



YR	Autumn	Vocab: Mark, mix, features, portraits, tools, material
	Drawing and Painting Artists will explore making marks with different materials/textures/objects. They will also create a self-portrait using paint. Artists will focus on making a recognisable picture of themselves using appropriate colours and features. We will use a mirror for them to study their features to ensure they include a mouth, two ears, two ears, nose and hair. Artists will create 'Funny Faces' using collage technique. They will also explore colour mixing and will create a bonfire picture.	
	<u>Required prior knowledge</u> Children should know: How to hold a paintbrush and a pencil to make marks/strokes To ascribe meaning to marks	<u>End point</u> <ul style="list-style-type: none">to understand that combining colours change shade/colourto use and explore a variety of materials to create a piece of artto make recognisable picture of their face using appropriate colours based on their observations
Spring	Observational Drawing and painting Artists will explore emotions using The Colour Monster. They will look at illustrations and create their own based on the works of Jackson Pollock and Kandinsky. Artists will begin to draw pictures using their observational skills rather than using their imagination to draw. They will look at silhouettes, trace the shape of objects in the sand and then draw a range of flowers/plants associated with spring such as daffodils.	Vocab: Emotions, light, dark, splat, drip, silhouette, outline, trace, observations, lines, shape



	<p><u>Required prior knowledge</u></p> <p>Children should know: How to use colours to create recognisable drawings and paintings</p>	<p><u>End point</u></p> <ul style="list-style-type: none">• To identify happy and sad colours• To use paint to create a drip painting• To use a chosen media to create a flower picture
<h3>Summer</h3>		
<p>Textiles print, 3D sculptures and painting</p> <p>Artists will use plasticine, clay and natural objects to make prints and patterns. Artists will also begin to explore creating sculptures using leaves, sticks and other materials. They will look at illustrations/sculptures and create their own based on the works of Andy Goldsworthy, Claude Monet and Hokusai.</p>	<p>Vocab: print, pattern, mould, lines</p>	
	<p><u>Required prior knowledge</u></p> <p>Children should know: How to roll and manipulate playdough How to use colours to create recognisable drawings and paintings</p>	<p><u>End point</u></p> <ul style="list-style-type: none">• To explore patterns through printing• To use natural materials to create a 3D sculpture• To create a piece of artwork inspired by Claude Monet/Hokusai



Y1	Autumn	
	Drawing	Vocab: abstract, line, self- portrait/imagination, illustrator, control
	<p>Artists will use pen and oil pastel to create an abstract style self-portrait based on the work of Jean- Michel Basquiat. Artists will also look at illustrations and create their own imaginative illustrations based on the book 'A world of your own' by author/illustrator Laura Carlin.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>The parts of the face</p> <p>Hold a pen/pencil correctly to able to draw</p> <p>To recall basic colour choices</p>	<p><u>End point</u></p> <ul style="list-style-type: none">Understanding what a sketchbook is and begin to develop itAn abstract pen and oil pastel self-portrait drawing, showing some features relevant to themAn imaginative illustration using pen and crayons sufficiently. Colouring with crayons should be taught and refined.Talk about their creations.
Y1	Spring	
	Paint	Vocab: warm, cold, primary, secondary, abstract, designer, collage
	<p>Artists will learn what a primary colour and secondary colour is by experimenting and mixing paint. They will identify warm & cold colours by looking at the work of Sonia Delaunay.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>The term - Abstract (autumn term)</p> <p>How to make colours but not necessarily the terminology or purpose, this will be experimental hold a paintbrush correctly.</p> <p>Hold scissors correctly to cut.</p>	<p><u>End point</u></p> <ul style="list-style-type: none">Able to mix secondary colours and identify what a primary colour is.Identify and mix warm & cold colours.Develop and experiment with ideas in their sketchbook including colour mixing and collaging Sonia Delaunay's work.Produce their own abstract painting in the style of Sonia Delaunay based on warm or cold colours.



Summer	
Textiles- Mono-Print, drawing, painting & 3D- wire & paper Based on the book - Lost words book They will monoprint using carbon copy paper and complete the picture using watercolour. Artists will study observational drawings of feathers using paint and oil pastels. Using their knowledge of observational drawing, they will produce a paper and wire bird sculpture. <u>Required prior knowledge</u> Children should know: Artists sometimes draw what they can see or feel Have an awareness of what a sculpture is Good collage and cutting techniques	Vocab: wire, twist, sculpture, sculpt, collage, observe, observation, monoprint <u>End point</u> <ul style="list-style-type: none">• Produce a carbon print of a bird image taken from 'The Lost Words' and apply watercolour techniques learned.• Produce observational drawing and watercolour paintings of feathers leading to a paper and wire bird sculpture.



Y2	Autumn	
	Drawing	Vocab: shading, tone, various pencil strengths (HB, 2B etc), scale, pattern
	<p>Reading 'The Dot', artists will develop their use of outlines, shape, monochrome shading techniques & colour. They will draw using larger scales- A3/A1</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>Have experience of expressive drawing</p> <p>Drawing on A3 paper preparing them for Year 2</p> <p>Techniques mixing paint/using oil pastels/pen</p>	<p><u>End point</u></p> <ul style="list-style-type: none">Develop techniques and skills in their sketchbooks e.g. practising shading techniques, trying out different pencil strengths.A range of different sized 'Dots' but at least one using monochrome shading techniques and one in colour.
Spring		
	Paint	Vocab: tints, shades, lighter, darker, contrast, graduated, repeating, pattern, culture
	<p>Artists will mix tints and shades of the colour's indicative of the works of Yinka Shonibare – in his Library Series 'Dovedale Library Series'</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>An awareness of mixing secondary colours</p> <p>Experience of using paint and different size paint brushes</p>	<p><u>End point</u></p> <ul style="list-style-type: none">Research Yinka Shonibare works and how his heritage and work reflect a message. Use their sketchbook to design patterns. Test colour mixing in their sketchbook– experimenting with different tints and shades.Create a book cover for a 'Dovedale Library series inspired by the works of Yinka Shonibare.



Summer		Art and Design
Weaving		Vocab: Loom, weft, repeating, pattern, basket weave, fabric
Artists will learn the technique of a basic weave <u>Required prior knowledge</u> Children should know: Recognise some everyday objects made from a weave Have some experience of threading activities Have adequate cutting skills Have a knowledge mixing cool and warm colour (including tints and tones)		<u>End point</u> <ul style="list-style-type: none">• A variety of different paper weaving produced (various scales) using two and three colour ways• Produce a final paper weave, producing their own painted design with a focus on mixing cool and warm colours



Y3	Autumn	
	Drawing	Vocab: mark making, tools, charcoal, chalk, cave paintings, Stonehenge, blend, smudge, structure
	<p>This will link to the children's history topic which is the Stone Age. Artists will learn to create different marks using self-made tools like Stone Age people. They will create charcoal/chalk drawings of cave paintings and Stonehenge; they will be expected to consider colour choice.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none">• The qualities and distinctive marks chalk makes building on the skills developed in year 2• Making marks for meaning	<p><u>End point</u></p> <ul style="list-style-type: none">• Produce a range of different marks using self-made tools including berries they would have forged.• Produce charcoal and chalk sketches of a variety of different cave paintings and Stonehenge – this should be individual or joint pieces of work, experimenting on a large scale compared to their pieces in their sketchbook
Spring		Vocab: colour wheel, primary and secondary colours, tint, tone, brush control, abstract, blend, graduate
	<p>Artists will learn the correct placement of primary and secondary colours on the colour wheel. Colour mixing skills are revisited and used to create tint and tone of colour. Learn brush control techniques such as blending colours, using a variety of different sized paintbrushes.</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none">• Which primary colours make secondary colours• How to make tints from year 1 and 2• What abstract art is	<p><u>End point</u></p> <ul style="list-style-type: none">• Annotate the works of Sean Scully using their sketchbooks• Demonstrate a range of colour mixing and techniques in their sketchbooks• Create an abstract painting in the style of artist Sean Scully adding brush techniques.



	Summer	
	Sculpture – foil, paper and wire	Vocab: movement, figure, 3D, sculpture, malleable End point <ul style="list-style-type: none">• Children will create 3D sculpture of figures in movement from a range of different malleable materials.• Children will explore the works of Alberto Giacometti and sketch their complete figures in different positions

Required prior knowledge Children should:

- Have some awareness of body proportions
- Manipulating materials to make a 3D object



Dovedale Primary School

Long term plan

Art and Design



Y4	Autumn	Vocab: linear, viewfinder, mood, music, tempo, rhythm
	Drawing	
	Artists will study the work of Wassily Kandinsky and Hilma Af Klint. They will experiment creating different linear drawings in the style of each artist use a viewfinder before recreating their own. Artists will use different sketching techniques and grades of pencils to show different moods. <u>Required prior knowledge</u> Children should know: Different grades of pencils and how hard or soft they are, building on knowledge taught in year 3 How to control pencil marks, using various pressure to create effect	<u>End point</u> <ul style="list-style-type: none">Explore, create, and annotate in sketchbooksProduce an A3 linear drawing showing a particular mood through their use of pencil techniques and colour.
	Spring	Vocab: texture, mood atmosphere, layering, blending
	Paint	
	Artists will annotate and analyse the works of both Ted Harrison and Sheila Fell. They will discuss the mood and atmosphere created by both artists. Artists will make decisions and colour choices, mixing all the colours needed applying texture when layering paint. They will express how their artwork represents mood and texture. <u>Required prior knowledge</u> Children should know: Blending colours- knowledge from year 3 Use watercolour effectively either wet or dry technique	<u>End point</u> <ul style="list-style-type: none">Produce a landscape painting in either the style of Ted Harrison or Sheila Fell. Children will use water colours or acrylic paint to show a particular mood. Children to be influenced by local landscapes around Liverpool.



Summer	
<p>Textiles- weaving</p> <p>Artists will explore pattern. Artists will take inspiration from Mayan textiles. They will research colour and patterns used, and this will reflect in their final weave.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>Some knowledge of pattern design – knowledge from year 2</p> <p>Knowledge of complimentary colours</p> <p>Knowledge of weaving a basic pattern (basket weave) with paper- knowledge from year 2</p>	<p>Vocab: Pattern, repeating pattern, placement, textiles, weave, loom, warp and weft.</p> <p><u>End point</u></p> <ul style="list-style-type: none">• Research Mayan textiles and explore colours and patterns for the design of their weave• Make and design a frame consisting of a Mayan repeating pattern.



Y5	Autumn	
	Drawing	Vocab: Perspective, background, foreground, illustrator, pencil grades, wet on wet, disperse, blot
	<p>Artists will sketch pencil & pen studies of astronauts & rockets, whilst focusing on perspective background and light. The artists will study Peter Thorpe and his clever background designs.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none">How to sketch & shade using the correct graded pencil knowledge from year 3 & 4Confidently use pen to draw – knowledge from year 1 & year 4Have a good knowledge of how to colour mix – knowledge from previous years	<p><u>End point</u></p> <ul style="list-style-type: none">A series of sketches in both pen and pencil, demonstrating competent shading techniques and using an eraser to reflect lightA final piece uses elements of various sketches from their sketchbook, demonstrating their understanding of perspective by using the foreground and background.
Spring	Paint	Vocab: texture, acrylic, atmosphere, mood, thick, dense, tactile
	<p>Artists will recreate Vincent Van Gogh's 'A Starry Night' by mixing colours and adding texture using acrylic paint. They will then recreate a change of mood in contrast to a starry night. The mood of the picture should take inspiration from an illustration from the text 'The promise'.</p>	<p><u>End point</u></p> <ul style="list-style-type: none">A series of annotated pictures and notes of A Starry NightColour and paint texture explorationA final piece 'A Starry Night' created to reflect the change of atmosphere and intention of The Promise, in the style of Van Gogh



	<p><u>Required prior knowledge</u></p> <p>Children should know: How to mix using acrylic paints – knowledge from year 4</p> <p>How to reflect changes in mood when developing a piece of artwork – knowledge from year 3 & 4</p>	
	<p>Summer</p> <p>3D- Paper mâché sculpture</p> <p>Artists will explore the works of architect Antoni Gaudi and look specifically at the shapes, patterns, and structures before making a large-scale sculpture.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>Draw patterns with detail- knowledge from year 4</p> <p>How to cut and tear paper – knowledge from rec, year 1 & year 2</p> <p>How to use trial and improvement to manipulate a structure so it can sustain its purpose – knowledge from year 3</p>	<p>Vocab: organic, asymmetrical, joining, moulding, imprint, architect, structure, mosaic</p> <p><u>End point</u></p> <ul style="list-style-type: none">• Make a sculpture from recycled containers and paper mâché. The structure, patterns and shapes should take inspiration from Gaudi's architectural style and pattern work.



Y6	Autumn	Vocab: observation, tone, texture, dissection, pattern, Pop Art, stylised, bold, expression	End point
	Drawing Artists will use Leonardo da Vinci's work to inspire. Using lamb hearts, artists will make observational sketches of the heart, including details of tone & muscle. They will explore and experiment with pencil sketches & work with oil pastel. They will dissect the heart and closely observe the details within. They will then look at examples of the Pop Art movement and produce a final piece of work inspired by the key elements of the movement <u>Required prior knowledge</u> Children should know: Observational drawing techniques needed to capture small amounts of detail- Knowledge from rec, year 1, year 3 How to select the appropriate tools Blend and use a variety of oil pastel techniques- knowledge from year 1 & 2		<ul style="list-style-type: none">• A series of observational drawings- pencil sketches and pen sketches, oil pastels in their sketchbooks, with annotations and scientific reference• Research and develop their understanding of Leonardo Da Vinci's works• Produce a final piece inspired by the Pop Art movement



Spring	
Paint	Vocab: mixed media, perspective, foreground, background, vanishing point, collage, layering, tearing, silhouette
Artists will mix colours and experiment with texture; they will use other techniques such as tearing and collage. Taking inspiration from the illustrator of 'The Ways of The Wolf, Jonathan Woodward. The artist will make choices about their tools and the effect they wish to convey.	End point <ul style="list-style-type: none">• A range of explorative and annotated ideas in their sketchbook• Testing out of techniques in their sketchbook
Required prior knowledge Children should know: How to begin to explore and create independently To make decisions based on 'trial and improvement' and critiques Drawing showing perspective- year 5 Showcase painting & drawing skills built up from rec	<ul style="list-style-type: none">• A final landscape suitable for the story, this could be done in a variety of ways and led by the children



Summer	
<p>Carbon printing Expressive Portraits Print and Mixed Media</p> <p>Artists will study the key architectural buildings, including of Liverpool and focus on Frederick Gibberd and/or Giles Gilbert Scott and their contribution to such architecture. They will use carbon printing to transfer exact and precise detail and then explore mixed media to create an overall image.</p> <p><u>Required prior knowledge</u></p> <p>Children should know:</p> <p>The role of an architect- knowledge from year 5</p> <p>How to use carbon printing effectively- knowledge from year 1</p> <p>How to choose and use a range of resources</p> <p>How to analysis and further develop their work</p>	<p>Vocab: transfer, mixed media, carbon printing, carbon paper, landmarks, architecture, structure, mixed media</p> <p><u>End point</u></p> <ul style="list-style-type: none">• A piece of work celebrating at least one famous landmark in Liverpool, using carbon printing, this will be applied to a creative and considered mixed media background.• Sketchbooks will show proficient trial and improvement with notations. They will also show research conducted by the children.



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Long term plan

**Art and
Design**



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