

# Becoming an Artist at Kingsway Primary

## School

Our aim in Art & Design is that children who leave our school in Year 6 will be able:

- To produce creative, quality artwork and record their ideas in a variety of ways.
- To have their own ideas and to develop them to create their own artwork through the use of their sketchbooks and in final pieces of artwork.
- To be proficient in their drawing skills, painting skills, sculpture and design.
- To be able to talk about their artwork using subject specific vocabulary.
- To be able to evaluate and analyse their own work, the work of other artists and of their peers, using the language of art, craft and design.
  - To have a knowledge of Artists and how their work has impacted on society.
  - To be able to apply their art to everyday life.
  - To have a love of art and feel inspired to create and to appreciate others' artwork.

How our children learn to be an Artist

At Kingsway Primary we teach Art and Design with the aim to inspire pupils and develop their confidence to experiment and invent their own works of art. Our delivery of an Art and Design spiral curriculum is underpinned by the

key skills needed to produce quality artwork and designs. Key skills are revisited again and again with increasing complexity throughout the key stages. This allows pupils to revise and build on their previous learning. The units are carefully built up across each year group and linked to other wider curriculum subjects to provide challenge and a clear progression. They build on prior knowledge which enables children to delve deeper as they move through their primary education. Within each unit children are taught subject-specific vocabulary so they can clearly explain their ideas and learning.

In Reception, KS1 and KS2 children will complete a range of units that cover key areas of Art and Design:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and Design

Each unit enables children to build skills and techniques towards exciting outcomes.

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practicing techniques learned and developing and evaluating their ideas towards an outcome.

At Kingsway Primary all of our children are provided with excellent resources, teaching and experiences to help them bring their own works of art to life. The children learn how to present their learning both orally and in sketchbooks. They are provided with the resources to apply the skills and techniques they have gained, to produce their own creative works of art.

The children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. Through working together, our children are supported to give quality critiques of their work and that of their peers. By taking part in the discussions and the decision making process, our children are able to talk confidently about their own learning journey, are able to use subject specific vocabulary and have a growing understanding of the subject and have an understanding of how they can improve. This enables them to become confident, creative, purposeful and reflective artists.

# Art and Design Long Term Plan Cycle A and B

## Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### KS1

#### 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

### KS2

**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.

Pupils should be taught:

- 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

Colour and painting

3D Form

Printing & Pattern

<p>EYFS</p> <p>Expressive Arts and Design</p>	<p>I can produce lines of different thicknesses and tones.</p> <p>I can begin to show accuracy and care when drawing.</p> <p>I can use a range of drawing materials such as pencils/ graphite pencils, chalk, felt tips, wax crayons in an exploratory way.</p> <p>I can make marks on different materials/ surfaces of different textures: playground, bark or coloured paper.</p> <p>To experiment with and use primary colours.</p> <p>To name colours and mix them.</p> <p>To use a range of tools when making colours.</p> <p>I can push, squash, twist, roll and pinch clay or playdough.</p> <p>I can use tools safely and with confidence to slice, roll, chop.</p> <p>I can use my imagination to arrange natural loose parts (leaves, twigs, seeds, bark, stones and shells)</p> <p>I can experiment with design. I can design a sculpture. I can make a 3D sculpture, such as an animal using my design.</p> <p>I can share my creations and explain the process used.</p> <p>I can experiment with colour, design, texture and form.</p>
<p>Vocabulary</p>	<p>Observational Imagine Explore Long Rough Short Smooth Soft Straight Thick Thin Wavy Shape Marks/mark making Self-portrait Artist</p>

	Autumn 2	Spring 2	Summer 2
Year 1 & 2	Explore and Draw	Expressive Painting	Simple Printmaking
A	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find (e.g. graphite, soft pencil, handwriting pen, pastel).</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line (thick/thin lines, light/dark marks, fast/slow marks)</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making (cutting, arranging and layering papers to create images).</p> <p>Visit the local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing (considering size, shape, texture and position).</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects collected) combined with experimental mark making, using graphite, soft pencil, handwriting pen (lines, dots, dashes, repeated marks).</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Draw different lines by varying control and pressure (straight, curved, zig-zag, broken lines).</p> <p>Explore the qualities of different media (graphite, soft pencil, pen, pastel).</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting (large brushstrokes, quick movements, energetic marks).</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making (thick/thin paint, dry/wet brush).</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life (drawing or painting a group of arranged objects).</p> <p>Know how to choose suitable sized paintbrushes and how to clean a paintbrush (rinsing brushes and drying between colours).</p> <p>Explore colour and colour mixing (primary and secondary colours)</p> <p>Explore making a paint colour darker or lighter (tone)</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to</p>	<p>Understand prints are made by transferring an image from one surface to another (printing plate to paper).</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Pupils draw from first hand observation, observing detail/shape using materials above plus pastel, oil pastel and or pencil crayon.</p> <p>Test out printmaking ideas (printing with objects, textures and simple plates).</p> <p>Develop experience of primary and secondary colours (mixing colours when printing).</p> <p>Practice observational drawing (looking closely at lines and shapes).</p> <p>Explore mark making (dots, lines, repeated patterns).</p> <p>Use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p>

	<p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making (looking carefully at shape, proportion and detail).</p> <p>Make visual notes about artists studied (simple sketches and written observations about line, colour or texture).</p> <p>Use the observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet (arranging shapes and forms on the page).</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate (overlapping shapes, layering paper).</p>	<p>allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting (considering placement, colour and composition).</p>	<p>Explore concepts like “repeat” “pattern” “sequencing”.</p> <p>Collage with painted papers exploring colour, shape and composition (overlapping shapes and arranging forms).</p>
<p>Year 1 &amp; 2 B</p>	<p style="text-align: center;"><b>Spirals Drawing</b></p> <p>Introduce what a sketchbook is for (drawing ideas and practising marks).</p> <p>Understand that a sketchbook is owned by the pupil for experimentation and exploration.</p> <p>Understand drawing is a physical activity</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Develop experience of primary and secondary colours (mixing two primary colours)</p> <p>Explore mark making using more complex lines and marks e.g. overlapping, varying speed and varying pressure.</p> <p>Practice observational drawing (looking carefully at shape and proportion).</p>	<p style="text-align: center;"><b>Birds Sculpture</b></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Understand that collage is the art of using elements of paper to make images (cutting and arranging shapes).</p> <p>Understand we can create our own papers with which to collage (painting and decorating paper).</p> <p>Understand the meaning of “Design through Making”</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Practice observational drawing (looking carefully at shape and proportion).</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p>Use a combination of two or more materials to make sculpture (paper, card, found materials).</p> <p>Use construction methods to build (gluing, slotting, folding).</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p style="text-align: center;"><b>Exploring Watercolour</b></p> <p>Understand that watercolour is a medium which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks (thin, thick, soft edges).</p> <p>Know how to choose suitable sized paintbrushes and how to clean a paintbrush (detail vs large washes).</p> <p>Develop experience of primary and secondary colours (mixing colours)</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. (wet on wet, watery paint).</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to “imagine” an image within (finding images in abstract shapes).</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery (adding detail and outlines).</p>

	Autumn 2	Spring 2	Summer 2
Year 3 & 4 A	<b>Gestural Drawing with Charcoal</b>	<b>Cloth Thread Paint</b>	<b>Working with Shape &amp; Colour</b>
	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale (broad marks and smudging).</p> <p>Understand that charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings (strong contrast between light and dark tones).</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal (smudging, blending, rubbing).</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (dramatic light and shadow).</p> <p>Explore making gestural drawings with charcoal using the whole body (bold lines, soft shading).</p> <p>Explore the qualities of charcoal (e.g. tones, pressure, smudging)</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists’ work to help consolidate learning and make the experience your own (sketches and observations).</p>	<p>Understand that paint acts differently on different surfaces (paper, fabric, textured materials).</p> <p>Understand the concept of still life and landscape painting (arranged objects and environments).</p> <p>Develop mark making skills by deconstructing the work of artists.</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists’ work to help consolidate learning and make the experience your own (sketches and observations).</p> <p>Continue to develop colour mixing skills (tints and shades).</p> <p>Explore painting over different surfaces, e.g. cloth (different textures and surfaces).</p> <p>Explore transferring drawing mark making skills into thread, using stitch to draw over the painted fabric (using thread to create lines).</p>	<p>Understand that screen prints are made by forcing ink over a stencil.</p> <p>Understand that mono print can be used effectively to create prints which use lines. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists’ work to help consolidate learning and make the experience your own (sketching shapes and patterns).</p> <p>Brainstorm animation ideas.</p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider the use of layers to develop meaning.</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage to make a creative response to an original artwork.</p> <p>Explore positive and negative shapes (space around objects), line, colour and composition.</p>
Year 3 & 4 B	<b>Storytelling through Drawing</b>	<b>Sculpture, Structure, Inventiveness &amp; Determination</b>	<b>Exploring Still Life Painting</b>
	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. (how to create different tones - pressure)</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p>Use a variety of drawing media including <b>charcoal, graphite, wax</b></p>	<p>To understand that making sculpture can be challenging.</p> <p>To understand it takes a combination of skills, but that we can learn through practice.</p> <p>That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>● Practise drawing skills</li> <li>● Make visual notes to record ideas and processes discovered through looking at other artists</li> <li>● Test and experiment with materials</li> </ul>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements arranged.</p> <p>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>● Practise drawing skills</li> <li>● Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>● Test and experiment with materials.</li> <li>● Reflect</li> </ul>

<p><b>resist and watercolour</b> to make observational and experimental drawings.</p> <p>To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>● Practise drawing skills</li> <li>● Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>● Test and experiment with materials.</li> <li>● Reflect</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect</li> </ul> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.</p> <p>Use tools to help us construct and take creative risks by experimenting to see what happens.</p> <p>Use Design through Making philosophy and reflect at all stages to inform future making.</p>	<p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions.</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</p>
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	Autumn 2	Spring 2	Summer 2
<p><b>Year 5 &amp; 6 A</b></p>	<p><b>2D Drawing to 3D making</b></p> <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects (transforming flat designs into 3D structures).</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use (visual communication).</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work (grid system).</p> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto the card.</p> <p>Use collage to add tonal marks to the “flat image” (layred shading)</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>● Practise seeing negative and positive shapes.</li> <li>● Using the grid method to scale up an image.</li> <li>● Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	<p><b>Mixed Media Land and Cityscapes</b></p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes.</p> <p>Understand that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this (paint, drawing, collage).</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>● Make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>● Experiment with different media and different marks to capture the energy of a landscape.</li> <li>● Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. (tints and shades)</li> <li>● Explore how you can paint (possibly combined with drawing) to capture your response to a place.</li> <li>● Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result.</li> <li>● Experiment with mark making to represent movement and energy (brushstrokes and lines).</li> <li>● Explore composition (foreground, middle ground and background).</li> </ul>	<p><b>Fashion Design</b></p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</p> <p>Understand designers use colour, pattern and texture (textile design).</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>● Explore mark making.</li> <li>● Make visual notes to capture, consolidate and reflect upon the artists studied</li> <li>● Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc</li> <li>● Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.</li> </ul> <p>Mix colour intuitively to create painted sheets. Use patterns to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (repeating motifs, pattern, colour)</p> <p>Work in 3d to devise fashion constructed from patterned papers (folding, shaping, constructing)</p>
<p><b>Year 5 &amp; 6 B</b></p>	<p><b>Exploring Identity</b></p> <p>Understand artists use art to express identity (personal experiences and culture)</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Use sketchbooks to:</p>	<p><b>Exploring Form Through Drawing</b></p> <p>Understand that the word form is used to describe a three-dimensional shape.</p> <p>Understand that contour marks can help to portray volume and form/mass.</p>	<p><b>Making Monotypes</b></p> <p>Understand that mono types are single monoprints (unique print images).</p> <p>Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book.</p> <p>Use sketchbooks to:</p>

	<ul style="list-style-type: none"> <li>• Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? (ideas, symbols and imagery).</li> <li>• Explore combinations and layering of media (collage, drawing, paint)</li> <li>• Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p> <p>Create portrait artworks exploring identity (symbolism and personal imagery).</p>	<p><b>That drawing and sculpture share a close relationship and can inform each other.</b></p> <p>Use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.</p> <p>Draw on two-dimensional surfaces using lines, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.</p> <p>Mix colours and use a range of media to create atmosphere and meaning in drawings.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas generated when reading poetry or prose.</li> </ul> <p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks (layered artwork).</p> <p>Explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>Explore composition and colour relationships (arranging shapes and marks).</p> <p>Create artist books using monoprints (sequenced pages and narrative imagery).</p>
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## Art Long Term Plan

		Autumn	Spring	Summer
EYFS		<p>I can produce lines of different thicknesses and tones.</p> <p>I can begin to show accuracy and care when drawing.</p> <p>I can use a range of drawing materials such as pencils/graphite pencils, chalk, felt tips, wax crayons in an exploratory way.</p> <p>I can make marks on different materials/surfaces of different textures: playground, bark or coloured paper.</p> <p>To experiment with and use primary colours.</p> <p>To name colours and mix them.</p> <p>To use a range of tools when making colours.</p> <p>I can push, squash, twist, roll and pinch clay or playdough.</p> <p>I can use tools safely and with confidence to slice, roll, chop.</p> <p>I can use my imagination to arrange natural loose parts (leaves, twigs, seeds, bark, stones and shells)</p> <p>I can experiment with design.</p> <p>I can design a sculpture. I can make a 3D sculpture, such as an animal using my design.</p> <p>I can share my creations and explain the process used.</p> <p>I can experiment with colour, design, texture and form.</p>		
Year 1/2	A	Explore and Draw	Expressive Painting	Simple Print Making
	B	Spirals Drawing	Birds - Sculpture	Exploring Watercolour
Year 3/4	A	Gestural Drawing with Charcoal	Cloth Thread Paint	Working with Shape and Colour
	B	Storytelling Through Drawing	Sculpture, Structure, Inventiveness & Determination	Exploring Still Life Painting
Year 5/6	A	2D Drawing to 3D Making	Mixed Media Land and Cityscapes	Fashion Design
	B	Exploring Identity	Exploring Form Through Drawing	Making Monotypes

