







# Art and Design- Long Term Overview






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Sunnyhurst Cycle A</b>	Drawing		Sculpture		Printing	
Key Coverage	<p>Learning how to hold drawing tools correctly and how to make a variety of marks with them.</p> <p>Using a combination of tools and techniques in their drawings and exploring pressure to produce strong and faint marks.</p> <p>Using their drawings to describe their world, to express their feelings and to tell stories. They will discuss their own and others work.</p> <p>Drawing on paper that offers a variety of shapes, sizes, colours and textures.</p> <p>Becoming familiar with language relating to drawing tools, lines, shapes with marks e.g., thick/twisted/ thin/ curled, dots, flicks, rough, smooth and use in relation to own and others' work.</p> <p>Making lines, shapes, marks and colour using a variety of drawing materials</p> <p>Observing, collecting and inventing lines, shapes, marks and colours.</p>		<p>Children are introduced to the ideas of 'construction' and 3-dimensional form.</p> <p>Using construction toys to make 3 dimensional forms</p> <p>Introducing children to the potential of paper, card and reclaimed materials as construction materials</p> <p>Learning to change the shape of materials through cutting, flattening and folding etc.</p> <p>Learning to join and fix materials by gluing, taping and slotting, etc.</p> <p>Decorating their constructions by painting and collage</p> <p>Becoming familiar with the language of construction e.g. crush, curl, fringe, roll, join , model, etc</p> <p>Constructing a model to illustrate or tell stories and express ideas. Adding colour and texture to their constructions.</p> <p>Exploring a variety of paper, card and reclaimed materials</p> <p>Using a variety of joining techniques for models and structures, e.g. slotting, bending, slitting, punching, clipping, taping, etc.</p>		<p>Making a print i.e. pressing on and taking off by rolling, stamping, rubbing, and pressing to make sure they know the difference between painting and printing</p> <p>Using a variety of found objects both natural and man- made, They learn to hold the objects and use them to produce a print</p> <p>They will explore printing into other surfaces e.g. clay and wet sand</p> <p>Being introduced to the idea of 'pattern' as a repetitive image and identify and make patterns of their own discussing their own and others work</p> <p>Becoming familiar with specific language relating to printing e.g. shape, surface, texture, press, repeat, pattern etc in relation to their work</p> <p>Learning to make simple monoprints drawing into paint or printing ink on a wipable surface</p> <p>Making their own simple printing blocks e.g. use plasticine or vegetables</p> <p>Working with a range of natural materials, e.g. twigs, shells, pebbles, etc</p>	
Focus Artist	Pablo Picasso		Barbara Hepworth		Jasper Johns	
						

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Sunnyhurst Cycle B	Drawing / Painting	Digital Media	Collage
<p>Key Coverage</p>	<p>Exploring a variety of tools for applying paint e.g. fingers, spatulas, feathers, brushes, sponge rollers, and describing the sort of marks each make            Learning to name the different painting tools, how to hold them correctly and how to make a variety of marks with them by dabbing, rolling, twirling, etc            Becoming familiar with the language of paint, tools and colour e.g. thick, thin, powder, dry, wet, runny etc..            Painting on both flat and upright surfaces and use different shapes, sizes, textures and colours of paper            Using their paintings to describe their world to express their feelings and to tell stories, discussing their own and others work.            Enjoying and naming colour in relation to paint, start mixing colour experimentally, make colour collections and build up a colour vocabulary            Identifying primary colours, red, blue &amp; yellow and mix secondary colours purple, green and orange</p>	<p>Use a simple graphics package to create images and effects with lines and colour.</p> <p>Use flood fill and other tools to colour images.</p> <p>Explore a range of image styles using a simple graphics package.</p> <p>Use digital cameras to record visual information that they like.</p>	<p>Being introduced to techniques of tearing different shapes and colours of paper and card</p> <p>Being introduced to scissors as a tool, and shown how to hold and use them correctly</p> <p>Learning to arrange and glue paper and other materials on to a background.</p> <p>Being introduced to and exploring other collage techniques such as overlaying, folding, scrunching etc.</p> <p>Learning to select, sort, match, discuss, describe and classify materials in different ways, e.g. according to colour, texture, pattern, etc.</p> <p>Build up shapes and patterns</p> <p>Discuss the nature of effects</p> <p>Develop finished pieces from sketchbook ideas</p>
<p>Focus Artist</p>	<p style="text-align: center;">Jackson Pollok</p> 	<p style="text-align: center;">Wassily Kandinsky</p> 	<p style="text-align: center;">Orla Kierly</p> 

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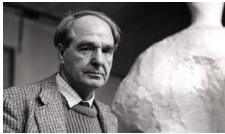


Anglezarke Cycle A	Drawing	Sculpture	Printing
<p>Key Coverage</p>	<p>Making lines, shapes, marks and colour using a variety of drawing materials. Observing, collecting and inventing lines , shapes, marks and colours. Modifying, adding to and changing drawings and use their drawings to express ideas, feelings and record experiences and observations. Exploring light and dark marks and smudging and blending Combining materials and techniques Observing and drawing from different points of view Using lines and marks to create texture and detail to drawings, cross hatching, scumbling etc. Become familiar with different grades of pencil i.e., hard and soft pencils and understand how this effects the marks made - HB, 2B, to 7B Use sketches to produce a final piece of art</p>	<ul style="list-style-type: none"> <li>• Becoming familiar with specific language related to sculpture and construction e.g. cover, seal, score, curl, strip, mobile, sculpture, cone, cylinder, etc. and use them in relation to their own work</li> <li>• Exploring a variety of mouldable materials e.g. plasticine, clay, play dough.</li> <li>• Developing modelling, joining and hollowing skills and develop confidence with mouldable materials</li> <li>• Looking at and becoming familiar with ceramic objects from different cultures</li> <li>• Using a variety of materials and tools for sculpture and construction</li> <li>• Using a variety of joining techniques for construction</li> <li>• Being introduced to new techniques e.g. making papier</li> </ul>	<ul style="list-style-type: none"> <li>• Adding or changing a print as they modify and refine their ideas</li> <li>• Using a variety of pattern making techniques</li> <li>• Collecting , making and selecting objects to use for printing</li> <li>• Making choices concerning materials and techniques to use for their own work</li> <li>• Using a combination of materials and techniques in their work</li> <li>• Using printing for a variety of purposes e.g. a background or to add texture and detail</li> </ul>
<p>Focus Artist</p>	<p>Henri Matisse</p> 	<p>Anthony Gormley</p> 	<p>Poonac- artist and designer who embraces an ethos of acceptance and diversity</p> 

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Anglezarke Cycle B	Drawing / Painting	Digital Media	Collage / Textiles
<p>Key Coverage</p>	<p>Adding black and white to make tints and tones of colours</p> <p>Mixing and matching colours through observation</p> <p>Mixing and matching different shades of colour and make brown</p> <p>Examining the properties of colours, hot, cold, happy, sad and their associations e.g. blue mood, green with envy, seeing red.</p> <p>Mixing grey and explore mixing natural colours.</p> <p>Learning to create a colour wash, i.e. watery paint background with large sweeping horizontal lines with a large brush.</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</p> <p>Change the type of brush to an appropriate style.</p> <p>Create <b>shapes</b> by making selections to cut, duplicate and repeat</p>	<p>Being introduced to further cutting, folding, tearing, crumpling, overlapping, sorting, selecting, arranging and adding to a range of collage materials</p> <p>Using glue and scissors with care</p> <p>Making a collage collection e.g. colour, texture, pattern</p> <p>Using collage and material to create patterns and pictures</p> <p>Becoming familiar with the specific language related to collage - furry, matt, shiny, smooth, waxy, hard, scratchy, feather, etc.</p>
<p>Focus Artist</p>	<p>Jean-Michel Basquiat</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>David Hockney</p> <div style="display: flex; justify-content: space-around;">    </div>	<p>Jacky Cardy - Local Artist</p> 

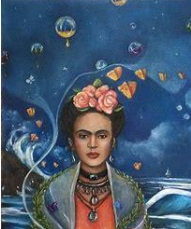


# Art and Design- Long Term Overview



Roddlesworth Cycle A	Drawing	Sculpture	Printing
<p>Key Coverage</p>	<ul style="list-style-type: none"> <li>• Becoming familiar with the language relating to drawing e.g. background, foreground, texture, shade</li> <li>• Experiment by using marks and lines to produce texture</li> <li>• Experiment with shading to create mood and feeling</li> <li>• Use sketchbooks to record and develop ideas</li> <li>• use sketchbooks to experiment with different texture</li> <li>• Understand the effects of light on objects and people from different directions.</li> <li>• Interpret the texture of a surface by choosing a drawing technique to represent it.</li> <li>• produce increasingly accurate drawings of objects and people</li> </ul>	<ul style="list-style-type: none"> <li>• Developing modelling, joining and hollowing skills, joining with slip, removal of air bubbles and adding indentations by pressing objects into clay</li> <li>• Exploring the strength of materials and construction techniques e.g. slab pots versus coil pots and thick card as opposed to paper in order to make informed choices and decisions for future work</li> <li>• Selecting appropriate construction materials and techniques to suit specific purposes</li> <li>• Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the technique of stencilling, overprinting and the use of transfer e.g. with fabric crayons.</li> <li>• Developing technical vocabulary associated with printing, e.g. random, repeat, stencil, stippling, block printing, motif,</li> <li>• Selecting the most suitable printing techniques for a specified purpose</li> <li>• Learning to draw and incise printing tile used in relation to their own work.</li> <li>• Reviewing and refining a variety of printing and pattern making techniques.</li> <li>• Selecting the most suitable printing techniques for a specified purpose.</li> <li>• Composing, developing and completing a picture using a combination of printing techniques</li> </ul>
<p>Focus Artist</p>	<p style="text-align: center;">Zentangles - Doodle Art</p> 	<p style="text-align: center;">Henry Moore</p>  	<p style="text-align: center;">William Morris</p> 

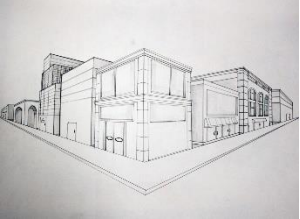

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Roddlesworth Cycle B	Drawing / Painting	Digital Media	Collage / Textiles
<p>Key Coverage</p>	<p>Painting on different types of surface e.g. wood, corrugated paper, slate, coloured paper and different types of paper, clay and different types of reclaimed materials.</p> <p>Using different sizes and shapes of brushes combined with other tools.</p> <p>Adding detail to painting, over paint and over draw.</p> <p>Developing a painting from a drawing</p> <p>Sustaining work over two or more sessions</p> <p>Mixing and matching colour to represent the weather, season, time of day</p> <p>Creating movement by making a range of marks with a variety of tools</p>	<p>Record, collect and store visual information using digital cameras, tablets, ipads</p> <p>Present recorded visual images using software e.g. photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image into a graphic package either scanned, taken or retrieved.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (Sketch books etc)</p>	<p>Using collage to represent observed objects - matching colour / texture and shape.</p> <p>Using collage to develop a sketch into a finished picture - combining a range of materials.</p> <p>Creating collage using their own collage materials e.g. rubbing, prints, marbling, etc.</p>
<p>Focus Artist</p>	<p style="text-align: center;">Frieda Kahlo</p> 	<p style="text-align: center;">Andy Warhol</p> 	<p style="text-align: center;">Hannah Hoch</p> 

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Roddlesworth Cycle C	Drawing	Sculpture	Painting
Key Coverage	<ul style="list-style-type: none"> <li>• Further develop an understanding of perspective using 1 and 2 point perspective</li> <li>• Continue to use sketchbooks to record and develop ideas</li> <li>• Using drawing to express mood and feelings, to plan and research.</li> <li>• Becoming familiar with the language relating to drawing e.g. highlight, tone, horizon, balance, etc.</li> <li>• Exploring representing movement scale, depth and perspective, proportion and composition.</li> </ul>	<p>Developing a more sophisticated technical vocabulary relating to construction and sculpture e.g. framework, balance, strength, scale, support, etc.</p> <p>Developing modelling , joining and hollowing skills, joining with slip removal of air bubbles and adding indentations</p> <p>Exploring the strength of materials and construction techniques e.g. Select different thicknesses of wire for different purposes, in order to make informed decisions</p> <p>Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others</p> <p>Developing a more sophisticated technical vocabulary relating to construction and sculpture e.g. framework, balance, strength, scale, support, etc.</p> <p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Understand what a specific artist is trying to achieve in any given situation</p> <p>Understand why art can be very abstract and what message the artist is trying to convey</p> <p>future work</p>	<ul style="list-style-type: none"> <li>• Arranging a composition before painting – consider lights and darks, shades and textures, curves and diagonals within the arrangement.</li> <li>• Showing awareness of scale and proportion in their painting e.g. composition – foreground, middle ground and background and use them in relation to their own work</li> <li>• Painting solid forms and adding highlights and shadows</li> </ul>
Focus Artist	<p>Real life experience- Architecture</p> 	<p>Alexander Calder</p> 	<p>Paul Nash</p> 