

## Art Long Term Plan at Salisbury Manor Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Use a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.). Use and mix the primary colours. Feel, look and explore different textures. Thinking about why they are creating their art piece. (E.G- for their portraits, family, Mother's Day, poster to share information etc.)		Use a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.) - Simple techniques (E.G- mark making and drawing). Use and mix the primary colours. Make a simple plan/design before beginning to paint, draw or construct.		Continue to experiment with a range of tools made available in each area. Use the equipment safely and properly. Using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.). Continue to teach, model and scaffold simple techniques (E.G mark making and drawing). Continue to teach, model and scaffold the primary colours	
Reception	Experiment with a range of tools made available in each area. Use the equipment safely and properly. Using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.). Use simple techniques (E.G mark making and drawing). Use the primary colours		Choose appropriate tools for the task. (E.G knowing that they need to create small lines, so choosing the thin paint brush.). Using a range of colours to create different images. Mixing colours with a particular colour in mind. Using appropriate colours for a task. Planning/designing ideas before creating them. Using range of senses to comment on different textures. Experimenting with creating different textures using paint and drawing materials.		Choosing appropriate tools for the task. (E.G- knowing that they need to create small lines, so choosing the thin paint brush.). Choosing an appropriate technique for the task, from a range of known techniques. Using a range of colours to create different images. Mixing colours with a particular colour in mind. Planning/designing ideas before creating them. Using a range of senses to explain why they like a certain texture compared to another. Creating different textures. (E.G- Using a stubby paint brush up and down to create a rough bumpy texture.). Thinking about art pieces to create, create them and be able to explain why they are creating them. (E.G to cheer someone up, for their birthday etc.)	

<p>Year 1</p>	<p><b>I Am An Artist</b></p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p><b>Paul Klee</b> <b>Piet Mondrian</b></p>		<p><b>Paper Sculpture</b></p> <p>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p><b>Charles McGee</b></p>		<p><b>The Natural World</b></p> <p>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p><b>Frances Hatch</b> <b>Leonardo Da Vinci</b></p>	
<p>Year 2</p>	<p><b>Our School</b></p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid The Boyle Family (Links to History, Geography, RW)</b></p>			<p><b>Colour and Tone</b></p> <p>Looking at tints, tones and shades in The King Who Banned the Dark and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth</b> <b>Pablo Picasso (Links to English; option of History)</b></p>		<p><b>Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai</b> <b>David Hockney</b> <b>Claude Monet [Links to Geography]</b></p>
<p>Year 3</p>		<p><b>Why Do We Make Art?</b></p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p><b>Pablo Picasso History</b></p>	<p><b>Fairy Tale Crimes</b></p> <p>Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p><b>Anthony Browne</b> <b>Quentin Blake</b> English</p>			<p><b>Mythology</b></p> <p>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p><b>Paulo Uccello</b> <b>Edward Burne-Jones</b> <b>The Singh Twins [Links to History]</b></p>

<p>Year 4</p>	<p><b>Pattern and Pumpkins</b></p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p><b>Yayoi Kusama</b></p>		<p><b>Tropical Rainforest</b></p> <p>Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p><b>Abel Rodriguez Henri Rousseau [Links to Geography]</b></p>		<p><b>My Favourite Things</b></p> <p>Looking at objects from the British Museum using This or That by Pippa Goodhart. Drawing a still life based on personal possessions.</p> <p><b>Pippa Goodhart Joseph Cornell [Links to English]</b></p>	
<p>Year 5</p>	<p><b>Illustration</b></p> <p>Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.</p> <p><b>Marjane Satrapi Mel Tregonning [Links to English]</b></p>		<p><b>Journeys</b></p> <p>Looking at Shackleton's Journey and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p><b>William Grill Mona Hatoum [Links to English]</b></p>		<p><b>Sculpture</b></p> <p>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p><b>Mark Hearld Jackie Morris</b></p>	
<p>Year 6</p>		<p><b>Recycled Materials</b></p> <p>Using plastic waste to create an installation about the natural world.</p> <p><b>Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey [Links to Geography, Science]</b></p>	<p><b>Displacement</b></p> <p>Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate.</p> <p><b>Judith Kerr Frank Auerbach Kurt Schwitters [Links to Geography]</b></p>			<p><b>Global Connections</b></p> <p>Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity.</p> <p><b>Yinka Shonibare Lubaina Himid Sonia Boyce [Links to History]</b></p>