



Cedars Park Primary School

Art Long Term Plan



Intent

At Cedars Park, we value a creative curriculum that is accessible and enables all learners to make progress from their own starting points, including those with Special Educational Needs (SEN). Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning. We believe art can have a powerful and positive effect on children, helping them to become confident, creative learners who are able to express their individual interests, thoughts and ideas. We believe that 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. We encourage children to learn from and be inspired by the work of great artists from different cultures and understand the contribution art has made to society, both past and present. As pupils progress, we support them to be able to think critically and develop a more rigorous understanding of art and design.

Through art work in the classroom, the children at Cedars Park have the opportunity to develop their skills in drawing, textiles, sculpture, painting, print-making and collage. These areas are developed continuously throughout the school from Early Years through to Year 6 and the children have the opportunity to revisit skills from previous years before learning new ones. Developing skills in drawing is given a high status and children are encouraged to draw not only in art lessons, but across the curriculum. We encourage children to express individuality in their work and to keep their own personalised sketchbooks, where they can explore ideas, be inventive and take risks. When children leave Cedars Park, we expect them to have a wide range of well-developed art skills in the six areas of our curriculum that they can then build on and develop further as they continue in their education.

Implementation

At Cedars Park, teachers plan sequences of lessons that build on and develop the children's skills culminating in a final piece using the Art and Design in Suffolk Syllabus. The school's teaching and curriculum is tailored to meet individual pupils' needs, including those with SEN. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils to achieve and make progress from their own individual starting points.

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with the children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, collage and sculpture.

Whole-school project work ensures that art is given high status in the curriculum and the school undertakes exhibition area displays in order for children's work to be celebrated and enjoyed by all. Trips to art galleries and exhibitions are carried out to enhance the children's learning experiences and deepen



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their understanding and knowledge and teachers are able to draw on the expertise of our secondary art teachers from the Stowupland High School, within the Trust, to ensure units are well planned as well as the 'Access Art' website to develop their subject knowledge.

Impact

The impact of our art curriculum can clearly be seen in the children's sketchbooks which pass on with them to the following year group. At the beginning of each unit, a detailed medium term plan outlines the main learning objective alongside the skills that the children will build on and those which will follow. The opportunity to evaluate and reflect on the learning is planned for towards the end of the unit to enable the children to see how their learning is progressing and where they need to take it next. Throughout the unit of work, key success criteria are identified and the children are able to self-assess against them upon completion. Class teachers then use the children's research and preparatory work, along with the final piece in order to make a judgement as to whether each child is working towards, at or above the expected level.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years *Children always have access to a variety of materials and tools for them to explore during their continuous provision.	Marvellous me Self portraits still life drawing Plate faces Drawings of family and home Paintings of where we live.	Once upon a time Make a large scale troll Junk modeling Rapunzels tower etc. Build 3 bears house	Real life superheroes Drawing people who help us. Art relating to health and body (e.g. dentist)	Wheels, wings and moving things Pirate maps Pirate ships printing Mark making with wheeled toys	Under the microscope Sunflowers Large scale garden pictures using mixed media. Torn tissue ladybirds Bean stalks Spider hand puppets	Rumble in the jungle Turn the class into a jungle Mixed media collage of animals Animal pattern prints Painting and drawing animals.



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Year 1	Drawing ●Exploring mark making ●Making tools for mark making ●Create and use different surfaces for mark making ●Create a controlled drawing of natural objects. ●Represent texture	Painting ●Develop an artist 'rag' ●Explore the use of thick and thin paint. ●Respond to a story ●Develop painting techniques ●Explore colour mixing ●Make responses to the work of artist Jasper Johns.	Printmaking ●Direct and overprinting ●Negative stencils ●Make a clay slab block ●Make a collagraph block ●Produce a layered printed image. ●Make rubbings from a collagraph block	Collage ●Respond to the work of Andy Goldsworthy ●Respond to the work of Richard Long ●Respond to the work of Patrick Heron ●Natural collage	Textiles - adapted unit ●Investigate weaving materials and processes ●Embellishment and fabric resist work ●Knotting and wrapping ●Fabric pegging *Adapted from scheme to include Bisa Butler for cultural diversity, linked to summer term topic.	3D ●Andy Goldsworthy ●Explore natural objects, thinking about colour, texture and pattern. ●Manipulating clay ●Impressions in clay
Year 2	Drawing ● Explore mark making on different surfaces using different media. ● Focus on tone ● Use imagination to respond to music or a story as a stimulus. ● Use ICT as a tool for mark making. ● To draw objects from different viewpoints.	Painting ● Respond to the work of Wassily Kandinsky. ● Investigate the use of line, colour, space, shape and pattern in painting. ● Abstract artist - Anthony Frost. ● Develop ideas from Anthony Frost's style of art.	Collage ● Ask and answer questions about the work of Henry Matisse ● Cut, tear and arrange materials/ ● Complimentary colours. Develop cutting and sticking skills.	Printmaking ● Print with positive and negative stencils. ● Investigate layering and overlapping colours when printing ● Review and develop what others have done. ● Develop clay slab relief printing and overprinting process	3D ● Investigate and develop ideas around aboriginal art. ● Using clay to make models. ● Rolling clay to and even thickness. Use different tools for decorating the surface of clay.	Textiles - adapted unit ● Investigate dip dye materials and processes ● Try out tools and techniques and apply these to materials and processes. ● Produce relief-printing blocks. ● Processes for card wrapping. *Scheme adapted to add in an African artist to gain more cultural



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						diversity and to link to the topic.
Year 3	● Collage Respond to the work of: ● Paul Klee ● Victor Vasarely ● Henri Matisse ● Develop cutting and sticking skills. ● Investigate positive and negative images. ● Adapt/develop work	Drawing ● Investigate marks ● Shading techniques ● Tone ● Imaginative drawing ● Vincent Van Gogh ● Select and develop part of an image.	Painting ● Paint charts ● Colour mixing ● Understand tint and tone. ● Vincent Van Gogh, thick paint, short brush strokes ● Sky painting ● Sean Scully Tom King and Sgraffito	3D ● Respond to work of Howard Hodgkin ● Transform pencil drawings to clay slabs. ● Making structures using paper mache and other techniques	Textiles ● Explore patterns from the natural world and different cultures. ● Dip dye ● Collograph printing on fabric squares. ● Explore printing on different surfaces.	Print ● Rollers and printing ink - mark making. ● Monoprinting ● Animal print/markings ● Plasticine stamps
Year 4	Drawing ● Observations of linear patterning in natural objects (feathers). ● Discuss and respond to the work of John Brunsdon. ● Use watercolours to paint a landscape image of the school in the	Painting ● Experiment with colour including the colour wheel. ● Study Georgia O'Keefe. ● Adapt and develop sketchbook work. ● Use poster paint to paint a flower in the style of Georgia O'Keefe.	Printmaking ● African prints ● mono prints ● (2 methods) ● press prints relief blocks ● collagraphs.	Textiles ● Monoprinting on fabric ● Dip dye surfaces and linear designs. ● Developing designs, mono printing. ● Michael Brennand-wood.	Collage ● Study the work of Henri Matisse, Francis Bacon and Andy Warhol and create collages inspired by their work.	3D ● Shoes from brown tape ● Experimental coiled clay pot ● Fabric forming



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	style of John Brunsdon.					
Year 5	Drawing - Investigate and collect visual information from the work of Hundertwesser. - Use layering methods to make images. - Use natural form for imaginative drawings - Work in 'negative' using rubbers. - Use positive and negative drawing techniques.	3D - Respond to figurative sculptures of Alberto Giacometti. - Produce a sculpture - Use modroc as a sculptural material - Make a translucent sculpture.	Print - Produce a reduction block print using press-printing - discuss , develop and evaluate ideas during the process. - Reflect on processes. - Combine different printmaking processes. - Research and respond to the work of printmakers.	Collage - Investigate and combine visual and tactile materials to make collages - Use a viewfinder to record from first hand observation. - Develop control of tools and techniques. - Respond to the work of Dale Devereux-Barker - symbols.	Paint - Produce multi-surface images in the work of Chris Ofili - Develop control of tools and techniques for painting. - Use a sketchbook to develop ideas in response to Fauvist imagery. - To mix, match and extend colours and patterns.	textiles - Investigate processes in construction and destruction of fabrics. - Use a variety of methods and approaches to make a hanging. - Form fabric relief panels - Develop control and techniques in the process of Batik. - Compre ideas and approaches.
Year 6	DRAW - To make analytical observational drawings and enlarge own drawings and develop their work. - Use OHP to enlarge photographic portrait - Respond to portraits	PAINT - To explore ideas in response to Patrick Heron, develop ideas in a sketchbook. - Apply knowledge to understanding of line, shape, colour and texture.	TEXTILES - Weaving - Explore weaving techniques related to Harry Potter context - Relief printed textile process - To respond to the work of North American Indians.	3D - - Clay figures - Henry Moore - Clay pendants - Create props to support end of school performance	PRINT - Batik - To investigate and use the batik process in relation to the Chinese Shang Dynasty - To select and develop and reflect ideas from direct observations.	COLLAGE - volcanic landscapes - Respond to work Pablo Picasso and Margaret Godfrey. - Use of tissue, chalk, layering - Compare ideas and approaches to others' work.



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	from different times and styles.	• Focus on line and contour. • Respond to Patrick Caulfield's use of contour and flat colour. • To develop understanding of cubism and develop and modify my own work.			Unique state press prints	•
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