Mappleborough Green C of E Primary School

Art Long Term Plan

Skills Progression

Class 2 - A		
Autumn	***Spring***	***Summer***
Drawing	***Painting and Mixed Media***	***Craft and Design***
Mark Your Mark	***Colour Splash***	***Woven Wonders***
Pupils who are **secure** will be able to: Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	Pupils who are **secure** will be able to: Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.	Pupils who are **secure** will be able to: Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don't go right the first time. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuna's artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like about their finished work.

Class 2 - B		
Autumn	***Spring***	***Summer***
Craft and Design	***Painting and Mixed Media***	***Drawing***
Map it out	***Life in colour***	***Tell a story***
Pupils who are **secure** will be able to: Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.	Pupils who are **secure** will be able to: Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.	Pupils who are **secure** will be able to: Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support.

Class 3 - A		
Autumn	***Spring***	***Summer***
Drawing	***Painting and Mixed Media***	***Sculpture and 3D***
Tone, texture and proportion	***Light & Dark***	***Mega Materials***
Pupils who are **secure** will be able to: • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	Pupils who are **secure** will be able to: • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects.	Pupils who are **secure** will be able to: • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.
Class 3 - B		
Autumn	***Spring***	***Summer***

Drawing	***Painting and Mixed Media***	***Craft & Design***
Developing Drawing Skills	***Prehistoric Painting***	***Fabric of Nature (rainforests)***
Pupils who are **secure** will be able to: • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	Pupils who are **secure** will be able to: • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours.	Pupils who are **secure** will be able to: • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.

Class 4 - A		
Autumn	***Spring***	***Summer***
Drawing	***Craft and Design***	***Painting and Mixed Media***
Depth, emotion and movement	***Ancient Egyptian Scrolls***	***Portraits***
Pupils who are **secure** will be able to: Use various types of lines to emphasise emotion or draw attention. Describe how artists have shown emotion. Describe how artists have created an effective composition using a focal point and balance.	Pupils who are **secure** will be able to: Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently.	Pupils who are **secure** will be able to: Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings.

Use colour and line to convey emotion or movement in their sketch. Design a print, considering the composition carefully. Use a combination of marks to create tone and depth. Describe how artists use tone to show depth in their artwork. Create an effective printing plate. Reflect and improve their sketchbook experiments and final work.	Begin to experiment with drawing techniques. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information.	Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.

Class 4 - B		
Autumn	***Spring***	***Summer***
Drawing	***Craft and Design***	***Sculpture and 3D***
Expressing Ideas	***Architecture***	***Making Memories***
Pupils who are **secure** will be able to: • Identify key features of street art and murals.	Pupils who are **secure** will be able to: • Sketch a house from first-hand or second-hand observation.	Pupils who are **secure** will be able to: • Discuss the work of artists that appreciate different artistic styles.

• Discuss the intention and impact of street art. • Use various shading techniques to show texture, tone, form and depth. • Apply one point perspective in their work. • Enlarge a drawing by scaling using an accurately drawn grid. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. • Use space effectively to enhance visual impact of their graffiti tag.	• Use basic shapes to place key features and form the composition, measuring to work out proportions. • Notice small details to incorporate into the drawing by observing. • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. • Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • Show understanding of what a monument is for by designing a monument that symbolises a person or event. • Describe their monument and explain their choices. • Give constructive feedback to others about their monument designs.	• Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.