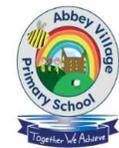
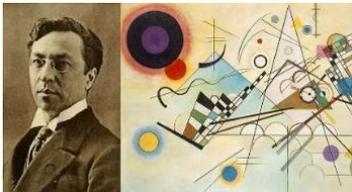
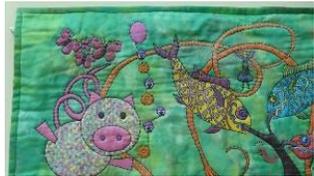


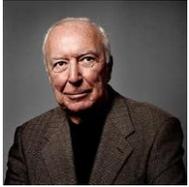
## Art and design long-term plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Sunnyhurst Cycle A</u>	Digital Media		Painting		textiles	
	<p><b>Key Coverage:</b> Use a simple graphics package to create images and effects with lines and colour. Use flood fill and other tools to colour images. Explore a range of image styles using a simple graphics package. Use digital cameras to record visual information that they like.</p> <p><b>Focus artist: Wassily Kandinsky</b></p> 		<p><b>Key Coverage:</b> 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, 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.</p> <p><b>Focus artist: Pablo Picasso</b></p> 		<p><b>Key Coverage:</b> Being introduced to and exploring a variety of fabrics and threads through matching and sorting. Building up a specific vocabulary that describes materials and textures and encouraged to look at different clothes, the materials they are made from and other uses of fabric and used in relation to their own work. Matching and sorting fabrics and threads according to colour, texture, length/size and shape. Being introduced to ways of changing fabrics by cutting, fringing and unravelling. Learning to add colour and pattern to fabric by printing, dyeing and drawing.</p> <p><b>Focus artist: Linda Calverley</b></p> 	
<u>Sunnyhurst Cycle B</u>	3D		Printing		Collage	
	<p><b>Key Coverage:</b> Children are introduced to the ideas of 'construction' and 3 dimensional form Use construction toys to make 3 dimensional forms Introducing children to the potential of paper, card and reclaimed materials as construction materials Learning to change the shape of materials through cutting, flattening and folding etc. Learning to join and fix materials by gluing, taping and slotting, etc. Decorating their constructions by painting and collage Becoming familiar with the language of construction</p>		<p><b>Key Coverage:</b> Making a print i.e. pressing on and taking off by rolling, stamping and pressing to make sure they know the difference between painting and printing Using a variety of found objects both natural and man-made, They learn to hold the objects and use them to produce a print Describing the marks and shapes these objects print. Making both light and dark prints and learn to over print marks and shapes, They will explore printing into other surfaces e.g. clay and wet sand Being introduced to the idea of 'pattern' as a repetitive image and identify and make patterns of</p>		<p><b>Key Coverage:</b> Being introduced to techniques of tearing different shapes and colours of paper and card Being introduced to scissors as a tool, and shown how to hold and use them correctly Learning to arrange and glue paper and other materials on to a background. Being introduced to and exploring other collage techniques such as overlaying, folding, scrunching etc. Learning to select, sort, match, discuss, describe and classify materials in different ways, e.g. according to colour, texture, pattern, etc.</p>	

## Art and design long-term plan



<p>e.g. crush, curl, fringe, roll, join , model, etc</p> <p><b>Focus artist: Barbara Hepworth</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p>their own discussing their own and others work</p> <p><b>Focus artist: Jasper Johns</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p><b>Focus artist: Henri Matisse</b></p> <div style="display: flex; justify-content: space-around;">   </div>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Anglezarke Cycle A</b>	<b>Digital Media</b>		<b>Textiles</b>		<b>3D</b>	
<p><b>Key coverage:</b> 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><b>Focus artist: David Hockney</b></p> <div style="display: flex; justify-content: space-around;">    </div>	<p><b>Key coverage:</b> Selecting appropriate materials according to texture, colour, pattern, shape, etc.</p> <p>Extending methods of weaving, knotting and stitching.</p> <p>Planning work using a variety of materials and Techniques</p> <p>Making fabrics by knitting</p> <p>Decorating fabrics using tie dye and stencils</p> <p><b>Focus artist: Sonia Delaunay</b></p> <div style="display: flex; justify-content: space-around;">    </div>		<p><b>Key coverage:</b> Using a variety of materials and tools for sculpture and construction</p> <p>Using a variety of joining techniques for construction</p> <p>Being introduced to new techniques e.g. making papier mache</p> <p>Becoming familiar with the language relating to sculpture and construction e.g. wire, bend, twist, curl, roll, wrap, support.</p> <p>Developing modelling, joining and hollowing skills.</p> <p><b>Focus artist: Antony Gormley</b></p> <div style="display: flex; justify-content: space-around;">   </div>			
<b>Anglezarke Cycle B</b>	<b>Collage</b>		<b>Printing</b>		<b>Painting</b>	

## Art and design long-term plan

<p><b>Key coverage:</b> Using collage to represent observed objects matching colour / texture and shape. Using collage to develop a sketch into a finished picture combining a range of materials. Creating collage using their own collage materials e.g. rubbing, prints, marbling, etc.</p> <p><b>Focus Artist: Mark Heard</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p><b>Key coverage:</b> Explore pattern using the environment and other sources Recording, rubbing, printing, analyzing Explore tessellation Record ideas and explorations in sketchbook Interpret environmental and manmade patterns and form Build up shapes and patterns Discuss the nature of effects Develop prints from sketchbook ideas Discuss and evaluate own and other printmakers work.</p> <p><b>Focus Artist: Orla Kiely,</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<p><b>Key coverage:</b> Examining the properties of colours, hot, cold, happy, sad and their associations e.g. blue mood, green with envy, seeing red. Mixing grey and explore mixing natural colours. Learning to create a colour wash, i.e. watery paint background with large sweeping horizontal lines with a large brush. 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><b>Focus artist : Raulo Dufy</b></p> <div style="display: flex; justify-content: space-around;">   </div>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Roddlesworth Cycle A</b>	<b>Painting</b>		<b>3D clay</b>		<b>Printing</b>	
<p><b>Key Coverage</b> Developing a painting from a drawing Sustaining work over two or more sessions Mixing and matching colour to represent the weather, season, time of day Creating movement by making a range of marks with a variety of tools Arranging a composition before painting – consider lights and darks, shades and textures, curves and diagonals within the arrangement. Showing awareness of scale and proportion in their painting e.g. composition – foreground, middle</p>	<p><b>Key Coverage:</b> Selecting appropriate construction materials and techniques to suit specific purposes Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others Developing a more sophisticated technical vocabulary relating to construction and sculpture e.g. framework, balance, strength, scale, support, etc. Developing modelling, joining and hollowing skills, joining with slip removal of air bubbles and adding indentations</p>		<p><b>Key Coverage:</b> Printing techniques: Additive (sticking onto a block), subtractive (carving out of a block) and transferal methods (straight forward printing) of printing Reviewing and refining a variety of printing and pattern making techniques. Selecting the most suitable printing techniques for a specified purpose. Composing, developing and completing a picture using a combination of printing techniques.</p>			

## Art and design long-term plan

	<p>ground and background and use them in relation to their own work</p> <p><b>Focus Artist: Eric Ravilious</b></p>	<p>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 decisions for future work</p> <p><b>Focus Artist: Henry Moore</b></p>	<p><b>Focus artist: William Morris</b></p>
<p><b>Roddlesworth Cycle B</b></p>	<p style="text-align: center;"><b>Textiles</b></p>	<p style="text-align: center;"><b>Collage</b></p>	<p style="text-align: center;"><b>Digital media</b></p>
	<p><b>Key Coverage</b></p> <p>Exploring soft sculpture and 3D construction using textiles.</p> <p>Exploring further making tassels, braids, fringes and plaits using them for further decoration.</p> <p>Becoming familiar with language relating to textiles e.g. crochet, wax resist, appliqué, dye, absorb, penetrate, wall hanging, flag, banner, batik, etc. and used in relation to their work.</p> <p><b>Focus artist: Judith Scott</b></p>	<p><b>Key Coverage</b></p> <p>Becoming familiar with and use the specific language related to collage – furry, matt, shiny, smooth, waxy, hard, scratchy, feather, etc. and used in relation to describing their own work.</p> <p>Working in different colours, textures and patterned backgrounds</p> <p><b>Focus artist: Hannah Hoch</b></p>	<p><b>Key Coverage:</b></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><b>Focus artist: Andy Warhol</b></p>

## Art and design long-term plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Roddlesworth Cycle C</b>	<b>Painting</b>		<b>3D sculpture wire</b>		<b>Textiles</b>	
	<p><b>Key Coverage</b>                      Developing a painting from a drawing                      Sustaining work over two or more sessions                      Mixing and matching colour to represent the weather, season, time of day                      Creating movement by making a range of marks with a variety of tools                      Arranging a composition before painting – consider lights and darks, shades and textures, curves and diagonals within the arrangement.                      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                      Painting solid forms and adding highlights and shadows</p> <p><b>Focus artist: Paul Nash</b></p> 		<p><b>Key Coverage</b>                      Selecting appropriate construction materials and techniques to suit specific purposes                      Select different thicknesses of wire for different purposes.                      Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others                      Developing a more sophisticated technical vocabulary relating to construction and sculpture e.g. framework, balance, strength, scale, support, etc.                      Exploring the strength of materials and construction techniques e.g. in order to make informed decisions for future work                      explain the style of art used and how it has been influenced by a famous artist                      understand what a specific artist is trying to achieve in any given situation                      understand why art can be very abstract and what message the artist is trying to convey</p> <p><b>Focus artist: Alexander Calder</b></p> 		<p><b>Key Coverage</b>                      Reefing methods of weaving, knotting and stitching.                      Sketching, planning, designing, developing and refining work using a variety of materials and techniques.                      Making fabrics using batik and appliqué techniques.                      Exploring further making tassels, braids, fringes and plaits using them for further decoration.                      Becoming familiar with language relating to textiles e.g. crochet, wax resist, appliqué, dye, absorb, penetrate, wall hanging, flag, banner, batik, etc. and used in relation to their work.</p> <p><b>Focus artist: Anni Albers</b></p> 	