



'Life in all its fullness'
John 10:10

Art at Christ Church School

At Christ Church School, our vision is life in all its fullness. We want our children to learn through a range of social, academic and creative experiences. Art and design plays an important part in developing creativity and critical thinking. Our art curriculum is designed to engage, inspire and challenge pupils, equipping them with the knowledge, confidence and skills to experiment, invent and create their own works of art, craft and design.

Children are introduced to a broad range of creative experiences, exploring and refining their use and understanding of **colour, pattern, texture, line, shape, form and space** through a range of techniques, including drawing, sculpture, digital art, painting, creative crafts and print.

Painting



Creative Crafts



Print



Drawing



Sculpture



Digital Art



Artist Research

Through artist research, children will develop their understanding of art and design. From Reception through to year 6, our children will learn about artists and art movements throughout history, developing critical, analytical and evaluative skills, and practising skills and techniques that they can use in their own work and in the wider curriculum, including research and comprehension skills as well as their creative thinking.

Sketchbooks

Sketchbooks are a place where children can document their learning, explorations and creative experiences. From Reception through to year 6, our children use sketchbooks to record and analyse creative works using the language of art, craft and design and discover the work of famous artists and movements. Children plan their own creative work and record, review and revisit their ideas in their sketchbooks, building resilience and skill.

SEND

We recognise that everyone has different strengths and talents and we want to make sure that all children can access the creative elements of art. All children are encouraged to express themselves using a range of media, materials and techniques in a way that suits their own style and ability. Some children may require additional support for research and note taking. Teachers will make sure that children are directed to age-appropriate websites and research books and, if required, adults will support children to read and respond to the text. Vocabulary mats and sentence stems will be available to support discussion and annotation.

Curriculum Links

Design Technology: Designing, creating and evaluating

Computing: Digital art







History: Research investigations and interpretations skills



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Christ Church C.E.(VC) Primary School

Art Long Term Plan Year A 2022/23 Year B 2023/24







NC			
	Autumn	Spring	Summer
Year A	<p>Painting</p> 	<p>Creative Crafts</p> 	<p>Print</p> 
Year B	<p>Drawing</p> 	<p>Sculpture</p> 	<p>Digital Art</p> 
National Curriculum	<p>Key stage 1</p> <ul style="list-style-type: none"> Use drawing and painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key stage 2</p> <ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint] Know about great artists, architects and designers in history 	<p>Key stage 1</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know 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>Key stage 2</p> <ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay] Know about great artists, architects and designers in history 	<p>Key stage 1</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know 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>Key stage 2</p> <ul style="list-style-type: none"> Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, paint] Know about great artists, architects and designers in history









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Art Long Term Plan Year A 2022/23 Year B 2023/24

1	Year A (2022/23)			Year B (2023/24)		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Painting 	Creative Crafts 	Print 	Drawing 	Sculpture 	Digital Art 
Class 1 – Overview	Use colour to create different moods in art work – concentric circles. Respond to their artwork - describe how it makes them feel. Add emotion labels before displaying. Look for common colour/mood relationships.	Create a collage of a local landscape. Cut, tear and assemble materials on a background. Children appraise their own compositions and make improvements. Glue and stick their final designs.	Create interesting and repeated patterns by stamping and rolling.	Experiment with pencils to create lines of different thickness and shade. Draw from memory, imagination and observation. Create a final line drawing using one continuous line.	Plan in sketchbooks, then create animal junk models from recycled materials. Choose colourful items or materials that can be painted.	Photography. Assemble natural materials to create patterns and compositions. Photograph the compositions. Children review the photographs and crop to create interesting compositions.
Elements	Explore primary and secondary colours. Colour mixing.	Explore different textures, colours and shapes	Repeated pattern	Line, shape	Form, colour	Pattern, space, composition
Materials	Ready mix paint, powder paint.	Paper, card, fabric, recycled materials.	Fruits and vegetables for stamping. Video Objects for rolling, eg toy cars, marbles	Range of soft and hard pencils, coloured pencils and pens, crayons	Bottles, cardboard tubes, boxes, buttons, pipe cleaners.	Natural materials: eg leaves, pebbles, feathers, sticks, pine cones, seeds, petals
Artists	Wassily Kandinsky 1866 - 1944 Abstract modern art Concentric circles	Jeannie Baker 1950 - Relief collage artist Book: Window	Jackson Pollock 1912 – 1956 abstract expressionist Hannah Rampley Patterned fruits printer	Pablo Picasso 1881 - 1973 Line drawings	Miina Äkkijyrkkä 1949 Junk sculpture Cow sculptures	Andy Goldsworthy 1956 – Sculptor
<p>Sketchbooks: Children practice skills in their sketchbook through guided exercises and independent exploration. They begin to make written comments about their work (I like... I am good at... I want to improve... Next time I will...). They learn to take pride in their sketchbooks.</p> <p>Artist Study: I can describe what I see and give my opinion of an artist. I can ask questions about a piece of art.</p>						



2	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Painting 	Creative Crafts 	Print 	Drawing 	Sculpture 	Digital Art 
Class 2 – Overview	Children explore the colour wheel. They practise their colour mixing skills, including adding white and black to create tints and shades. They use the colours they have made to create a piece of modern art.	Weaving different materials to create a wall hanging or picture.	Children create rubbings from man-made and natural relief objects. Children create compositions comprising a range of different rubbings.	Children explore coloured pencils and pastels, finding ways to create lines of different thickness. They use these to create patterns and textures. They create artwork in the style of an artist	Create pinch and coil clay pots. Practice first with plasticine and then create using air drying clay. The pots could be painted.	Develop a range of tools used for digital painting on Tux. Create digital paintings inspired by a range of artists' work.
Elements	Colour, line, value	Texture, pattern, colour.	Texture, pattern, shape.	Colour, line, pattern, texture	Form, texture, pattern	Line, shape, space
Materials	Powder paints, ready mix paint	Cardboard looms wool, ribbons, paper strips, string.	Range of relief objects, for example leaves, coins, stickle bricks, lego,	Pencils, oil pastels	Plasticine Air drying clay	Tux Paint NCCE lesson plans (SharePoint and online)
Artists	Beatriz Milhazes 1960 - Modernist	Anni Albers 1889 – 1994 Gunta Stolzl 1897 – 1983 Textile artists	Max Ernst 1891 - 1976 Frottage (rubbing)	Van Gogh 1853 – 1890 Post-Impressionist painter	Clarice Cliff 1899 – 1972 Kate Malone 1959 – Ceramic artists	Mondrian, Matisse, Kandinsky, Seurat
<p>Sketchbooks: Children practice a range of skills in their sketchbook through guided exercises and independent exploration. They make increasingly reflective written comments about different media and their work (I like... I am good at... I want to improve... Next time I will...). They take pride in their sketchbooks and share them with others.</p> <p>Artist Study: I can describe what I see and give my opinion of an artist. I can ask questions about a piece of art. I can suggest how artists have used colour, pattern and shape. I can create a piece of work in response to another artist.</p>						









3	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Painting 	Creative Crafts 	Print 	Drawing 	Sculpture 	Digital Art 
Class 3 – Overview	Continue to explore the colour wheel including creating shades, tints and tones by adding black, white and grey. Create a colour wash background that will resist a wax/oil crayon design.	Design and create mosaic tiles around a theme. Incorporate small shells, glass pebbles and other small objects to add texture and interest.	Practice technique with ready-made stencils first. Design a simple stencil (eg animal silhouette). Copy onto card and cut it out. Tape to a background. Dab with paint and sponges. When dry, add highlights. Remove the stencil.	Children experiment with different grades of pencil and applying more/less pressure to create tone. Draw spheres and cubes	Design a sculpture in sketchbooks. Create a sculpture using tools to carve soft materials.	Use the shapes and scribble tools to create pictures of animals or people. Change sizes and colours. Duplicate and sequence pictures to create the impression of animation. Print and display in the style of Eadweard Muybridge.
Elements	Colour, value	Colour, texture	Shape	Line, shape, pattern	Form, pattern	Line, colour, movement
Materials	Powder paints or watercolours. Oil pastels or crayons	Mosaic tiles Natural objects Glass pebbles	Card Sponges Ready mix paint	Range of sketching pencils	Soap Bars, rubbers or fruit/vegetables	Coding book 1, pages 24 to 27 (SharePoint / subscription)
Artists	Georgia O’Keeffe	Antoni Gaudí 1852 - 1926 Architect	Street art - Mandalas Banksi Street artist / stencil artist		Tomoko Sato - Fruit sculptor Barbra Hepworth 1903 – 1975 Sculptor	Eadweard Muybridge 1830-1904
<p>Sketchbooks: Children practice a range of skills in their sketchbook through guided exercises and independent exploration. They make reflective written comments about technique, media and their work (I like... I am good at... I want to improve... Next time I will...). They begin to refer to their sketchbook studies to inform new pieces of work.</p> <p>Artist Study: I can suggest how artists have used colour, pattern and shape. I can create a piece of work in response to another artist. I can compare work of different artists. I can identify techniques used by different artists. I can begin to recognise when art is from different cultures and historical periods.</p>						









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Art Long Term Plan Year A 2022/23 Year B 2023/24

4	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Painting 	Creative Crafts 	Print 	Drawing 	Sculpture 	Digital Art 
Class 4 – Overview	Use a range of paints, brushes and techniques to create a final piece in the style of an artist.	Papercraft. Practise creating art from rolled and torn paper. Plan a simple picture. Use torn paper and magazines to 'colour' the picture. Quilling can be added for extra detail and relief.	Self-portraits in the style of pop art. Create a series of prints using tracing / carbon paper. Choose appropriate colours to paint / dot print the designs.	Create light and shade using a range of techniques, including hatching, cross hatching, stippling, scribbling and shading. Observational drawings of natural objects with a focus on form.	Create sculptures of people in action from wire and foil or masking tape.	Stop Motion Animation. Create a storyboard. Design and create a set and characters. Use a camera or iPad to create a stop motion animation.
Elements	Colour, texture	Colour, texture, tone, shape	Line, colour	Form, tone, texture, light and shadow	Movement, shape	Movement
Materials	Ready mixed paint or acrylic Watercolour pallets	Paper, magazines	Tracing paper, carbon paper, marker pens, acrylic or ready mix paint, brushes, cotton buds	Sketching pencils Charcoal	Wire, foil, masking tape or metallic paint	Camera or iPad Large boxes Plasticine and classroom objects / toys
Artists	Range of Famous Artists / pieces	Eileen Downes Yulia Brodskaya Collage artists	Roy Lichtenstein 1923 – 1997 Andy Warhol 1928 - 1987 Pop art	Sarah Simblet Graphic artist	Alberto Giacometti 1901 - 1966	Aardman Animations
<p>Sketchbooks: Children practice a range of skills in their sketchbook through guided exercises and independent exploration. They continue to make reflective written comments about technique, media and their work and use these reflections to improve their skills, develop design ideas towards final pieces and begin to develop their own style.</p> <p>Artist Study: I can experiment with styles used by another artist. I can begin to explain some of the features of art from different historical periods.</p>						



5	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Painting 	Creative Crafts 	Print 	Drawing 	Sculpture 	Digital Art 
Class 5 – Overview	Explore one-point perspective. Sketch out a final composition and paint in watercolour from a limited pallet.	Textiles Tie dying and/or Batik Practice making patterns on fabric pieces Use this knowledge to create a patterned t-shirt and/or a wall hanging.	Create prints from lino or polystyrene blocks to create a monochrome repeating pattern. Add further detail to the block and overprint in a second colour.	Explore two-point perspective. Draw buildings and cityscapes with detail and perspective.	Mould clay to create the head of a book character. Use tools to refine features and create smoothness and texture. Paint when hard with gloss paints	Use vector and turtle graphics to explore geometric art.
Elements	Perspective, line, colour	Colour, pattern	Pattern, colour	Perspective, line	Form	Pattern, colour
Materials	Watercolour pallets	Fabric Buttons / small objects Elastic bands / string Cold water dye Plain t-shirts	Lino or polystyrene blocks. Printing inks.	Graphite pencils Fine liners	Air drying clay Jazz gloss tempura paints	Switched on Computing (subscription / book) 5.3 We are artists
Artists	L S Lowry 1887 - 1976	Hugo Pineda (Tie Die) Sarkasi Said 1940 - 2021 (Batik)	William Morris Textile designer / printer	Stephen Wiltshire Architectural artist	Miguel Vasquez 3D sculptor	Geometric Islamic art M C Escher Bridget Riley
<p>Sketchbooks: Children practice a range of skills in their sketchbook through guided exercises and independent exploration. Sketchbooks show children’s increasing confidence to experiment and develop their own ideas and style. They can explain why they have chosen specific tools and techniques. They show a clear progression of ideas from conception to final pieces.</p> <p>Artist Study: I can experiment with styles used by another artist. I can explain the style of my work and how it has been influenced by other artists. I can explain some of the features of art from different historical periods and movements.</p>						