Artists</b> <b>Artist Focus:</b> Molly Haslund  <b>Key Concepts</b> That drawing is a physical and emotional activity. That when we draw, we can move our whole body.  That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.  That we can draw from observation or imagination.  That we can use colour to help our drawings engage others.	<u><b>Exploring Watercolour</b></u>  <b>Skill Focus:</b> <b>Painting</b> <b>Work of Other Artists</b> <b>Artist Focus:</b> Paul Klee, Emma Burleigh  <b>Key Concepts</b> That watercolour paint has special characteristics.  That we can use the elements of surprise and accident to help us create art.  That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.	<u><b>Birds</b></u>  <b>Skill Focus:</b> <b>Sculpture</b> <b>Work of Other Artists</b> <b>Artist focus:</b> <b>Andrea Butler, plus many others.</b>  <b>Key Concepts</b> That there is a relationship between drawing & making – we can transform 2d to 3d.  That we can use observational drawing and experimental mark-making together to make art.  That we can work from similar stimulus or starting point but end up with very different individual results.  That the individual results can then be brought together to make a whole artwork.
<b>Cycle B</b>	<u><b>Explore and Draw</b></u>  <b>Skill Focus:</b> <b>Drawing</b> , <b>Collage</b> <b>Work of Other Artists</b> <b>Artist Focus:</b> Rosie James, Alice Fox  <b>Key Concepts</b> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.  That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.  That we can use the things we find to draw from, using close observational looking.  That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.  We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	<u><b>Simple Printmaking</b></u>  <b>Skill Focus:</b> <b>Painting</b> <b>Printing</b> <b>Artist Focus:</b> -  <b>Key Concepts</b> That we can make a “plate” from which to “print”  That there is a relationship between plate and print: e.G. Negative / positive.  That we can use print to create “multiples”  That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.	<u><b>Stick Transformation</b></u>  <b>Skill Focus:</b> <b>Sculpture</b> <b>Textiles</b> <b>Artist Focus:</b> Chris Kenny  <b>Key Concepts</b> That artists use their creativity to look at the world in new ways and use their hands to transform materials into new things.  That making art can be playful and fun. That we can create things for other people to enjoy/use.  That we can use our imagination to help us shape the world.
<b>LKS2</b>			
<b>Cycle A</b>	<u><b>Gestural Drawing with Charcoal</b></u>  <b>Skill Focus:</b> <b>Drawing</b> <b>Work of Other Artists</b> <b>Artist Focus:</b> Heather Hansen, Laura Mckendry, Edgar Degas  <b>Key Concepts</b>	<u><b>Cloth, Thread, Paint</b></u>  <b>Skill Focus:</b> <b>Painting</b> <b>Textiles</b> <b>Work of Other Artists</b> <b>Artist Focus:</b> Alice Kettle, Hannah Rae  <b>Key Concepts</b>	<u><b>Telling Stories Through Drawing and Making</b></u>  <b>Skill Focus:</b> <b>Sculpture</b> , <b>Drawing</b> , <b>Work of Other Artists</b> <b>Artist Focus:</b> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake  <b>Key Concepts</b>

	<p>That when we draw, we can use gestural marks to make work.</p> <p>That when we draw, we can use the expressive marks we make to create a sense of drama.</p> <p>That when we draw, we can move around.</p> <p>That when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>	<p>That artists can combine art and craft using painting and sewing together to make art.</p> <p>That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</p> <p>That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p>	<p>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</p> <p>That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</p> <p>That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p>
<b>Cycle B</b>	<p><b>Storytelling Through Drawing</b></p> <p><b>Skill Focus:</b> Drawing Work of Other Artists</p> <p><b>Artist Focus:</b> Laura Carlin, Shaun Tan</p> <p><b>Key Concepts</b></p> <p>That we can tell stories through drawing.</p> <p>That we can use text within our drawings to add meaning.</p> <p>That we can sequence drawings to help viewers respond to our story.</p> <p>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p>	<p><b>Exploring Still Life</b></p> <p><b>Skill Focus:</b> Painting Work of Other Artists</p> <p><b>Artist Focus:</b> Paul Cezanne, Peter Claesz, Melchior D' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p> <p><b>Key Concepts</b></p> <p>That when artists make work in response to static objects around them it is called still life.</p> <p>That still life has been a genre for many hundreds of years and is still relevant today.</p> <p>That when artists work with still life, they bring their own comments and meaning to the objects they portray.</p> <p>That we can make a still life creative response in many media: drawing, painting, collage, relief...</p> <p>That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p>	<p><b>The Art of Display</b></p> <p><b>Skill Focus:</b> Sculpture Work of Other Artists</p> <p><b>Artist Focus:</b> Anthony Gormley, Yinka Shonibare, Thomas J Price</p> <p><b>Key Concepts</b></p> <p>That artists think carefully not just about <i>what</i> they make, but also how they <i>present what</i> they make.</p> <p>That when we view sculpture (or other art), the context (way it is presented) affects how we react to it.</p> <p>That how something will be seen can help us shape what is made.</p> <p>That we can give thought to how we display the art we make, to help us understand how people will view our work.</p>
<b>UKS2</b>			
<b>Cycle A</b>	<p><b>Typography and Maps</b></p> <p><b>Skill Focus:</b> Drawing Work of Other Artists</p> <p><b>Artist Focus:</b> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><b>Key Concepts</b></p> <p>That when designers work with fonts and layout it is called typography.</p> <p>That we can use the way words look to help us communicate ideas and emotions.</p> <p>That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p>	<p><b>Making Monotypes</b></p> <p><b>Skill Focus:</b> Printing, Painting, Collage, Work of Other Artists</p> <p><b>Artist Focus:</b> Kervork Mourad</p> <p><b>Key Concepts</b></p> <p>That monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</p> <p>That we can combine monotype with other disciplines such as painting and collage.</p> <p>That we can make art by expressing our own personal response to literature or film.</p>	<p><b>Architecture: Dream Big or Small?</b></p> <p><b>Skill Focus:</b> Sculpture (Architecture), Drawing, Work of Other Artists</p> <p><b>Artist Focus:</b> Shoreditch Sketcher, Various Architects</p> <p><b>Key Concepts</b></p> <p>That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.</p> <p>That we can make creative choices which both serves ourselves as individuals and the communities we belong to.</p> <p>That we can use form, structure, materials, and scale to design innovative buildings.</p> <p>That we can build architectural models to test out our ideas and share our vision.</p>
<b>Cycle B</b>	<p><b>Exploring Identity</b></p> <p><b>Skill Focus:</b> Collage, Drawing, Work of Other Artists</p> <p><b>Artist Focus:</b> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p> <p><b>Key Concepts</b></p> <p>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p>That people are the sum of lots of different experiences, and that through art we can explore our identity.</p> <p>That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p> <p>That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>	<p><b>Print and Activism</b></p> <p><b>Skill Focus:</b> Printing, Drawing, Collage, Work of Other Artists</p> <p><b>Artist Focus:</b> Luba Lukova, Faith Ringgold, Shepard Fairey</p> <p><b>Key Concepts</b></p> <p>That artists can use art to express their opinions, using their skills to speak for sectors of society.</p> <p>That artists acting as activists often use print because it allows them to duplicate and distribute their message.</p> <p>That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</p> <p>That through art as activism we can come together.</p>	<p><b>Brave Colour</b></p> <p><b>Skill Focus:</b> Sculpture (Installation Art), Textiles, Work of Other Artists</p> <p><b>Artist Focus:</b> Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</p> <p><b>Key Concepts</b></p> <p>That as humans we react emotionally to colour.</p> <p>That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.</p> <p>That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.</p> <p>That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.</p>

**NC REF:**

**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.

**Key stage 2 Pupils should be taught to:**

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Drawing

Painting

Textiles

Printing

Sculpture

Collage

Work of Other Artists