

The Westgate Lower School - Art Long Term Plan



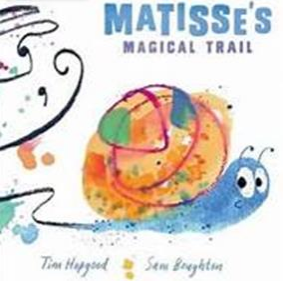



ART Curriculum Long Term Plan


Colour code Key: Skills Artist/stimulus 3D project Trip/Visitors

INTENT	<p>Visual Arts Intent “Art is not what you see but what you make others see.”</p> <p>At The Westgate School our Visual Art curriculum intends to:</p> <ul style="list-style-type: none"> develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication; develop an appreciation of the aesthetic nature of the world around us; critically evaluate the way cultures are represented through their arts and celebrate diversity. 					
EYFS	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
KS1 POS	<p>Pupils should be taught to:</p> <p>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</p>					
YEAR R	<p>Ongoing: Pupils should be taught to:</p> <p>Safely use and explore a variety of materials, tools and techniques To experiment with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>					
	Autumn		Spring		Summer	
Subject content	<p>Exploration and development of skills</p>	<p>Talking about art – link work in explore</p>	<p>Continue to develop art skills through</p>	<p>Focus on Matisse – read Matisse KS1 books and use</p>	<p>Continue to develop art skills through</p>	<p>Link to work with Mini Beasts and Hungry caterpillar</p>






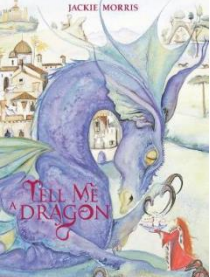



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	<p>by teaching and practising key skills: Colour mix with different paints Cutting skills – collage, Printing skills – finger/hands, autumnal resources e.g. pine cones & leaves</p>	<p>& learn sessions with different artists. Use online gallery links and virtual gallery tours. Notice what an art gallery looks like and describe the layout of the building</p>	<p>explore and learning sessions. Develop collaborative art skills by working in small to medium groups. Working on large and small scale.</p>	<p>resources on twinkl and Tate gallery. Create collaborative, abstract collage art. Gallery for parents to visit. Paper sculpture through developing collage skills - Link back to Matisse and consider how we can turn his work into 3D pieces. Link with maths – colour, pattern, symmetry to create paper sculptures.</p>	<p>explore and learning sessions. This term introduce more understanding of 3d work</p>	<p>Observational drawing or fruits and food that caterpillar eats Print using block 3d shapes – maths link – to create the different bugs/insects. See example</p>
<p>Suggested resources</p>		<p>Virtual tours Visiting National Gallery, London 360 tour of Tate Modern Tate</p>			<p>-Weaving of textiles in outside space -More considered junk modelling Make a Sensory Sculpture Tate Kids</p>	

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YEAR 1	<p>Ongoing: Drawing – use black handwriting pen for most drawing. Drawing from observation. Teacher models ALL artwork process – use visualiser/flip chart paper/gather pupils around Evaluate process and outcomes together – practise peer feedback SIR: Success Improvement Response Use a sketch book as an ‘Arts Journal’ record ‘journey’ of art projects but also responses and evaluations of all the art forms. E.g. a music performance or theatre trip. Art History – as in English pupils get practised at responding to texts and making links between authors we need to teach children to analyse a painting. Recognise and discuss artwork from local community artists, famous artists and art from different times and cultures. Key questions: What can we see? How does it make you feel? Is it similar/different? What evidence do we have about the story/theme?</p>					
	Autumn		Spring		Summer	
Subject content	Link with maths – Castle in the Sun Paul Klee 2D shape project. Printing with shapes Drawing – pastels Collage and paper cutting skills Junk modelling making a 3d sculpture of the painting Andy Goldsworthy	Link with RE – Ganesha Studying Art from a different culture. Patterns and decoration – symbolism in Hinduism.	Colour and Crayons! Link with ‘The Day the Crayons Quit’ Colour skills using paint, pastels and crayons	Eric Carle Art project – Link with English and reading project on Eric Carle Use website videos to find out step by step how Eric Carle created his illustrations. Drawing Collage Paint experiment with texture	Portraits – Lord Nelson and Christopher Columbus Link to visiting portrait at the Historic Dockyard. Look at History of Portraits. Create portrait of Nelson or Columbus Create own self portrait Drawing – pen and ink Historic Dockyard	Fish & Sea Creatures Mixed Media Project Drawing fish using different resources -Create a card relief and rubbings -Printing, mono printing

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<p>Suggested resources</p>	 <p>https://www.youtube.com/watch?v=uAVhGJJBxl https://www.youtube.com/watch?v=kLbPT16bfC4</p>			<p>http://www.eric-carle.com/creativeprojects.html</p> 		
<p>YEAR 2</p>	<p>Ongoing: Drawing – use black handwriting pen for most drawing. Drawing from observation. Teacher models ALL artwork process – use visualiser/flip chart paper/gather pupils around Evaluate process and outcomes together – practise peer feedback SIR: Success Improvement Response Use a sketch book as an 'Arts Journal' record 'journey' of art projects but also responses and evaluations of all the art forms. E.g. a music performance or theatre trip. Art History – as in English pupils get practised at responding to texts and making links between authors we need to teach children to analyse a painting. Recognise and discuss artwork from local community artists, famous artists and art from different times and cultures. Key questions: What can we see? How does it make you feel? Is it similar/different? What evidence do we have about the story/theme?</p>					
	<p>Autumn</p>		<p>Spring</p>		<p>Summer</p>	
<p>Subject content</p>	<p>Pen and ink drawings based on 'Tell me a Dragon' Jackie Morris Illustrator</p> <p>SCULPTURE TRAIL WITH WINCHESTER UNIVERSITY Mod Roc sculpture</p>	<p>Birds - painting William T Cooper Mixed media</p> <p>Zentangle birds – black pen and ink</p>	<p>HENRI ROUSSEAU Tiger surprised in a tropical storm. Artist research & analysis Paintings of own creature in a 'tropical storm' Leads to making masks out of Mod Roc</p>	<p>Fossils and Shells and then plants Drawing skills – using pencil, pen, pastel Georgia O'Keefe Creating a large scale flower/leaf painting.</p>	<p>Link with History: Great Fire of London Drawing skills of Tudor houses. Poly printing project. Colour mixing 'fire colours'.</p>	
<p>Suggested resources</p>			<p>Henri Rousseau's 'Tiger in a Tropical Storm(Surprised!)' explained - YouTube</p>	<p>Georgia O'Keefe PowerPoint (Twinkl)</p>		

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KS2 POS	<p>Pupils should be taught to: 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 					
YEAR 3	<p>Ongoing: Drawing – use black handwriting pen for most drawing. Drawing from observation. Teacher models ALL artwork process – use visualiser/flip chart paper/gather pupils around Evaluate process and outcomes together – practise peer feedback SIR: Success Improvement Response Use a sketch book as an ‘Arts Journal’ record ‘journey’ of art projects but also responses and evaluations of all the art forms. E.g. a music performance or theatre trip. Art History – as in English pupils get practised at responding to texts and making links between authors we need to teach children to analyse a painting. Recognise and discuss artwork from local community artists, famous artists and art from different times and cultures. Key questions: What can we see? How does it make you feel? Is it similar/different? What evidence do we have about the story/theme?</p>					
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Subject content	<p>Vincent Van Gogh – Sunflowers</p> <p>Observational Drawing skills in different media</p> <p>Final piece – Repeated leaf design & painting in inks.</p> <p>Guided Reading link with Van Gogh</p>	<p>Stone Age Art – Link with Topic Pre-Historic Artists</p> <p>Drawing with chalks and pastels</p> <p>Look at symbolism of prehistoric drawings</p> <p>Collaborative art</p> <p>Iron Giant – drawings and printing</p>	<p>Who Is Yayoi Kusama?</p> <p>Who is Yayoi Kusama? – Who Are They? Tate Kids</p> <p>Link with the art of ALMA THOMAS</p> <p>Mini Project exploring colour, mark making and shape. Can</p>	<p>John Hansard Gallery Trip</p> <p>Link with Miro and Matisse</p> <p>Paper sculpture unit and ‘colouring with scissors’</p> <p>Create window art using acetate.</p> <p>Year R are also looking at Matisse at this time – could</p>	<p>Egyptian Art – link with topic work.</p> <p>Canopic Jars</p> <p>Ancient artists & designers</p> <p>Scarab Beetle Symbolism</p> <p>Hieroglyphics</p>	<p>Stained glass project</p> <p>Artist study of Burne-Jones and particular focus on his stained glass. Visit Winchester Cathedral and make a study of the window.</p> <p>Create own stained glass – link with RE concept - use acetate and coloured film to collage</p>







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			<p>build on the work of Van Gogh's mark making last term</p> 	<p>pupils come together to share work and ideas? Older pupils teach younger? Develop a gallery together?</p>		<p>onto black cut out sugar paper. Think about effect of light</p>
<p>Suggested resources</p>	<p>https://www.bbc.co.uk/bitesize/clips/z4pvcdm</p> <p>https://www.bbc.co.uk/bitesize/clips/zwvcd2p</p> 				<p>https://youtu.be/cekwC1OwV8</p> 	
<p>YEAR 4</p> <p>Ongoing:</p> <p>Drawing – use black handwriting pen for most drawing.</p> <p>Drawing from observation.</p> <p>Teacher models ALL artwork process – use visualiser/flip chart paper/gather pupils around</p> <p>Evaluate process and outcomes together – practise peer feedback SIR: Success Improvement Response</p> <p>Use a sketch book as an 'Arts Journal' record 'journey' of art projects but also responses and evaluations of all the art forms. E.g. a music performance or theatre trip.</p> <p>Art History – as in English pupils get practised at responding to texts and making links between authors we need to teach children to analyse a painting. Recognise and discuss artwork from local community artists, famous artists and art from different times and cultures. Key questions: What can we see? How does it make you feel? Is it similar/different? What evidence do we have about the story/theme?</p>						
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<p>Subject content</p>	<p>Roman Art – Studying Art from a different culture. Drawing skills Looking at creating an image using dots – pixels Look at Roman mosaic and create design and images using cut out paper Can we get a mosaic artist to visit? Create small mosaics using tiles? Visit to Winchester College to look at Roman artefacts? Fishbourne? Link with modern artist called 'Invader' Invader Street Artists (streetartlondon.co.uk)</p>	<p>Link with ICT – create a digital mosaic and experiment with symmetry and repeating pattern Children create their own mini mosaics:</p>	<p>Rivers – Geography Link Link with Monet & Water Lillies. Visit local river location as part of Geography field work and make observational drawings/photographs Drawing skills Colour mixing using different pastels and paints.</p> <p>Textiles outcome – felt making, silk painting or other fabric work.</p>		<p>Buildings – Link with Geography work on Winchester and Southampton. Visit Southampton Art Gallery Link with local artists SIMON HARMER and GREEN MAGPIE Drawing, painting, printing and collaged</p> 	
<p>Suggested resources</p>	<p>Learning Playground - Make a Mosaic</p>			<p>Who is Claude Monet? – Who Are They? Tate Kids</p>	<p>About Simon Harmer Building Illustration Fine Lines Illustrations</p>	
<p>YEAR 5</p>	<p>Ongoing: Drawing – use black handwriting pen for most drawing. Drawing from observation. Teacher models ALL artwork process – use visualiser/flip chart paper/gather pupils around Evaluate process and outcomes together – practise peer feedback SIR: Success Improvement Response Use a sketch book as an 'Arts Journal' record 'journey' of art projects but also responses and evaluations of all the art forms. E.g. a music performance or theatre trip. Art History – as in English pupils get practised at responding to texts and making links between authors we need to teach children to analyse a painting. Recognise and discuss artwork from local community artists, famous artists and art from different times and cultures. Key questions: What can we see? How does it make you feel? Is it similar/different? What evidence do we have about the story/theme?</p>					
<p>Subject content</p>	<p style="text-align: center;">Autumn</p> <p>Greek Art Project Ancient artists & art from another culture Drawing – amphora illustrations</p>		<p style="text-align: center;">Spring</p> <p>Frank Bowling</p> <p>Hat Fair Preparation – Carnival Link Working with different artists in the community.</p>		<p style="text-align: center;">Summer</p> <p>Celtic Art Ancient artists & art from another culture</p>	


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	<p>Scratch art project Visit Winchester College – Link to Greek amphorae they have a large collection! Upper School link – support with pottery</p>		<p>Find out about the life & work of Frank B. -Follow plans on Tate</p> <p>Outcome – lost & found. Pupils bring in a collection of small items which tell a story about them. PVA glue to canvas and then spray/paint</p>			<p>Drawing – wheat and corn from observation drawing in chalks. Celtic knots – collage using coloured paper Extend knot designs to make jewellery using card relief and then foil and sharpies over the top.</p>
<p>Suggested resources</p>	  	<p>Make pinch and coil pots using air drying clay. Paint using acrylic and varnish. Reflect on style and story telling of red and black Greek pottery</p>	<p>Frank Bowling born 1934 Tate Who is Frank Bowling? – Who Are They? Tate Kids Make an Amazing Messy Painting – Cut and Paste Tate Kids</p>	 <p>Beatrice Milhazes Biography - Beatriz Milhazes</p>		 
<p>YEAR 6</p>	<p>Ongoing: Drawing – use black handwriting pen for most drawing. Drawing from observation. Teacher models ALL artwork process – use visualiser/flip chart paper/gather pupils around Evaluate process and outcomes together – practise peer feedback SIR: Success Improvement Response Use a sketch book as an ‘Arts Journal’ record ‘journey’ of art projects but also responses and evaluations of all the art forms. E.g. a music performance or theatre trip. Art History – as in English pupils get practised at responding to texts and making links between authors we need to teach children to analyse a painting. Recognise and discuss artwork from local community artists, famous artists and art from different times and cultures. Key questions: What can we see? How does it make you feel? Is it similar/different? What evidence do we have about the story/theme?</p>					

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	Autumn		Spring		Summer
Subject content	<p>Kings and Queens – link to history unit. Drawing & painting skills. Art History – learning about propaganda through art. What did the monarch want to portray? Home - National Portrait Gallery (npg.org.uk)</p>	<p>Link with Beetle Boy Detailed pen and ink drawings of beetles Visit from Author? Drawings of beetles in pen and ink. Foil art beetles Sculpting beetles using wire Sculpting using tin foil or clay?</p> 	<p>William Morris and the Arts and Crafts movement Research, compare and contrast different Morris work. Link with history and the industrial revolution. Observational drawings from Marris' fabric/wallpaper e.g. Strawberry Thief. Design shapes and patterns linked with nature. Create repeating patterns using stencil and poly print. Ask local fabric designer to come in? Find out about how wallpaper and fabrics are designed today. Link with DT</p>	<p>Compare and contrast William Morris & Yinka Shonibare Who is Yinka Shonibare? – Who Are They? Tate Kids Can pupils pull what they have learnt about the very 'British' traditional style of Morris with Yinka's desire to bring cultures and communities together. Think about how fabric can tell a story about our own history & personality. Can you make a piece of artwork which celebrates being a citizen of the world?</p>	<p>Picasso project – link with transition to secondary and feelings/emotions regarding the change. Also 'identity' looking at self-portraits and ways in which we can portray ourselves and our feelings/opinion through art. Focus on Picasso portraits of himself and others – look at colour work. Compare with Matisse & Fauvism portraits.</p> 
Suggested resources		 	<p>https://www.nationaltrust.org.uk/red-house</p> <p>https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design</p>	<p>Create a self-portrait in the style of Picasso. Perhaps experiment with colour and choose either warm or cool colours. Create a collage of a face. Cut out shapes, colours and images from magazines and newspapers and glue them to make an abstract collage. Cardboard collage</p>	

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				<p>relief portrait – look at cubist portraits. https://www.bbc.co.uk/bitesize/clips/z2gkq6f</p>	
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