

SUBJECT CURRICULUM LONG TERM PLAN

Subject: Art and Design

Subject Lead/Team:

Lucy Russell/Amy Hobson

2021-2022

Art and Design

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR R	All media each term					
YR1		Painting – Adrian Berg (four seasons in one day)	Drawing – Gary Hodges		Sculpture – Kathy Jeffers (printing 'fire' effects onto pots)	
YR2	Painting – LS Lowry		Drawing – Lubaina Himid		Mixed media–Ebony Patterson	
YR3		Drawing – Stone Age art	Sculpture – Roberto Lugo		Painting - Roman wall painting	
YR4		Drawing- Mixed historical images and artefacts		Sculpture- Anselm Kiefer		Painting- Frontalism and Egyptian art
YR5		Drawing: John Constable		Painting: JMW Turner	Sculpture – Sarah Turner	
YR6	Drawing: George Stubbs		Painting – Howard Miller			Sculpture – North American art

Art subject aims

ELG aspects

Creating with materials

Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children will share their creations, explaining what process they have used.

Children will make use of props and materials when role playing characters in narratives and stories.

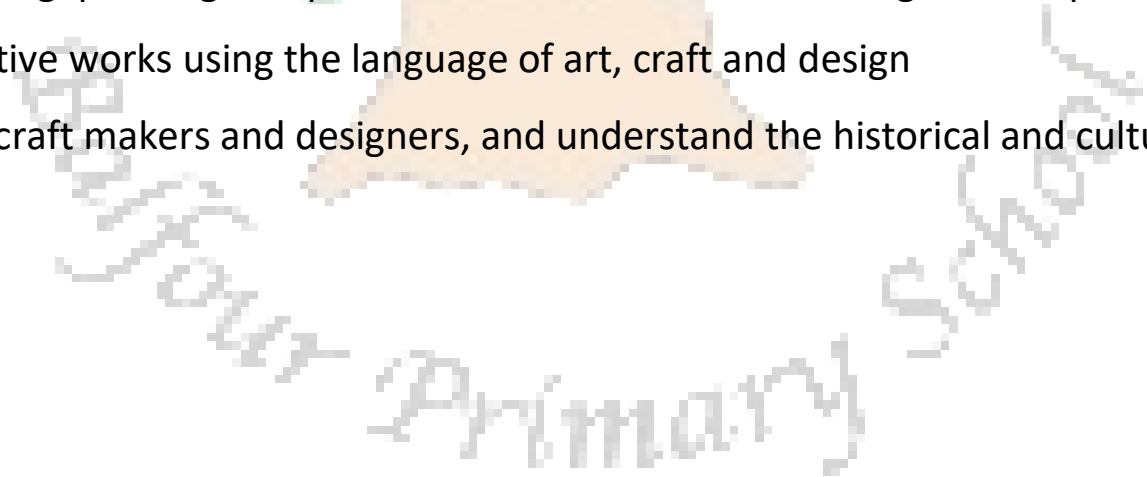
National Curriculum

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.



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Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

Our intent is to provide an ambitious art and design curriculum enriched by experiences, discussion, exposure to a range of artists and mediums whilst instilling a love of art. Throughout their time at Balfour, children will learn about a broad range of artists and craftspeople from different time periods, art movements, ethnic backgrounds and countries. Children will have the opportunity to explore and learn about a range of art forms and mediums. They will foster a love of art and see the value in their own art work as well as the art work of others. Children will have the confidence to convey their likes and dislikes of artists and mediums, underpinned by a range of appropriate vocabulary. Through a variety of tools, materials and skills, children will be able to express themselves. As the children move into upper key stage two, they will make independent choices and demonstrate the appropriate use of materials and mediums a making justifications for these.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped by the end of the academic year in your subject)*

See tables below

KEY LEARNING SKILLS IN ART: YEAR R

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Aut 1 Marvellous Me	Aut 2 A Walk in the Woods	Spring 1 Super You, Super Me
<ul style="list-style-type: none"> -Giving meaning to marks as they draw and paint -Self-selecting materials -Using tools for a purpose -Considering colour choice -Creating a simple representation -Exploration 	<ul style="list-style-type: none"> -Beginning to draw representations of real life objects -Manipulating tools with increasing control -Giving meaning to marks -Exploring colour through digital art -Exploration of textures <p>Decorations days – printing, 3D sculpture, cutting skills</p>	<ul style="list-style-type: none"> -Use of increasing materials to explore and change colour -Choosing colours for a purpose -Thinking about the construction of an image using shape (junk modelling) -Increasing control of materials and tools -Exploration of mixed media (digital, collage)
Spring 2 A Long Time Ago	Summer 1 Animal Magic	Summer 2 Around the World
<ul style="list-style-type: none"> -Exploration of colour mixing -Experimentation of design, form and function -Beginning to use appropriate use of techniques 	<ul style="list-style-type: none"> -Beginning to represent ideas, thoughts and feelings -Making representations of people and animals -Appropriate use of materials -Experimentation with form, fabric and texture -Learning about artists -Appropriate use of techniques 	<ul style="list-style-type: none"> -Represent ideas, thoughts and feelings -Learning about artists -Using own ideas to explore colour and materials

KEY LEARNING SKILLS IN ART: YEAR 1

Autumn Term – Painting

My School and Me

Focus artist: Adrian Berg

- Experiment with different size brushes and sponges to make marks
- Exploration of colour mixing and making observations of colour
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Spring Term - Drawing

Are We Nearly There Yet?

Focus artist: Gary Hodges

- Holding materials effectively with dexterity and control
- Exploration of a variety of drawing and mark making materials
- To be able to create quick line and shape drawings (sketching)

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- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Sculpture

Commotion In The Ocean

Focus artist: Kathy Jeffers

Focus material: Plasticine and clay

- Can manipulate and represent the material to assemble basic shapes and forms
- Use clay to make a pinch pot
- Use a range of tools to make marks in the clay (printing)
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 2

Autumn Term- Painting

Home Sweet Home

Focus artist: LS Lowry

- Purposeful selection of brushes and materials to apply paint
- Select different size brushes to allow them to paint within lines
- Exploration of colour mixing and making observations (making secondary colours)
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Spring Term- Drawing

We are explorers!

Focus artist: Lubaina Himid

- Holding materials effectively with dexterity and control
- Exploration of a variety of drawing and mark making materials to make marks, lines and curves
- Understand and use the language of line and tone (shading) using pastel, pencil and chalk/charcoal
- Can draw proportion of faces
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Sculpture

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An Island Home

Focus artist: Ebony Patterson

Focus material: paper and cardboard

- Can make decisions about how to shape mixed materials (cut/tear)
- Can choose appropriate textures and colours for purpose
- Create a 3D form
- Apply colour and patterned paper on to 3D form using collage techniques
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 3

Autumn Term- Sculpture

Beside the Sea

Focus artist: Roberto Lugo

Focus material: Clay

- Can explore mark making in clay using tools
- Make a coil pot (scoring each layer as they build), smooth outer layer for drawing into
- Add detail and marks to create patterns
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

Spring Term-Drawing

Flint and Fire

Focus artist: Cave Art

- Demonstrate line and tone using graded pencils and chalk/charcoal
- Using a range of lines for effect (e.g. broad, dark, thin, light, bold)
- Can draw proportion of face and body
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Painting

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Swords and Sandals

Focus artist: Roman mosaics

- Purposeful selection of brushes and materials to apply paint
- Exploration of colour mixing and making observations (making tertiary colours)
- Use different brushes for different techniques: wide line/flick/wet on wet crosshatching/stippling
- Giving reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 4

Autumn Term - Drawing

Invaders and Settlers

Focus artist: mixed historical images and artefacts

- Use a full range of pencils, chalk and charcoal for a purpose
- Use tone to shade 3D shapes using these techniques: smudging, cross-hatching, dotting
- Can use a viewfinder to select a view from an image
- Can draw proportion of face in profile
- Evaluating reasons for their choices and reviewing how successful it was (self and peer)
- Sharing their thoughts and opinions about artists and their art work

Spring Term - Sculpture

Focus artist: Anselm Keifer

Focus material: paper mache or mod roc

- Can explore using natural materials
- Can create a range of textures using the medium
- Can experiment with creating mood, feeling
- Can create a sculpture using a range of textures that represents a mood or feeling
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

Summer Term - Painting

Focus artist: Frontalism and Egyptian art

- Exploration of creating texture by adding in materials e.g. sand/sawdust/glue
- Use different brushes for these techniques: wet on wet crosshatching/stippling/scumbling

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- Exploration of colour mixing and making observations (making tertiary colours) and lighten or darken colours without using white or black
- Purposeful selection of brushes and materials to apply paint
- Evaluating their reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 5

Autumn Term- Drawing

Storming Normans

Focus artist: John Constable

- Selecting appropriate techniques to achieve a specific effect: line/tone/smudging/cross-hatching/dotting using pencils, chalk and charcoal
- Can use a viewfinder to select a view from an image
- Can develop quick studies from observation recording action and movement: sketching
- Can apply simple rules of one point perspective
- Evaluating reasons for their choices and reviewing how successful it was (self and peer)
- Sharing their thoughts and opinions about artists and their art work

Spring Term- Painting

Groovy Greeks

Focus artist: JMW Turner

- Demonstrate an understanding of secondary and tertiary colours and apply appropriately
- Purposeful selection of brushes and materials to apply watercolours
- Use different brushes for different techniques to create a wash (watercolours): wet on wet crosshatching/stippling/ scumbling/flat wash and blend
- Evaluating their reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Textiles

What a load of rubbish!

Focus artist: Sarah Turner

Focus material: textiles ([link directly to DT unit](#))

- Can sew pieces of fabric together using running stitch and cross stitch
- Can make own choices, using a range of resources (sequins, button etc) to embellish
- Can design and stitch a panel (*to be used on their DT bag*)

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- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

KEY LEARNING SKILLS IN ART: YEAR 6

Autumn Term- Drawing

Beaks, Birds and Bones

Focus artist: George Stubbs

- Selecting appropriate techniques to achieve a specific effect: line/tone/smudging/cross-hatching/dotting using pencils, chalk and charcoal
- Can use a viewfinder to select a view from an image
- Can develop quick studies from observation recording action and movement (sketching)
- Can apply simple rules of one point perspective
- Evaluating reasons for their choices and reviewing how successful it was (self and peer)
- Sharing their thoughts and opinions about artists and their art work

Spring Term- Painting

Blitz and pieces

Focus artist: J. Howard Miller

- Purposeful selection of brushes and materials to apply paint
- Apply knowledge of different brushes for different techniques: wet on wet crosshatching/stippling/scumbling/flat wash and blend
- Exploration of colour mixing to create skin tones
- Evaluating their reasons for their choices and reviewing how successful it was (self and peer)
- Sharing thoughts and opinions about artists and their art work

Summer Term- Printing

Amazing Americas

Focus artist: North American art

Focus material: Mixed Printing (Sprit Animals)

- Explore positive and negative space: monochrome printing
- Create a stencil for printing by cutting out negative space
- Experiment with printing on textiles, paper and card
- Giving reasons for their choices and reviewing how successful it was
- Sharing thoughts and opinions about artists and their art work

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Year Group: YR (Drawing, painting and sculpture are done each half term in EYFS rather than half termly therefore the layout is slightly different)

Foundations in Drawing				Foundations in Painting			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Draw Pencil/pen Mark making Line Everyday language of shape (round, straight, curved)	-Experimenting with tools and materials - Using tools for a purpose	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)	Paint Brush Colour names	-Exploring colour mixing -Experimenting with different textures -Using paint with brushes, tools, body parts	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<ul style="list-style-type: none"> -I understand that lines can be used to enclose space -I understand that they can mark make -I understand that you can use different materials to draw -I know that you can manipulate tools to achieve planned effects -I understand that they need to hold drawing materials correctly -I understand that they can capture experiences using drawing 		<ul style="list-style-type: none"> -I can use a variety of tools to mark make -I can choose appropriate shapes and lines to create simple representations of events, objects and people -I can represent my own ideas, thoughts and feelings through drawing -I can create closed shapes with continuous lines. -I can show accuracy and care when drawing -I can explain the process I have used e.g. I have used...because... 		<ul style="list-style-type: none"> -I know that when you mix colours together, they can make new colours -I understand that paint takes different forms -I understand that you can paint using different materials (not just brushes) -I understand that they can capture experiences using paint and other materials 		<ul style="list-style-type: none"> -I can use and make colours for a purpose -I can choose appropriate shapes and lines to create simple representations of events, objects and people -I can safely use techniques to experiment with colour -I can explain the process I have used e.g. I have used...because... 	

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Foundations in Sculpture (including textiles, printing, collage)					
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC		
Join Attach Tools (e.g. sellotape, glue, masking tape) Build Construct 2D 3D	-Experimenting with constructing and stacking -Joining construction pieces together -Using tools for a purpose -Manipulation of materials	Cross curricular links throughout each topic	-Using imagination and creativity -Sense of enjoyment and fascination -Responding positively to artistic opportunities -Exploring cultural diversity (link to UW and around the world topic)		
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood			
-I understand that I can assemble using different tools -I understand that I can construct using different materials -I know that they I create collaboratively -I know that I can join materials together using different resources -I know I can develop ideas through experimentation -I know that textures can be created using different resources and that these may feel similar or different -I understand how to use materials safely -I understand that I can capture experiences using different materials		-I can safely choose tools of preference -I can use tools for a purpose -I can represent their own ideas, thoughts and feelings through sculpture -I can use 2D and 3D structures to explore materials -I can create collaboratively -I can explain the process they have used e.g. I have used...because...-I can safely use a range of small tools -I can create different textures using different tools -I can safely manipulate tools to experiment with design, form and function			

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Year Group: YR1

Autumn Term 1				Autumn Term 2: Painting (Adrian Berg)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Paint Brush Sponge Primary colour (and names of these) Observation (Language of reasoning and giving reasons – e.g. I think...because...)	EYFS – exploring colour mixing and different effects which tools and materials make -choosing particular colours for a purpose Painting an emergency vehicle	Maths – language of shape and size	Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others' viewpoints in relation to preferences of art Social-mutual respect Cultural- understanding the life and culture of focus artist
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
				-I know how to control the brush to make certain movements or effects -I know how to use paint correctly and safely (use of water for cleaning) -I know that colours mix to make new colours (in a palette) -I know that paint is one of many art mediums		-I can use different size brushes create different thicknesses of line -I can use different tools and materials create different effects and textures -I can achieve a planned effect by using a tool or brush of their choice -I can observe and explore how colours change when they are mixed together	

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				<div>-I understand that you can paint with any tool or object (not just a brush) -I understand that there are different types of paint</div>		<div>-I can give reasons for my choices and reviewing how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work</div>	
Spring Term 1				Spring Term 2: Drawing (Gary Hodges)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Draw Sketch Mark making Line Shape (and language of this e.g. 2D shape names)	Observational drawing of a pumpkin, daffodil	Maths – shape names Fine motor	Spiritual- use of imagination and creativity, reflecting on their art work, fascination about learning about the world around them (animals) Moral- appreciating others’ viewpoints in relation to preferences of art Social-mutual respect, care for the environment Cultural- understanding the life and culture of focus artist				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
I know how to hold a pencil correctly I know that pressure effects the colour of line made I know what a sketch is (a rough or unfinished drawing)		-I can choose different drawing and materials to make different marks -I can create a sketch (a quick drawing) using observational skills -I can represent shapes and lines based on looking and observing					

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I understand that they need to look at shapes and lines in order to draw something they can see		-I can use their hand pressure to make different marks -I can sketch based on observation -I can give reasons for my choices and reviewing how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work					
Summer Term 1: Sculpture (Barbara Hepworth)							
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Sculpture Form Shape Print Assemble Manipulate Material Everyday language of texture (e.g. smooth/rough/soft – this can be differentiated) Everyday language of shape and properties (e.g. flat/curved/shape names – this can be differentiated)	-Junk modelling -Experimentation with clay -Play dough/plasticine -Fine motor with different materials -Simple properties of materials (soft/hard) -Printing (Styrofoam) -2D and 3D shape -Possible links to pattern -Mark making -Creating representations of familiar objects		Spiritual- use of imagination and creativity, reflecting on their art work and experiences through more abstract art Moral- appreciating others’ viewpoints in relation to preferences of art Social-mutual respect Cultural- understanding the life and culture of focus artist				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I know what different effects tools create -I know to hold tools effectively and safely		-I can use key vocabulary to respond to BH art work (differentiation) Likes/dislikes					

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<p>-I understand how to manipulate clay/plasticine in different ways e.g. roll/pinch/stretch</p> <p>-I know how to identify different shapes (2D and 3D shapes)</p> <p>-I know how to use effective fine motor skills (manipulating tools and materials with purpose)</p> <p>-I know that Barbara Hepworth is a famous sculptor</p> <p>-I understand how to use observational skills (representing familiar object)</p> <p>-I know everyday language of shape and texture e.g. flat, curved, round, rough, smooth</p> <p>-I understand that not all sculptors use the same materials or produce the same style of work</p>	<p>-I can manipulate the material to assemble basic shapes and forms</p> <p>-I can use clay to make a pinch pot</p> <p>-I can use a range of tools to make marks in the clay (printing)</p> <p>-I can represent a familiar object thinking about shape and form</p> <p>-I can give reasons for my choices and reviewing how successful it was (self and peer)</p> <p>-I can share thoughts and opinions about artists and their art work</p>		
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Year Group: YR2

Autumn Term 1: Painting (L S Lowry)				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Brush Paint Thickness Mural Secondary colours (and names of these) Primary colours Line Apply Brush strokes	Refer to the painting and style of Alan Gouk		Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others' viewpoints in relation to preferences of art Social-mutual respect, ideas of British values in				

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			comparison with in mid 20 th C. Cultural- understanding the life and culture of focus artist, thinking about present day Britain and comparing this with the past, understand own heritage				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know			Key skills Which can be applied once the knowledge is understood	Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know			
<ul style="list-style-type: none">-I understand that primary colours are mixed together to make secondary colours-I know the names of primary and secondary colours-I know how to hold a paintbrush effectively-I know how to use paint and materials safely and sensibly			<ul style="list-style-type: none">-I can make a purposeful selection of brushes and materials to apply paint-I can identify colours from observation-I can use primary colours to make up the secondary colours-I can select different size brushes to allow them to paint within lines-I can give reasons for my choices and reviewing how successful it was (self and peer)-I can share thoughts and opinions about artists and their art work				
Spring Term 1: Drawing (Lubaina Himid)				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Proportion Names of resources: pastel, pencil, chalk/charcoal Grade (in relation to pencils)	Refer to the drawing and style of Gary Hodges		Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others’ viewpoints in				

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			relation to preferences of art Social-mutual respect, respect of ethnic backgrounds Cultural- understanding the life and culture of focus artist, explore cultural diversity				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<p>-I understand that there are different grades of pencil and these are used to create different tones</p> <p>-I know that you can draw different types of lines</p> <p>-I know that you can draw using different materials, not just pencil (and different effects will be achieved)</p> <p>-I know that application of pressure effects the mark making of different lines</p> <p>-I know that the proportion of an object is its relative size to another object</p> <p>-I know that their school pencil is HB and that there are other grades of pencil</p>		<p>-I can use the language of line and tone (shading) using pastel, pencil and chalk/charcoal</p> <p>-I can create different lines and tones</p> <p>-I can use drawing and mark making materials to make marks, lines and curves</p> <p>-I can hold materials effectively with dexterity and control</p> <p>-I can draw proportion of faces</p> <p>-I can give reasons for my choices and reviewing how successful it was (self and peer)</p> <p>-I can share thoughts and opinions about artists and their art work</p>					
Summer Term 1: Mixed media (Ebony Patterson)				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Cut Tear Fold Shape Scrunch Roll	-As EY and Y1 sculpture unit Refer to Barbara Hepworth and her style -Maths (shape)		Spiritual- use of imagination and creativity, reflecting on their art work Moral- appreciating others' viewpoints in				

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<p>Rip Manipulate Attach Language of texture (building on everyday language of YR and Y1 e.g. jagged, ridged) Language of shape (building on everyday language of YR and Y1 e.g. sharp edge, flat side)</p>	<p>-Construction -Painting unit (colour mixing) -Properties of materials (Y1)</p>	<p>relation to preferences of art Social-mutual respect Cultural- understanding the life and culture of focus artist</p>		
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know</p>		<p>Key skills Which can be applied once the knowledge is understood</p>		<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know</p>
<p>-I know how to refer to and make links with prior knowledge of Barbara Hepworth -I know that sculptures can be made in different materials -I understand how to use a variety of methods to shape materials (fine motor skills) and manipulate appropriately -I understand and use prior learned vocabulary -I know that Ebony Patterson is a famous artist -I know how to attach different materials to other materials -I know the names of and how to select and make colours</p>		<p>-I can use key vocabulary to respond to EP art work (differentiation) Likes/dislikes -I can make decisions about how to shape mixed materials (cut/tear) -I can choose appropriate textures and colours for purpose -I can give reasons for my choices and reviewing how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work</p>		

Year Group: YR3

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Autumn Term 1: Drawing				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Line Tone Proportion Viewfinder Enlarge Scale Perspective	Drawing experiences in YR of mark making. Drawing and mark making from Y2 Using line and tone Y2 Links to prior artists Gary Hodges and Lubaina Himid Proportion		Cultural – Spanish artist, influences, culture. Spiritual – creative learning. Reflecting on work. Social-exploring different people through art.				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I know and be able to explain the difference between line and tone -I know and refer to previous learning on mark making: know how to create different lines e.g. more pressure etc... -I understand how to recognise facial features -I understand how to hold a pencil correctly -I know proportion of body parts and have an understanding of what goes where -I understand how to make choices based on likes and dislikes -I know how to explain my ideas -I understand how to identify elements in art work that they have done successfully		-I can demonstrate line and tone using graded pencils and chalk/charcoal -I can use a range of lines for effect (e.g. broad, dark, thin, light, bold) -I can draw the proportion of face and body -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work					

SUBJECT CURRICULUM LONG TERM PLAN

-I understand and identify how I could improve					
Spring Term 1: Sculpture (Roberto Lugo)				Spring Term 2	
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)
Manipulate Coil pot Slip Marks Texture Score	Refer to prior artists Barbara Hepworth, Anne Ryan – making of pinch pot (Y1) - How to use clay tools -Anne Ryan creating texture and 3D design (Y2) -Stone age (Y3) use of natural materials	Prior history: Stone Age	Social differences in time re: women artists. Spiritual – creative learning. Reflecting on work. Moral-women's standing throughout history Social – British values now		
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know	Key skills Which can be applied once the knowledge is understood
-I know that sculpture is 3D art -sculpture can be made from any materials -I know how to manipulate clay using hands -I know that I need to score layers when building a clay pot -I know how to create texture and marks using tools -I understand that to attach clay you need to score and use slip		-I can explore mark making in clay using tools -I can make a coil pot (scoring each layer as they build) -I can add detail and marks to create patterns. -I can evaluate the reasons for my choices and review how successful it was (self and peer)			

SUBJECT CURRICULUM LONG TERM PLAN

-I know how to identify elements in art work that they have done successfully -I understand how I could improve		-I can share thoughts and opinions about artists and their art work					
Summer Term 1				Summer Term 2: Painting unit – Roman wall painting			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Mural Tertiary Technique: wide line/flick/wet on wet crosshatching/stippling Application Brush strokes Tone/colour	-Stone age art and creation of own pigments -Refer to Alan Gouk and Y2 artist (TBC) -Painting units from prior year groups -Colour mixing -Understanding the medium of painting -Links to prior artists		Cultural and social – differences in historical society, use of resources. Spiritual – how they represented their beliefs. Reflecting on work. Moral – human punishment and entertainment				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I understand that painting is a historical medium and not all paintings are the same or have been created in the same way, using the same materials -I know the primary and secondary colours -I understand appropriate choice of brush size -I know how to paint in the lines -I know the names of, understand and be able to apply different techniques -I know how to make tertiary colours -I understand how to identify elements in art work that they have done successfully -I understand and identify how they could improve		-I can identify and understand how Roman wall art was created and for what purpose -I can make a purposeful selection of brushes and materials to apply paint -I can use different brushes for different techniques e.g. wide line/flick/wet on wet crosshatching/stippling -I can explore colour mixing and make observations (making tertiary colours) -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work					

SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR4

Autumn Term 1				Autumn Term 2: Drawing (artefacts)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Tone Line Cross hatching Smudging Dotting Effect Gradient Perspective Profile Scale Enlarge	Historical art: Stone age art & Roman Painting y3 Previous drawing units Refer to Gary Hodges, Lubaina Himid, Y3 Stone Age	History topic	Social – exploring people through art Spiritual – creative learning. Reflecting on work.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
				-I know that different graded pencils create a different tonal line -I know which graded pencil creates which effect -I apply knowledge of drawing faces and bodies in proportion		-I can use a full range of pencils, chalk and charcoal for a purpose -I can use tone to shade 3D shapes (smudging, cross-hatching, dotting) -I can draw proportion of face in profile -I can use a viewfinder to select a view from an image	

SUBJECT CURRICULUM LONG TERM PLAN

				<ul style="list-style-type: none"> -I know that the application of pressure also effects the tone of the pencil -I know how to hold a pencil in different ways to create effects (sideways, wider line, horizontal thinner line) -I know how to create different textures / effects using techniques. -I understand how to identify a light source or direction of light -I understand how to draw what they see -I know that objects in the foreground are bigger than objects in the background -I know how to identify elements in art work that they have done successfully -I understand and identify how they could improve 			
Spring Term 1: Sculpture (Anselm Keifer)				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Temporary Natural Man made Form Shape Impact Attach Connect Layer Overlay	Prior sculpture knowledge -Refer to Barbara Hepworth, Anne Ryan, Pedro Linares Shape and colour	History topic	Cultural & social – German artist Moral – use of found / recycled objects Spiritual – creative learning Reflecting on work.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	

SUBJECT CURRICULUM LONG TERM PLAN

				<ul style="list-style-type: none">-I understand that sculpture can be created using any material-I know how to enlarge from a plan-I understand how to link colour and shape to feelings-I know the difference between natural and man-made resources-I know how to create different textures (using tools appropriately and with purpose)-I can identify elements in art work that I have done successfully-I can identify and understanding how I could improve	<ul style="list-style-type: none">-I can create a sculpture using a range of textures that represents a mood or feeling-I can use textures to represent mood and feeling-I can explore using natural materials-I can create a range of textures using the mediumI can evaluate the reasons for my choices and review how successful it was (self and peer)-I can share thoughts and opinions about artists and their art work		
Summer Term 1 – Painting (Frontalism and Egyptian art)				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Frontalism Apply Texture Effect wet on wet crosshatching stippling scumbling tertiary colours	Historical art: Stone age art & Roman Painting y3 Previous drawing and painting units -that paints are made form natural materials (stone age & roman art) Refer to Alan Gouk, Y2 artist, Roman paintings		Cultural – differences in historical society Moral – use of natural materials to create art (sustainability) Social – working with others, creating images of people Spiritual – creative learning. Reflecting on work.				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	

SUBJECT CURRICULUM LONG TERM PLAN

<ul style="list-style-type: none"> -I know how to hold a paintbrush, apply paint to it and remove paint to change colour -I understand that small paint brushes are used for small spaces and detail and larger paintbrushes are used to paint larger areas. -I understand that by adding materials to paint you can create different textural effects -I understand that by using different application techniques you can create different effects. -I know what a tertiary colour is and how to create them -I know how to identify elements in art work that I have done successfully -I understand and identify how I could improve 	<ul style="list-style-type: none"> - I can make a purposeful selection of brushes and materials to apply paint -I can create different textures by adding in materials: sand/sawdust/glue. -I can use different brushes for different techniques: wet on wet crosshatching/stippling/ scumbling -I can lighten and darken colours using varying amounts of black and white -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 		
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Year Group: YR5

Autumn Term 1: Drawing (John Constable)				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Techniques: line/tone/smudging/cross-hatching/dotting Viewfinder	Prior drawing experience Use of graded pencils and		Spiritual – creative learning. Reflecting on work.				

SUBJECT CURRICULUM LONG TERM PLAN

Sketching Perspective Position Relative sizes Symbolism	appropriate use of these Refer to Gary Hodges, Lubaina Himid, historical drawings (Stone Age, Egyptian)		Social – differences in historical society, change of landscape from them and now.				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>		
<ul style="list-style-type: none">-I know how to select and use specific equipment to create a specific effect-I understand one point perspective and how it works-I know how to create quick observational sketches in a limited amount of time-I understand how to use a light touch (not drawing or adding details)-I know how to select an image from a viewfinder-I know how to identify elements in art work that I have done successfully-I understand and identify how I could improve		<ul style="list-style-type: none">-I can selecting appropriate techniques to achieve a specific effect (e.g. line/tone/smudging/cross-hatching/dotting) using pencils, chalk and charcoal-I can apply simple rules of perspective (one point)-I can develop quick studies from observation recording action and movement (sketching)-I can enlarge an image from a viewfinder-I can evaluate the reasons for my choices and review how successful it was (self and peer)-I can share thoughts and opinions about artists and their art work					
Spring Term 1				Spring Term 2:Painting (JMW Turner)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

SUBJECT CURRICULUM LONG TERM PLAN

		<ul style="list-style-type: none">-Techniques: wet on wetcrosshatching/stippling/scumbling/flat wash and blend-Texture-Apply-Mix-Ratio-Brush strokes-Watercolour	Historical art: Stone age art & Roman Painting y3 Previous drawing and painting units Refer to Alan Gouk, Y2 artist, Roman paintings Frontalism and Egyptian art		Spiritual – creative learning.Reflecting on work. Social – differences in historical society, change of landscape from them and now. Moral – changing seas – pollution.		
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>				
		<ul style="list-style-type: none">-I know that different size brushes and bristles create different effects-I understand how to make choices on how to create texture using a range of materials-I understand how to apply paint to create a range of effects-I know how to colour mix effectively-I know how to identify elements in art work that I have done successfully-I understand and identify how I could improve	<ul style="list-style-type: none">-I can make a purposeful selection of brushes and materials to apply watercolours-I can use different brushes for different techniques to create a wash with watercolours e.g. wet on wet crosshatching/stippling/scumbling/flat wash and blend-I can demonstrate an understanding of secondary and tertiary colours and apply appropriately-I can make secondary and tertiary colours and lighten or darken colours without using white or black-I can evaluate the reasons for my choices and review how successful it was (self and peer)-I can share thoughts and opinions about artists and their art work				
Summer Term 1: Sculpture – Sarah Turner			Summer Term 2				
Key Vocabulary	Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

SUBJECT CURRICULUM LONG TERM PLAN

	<i>topics can be revisited)</i>				<i>topics can be revisited)</i>		
Eye of the needle Attach Sew Running stitch Cross stitch Fabric 3D	Previous sculpture units Previous textiles unit -Refer to Barbara Hepworth, Anne Ryan, Pedro Linares, Andy Goldsworthy	DT what a load of rubbish unit Science - materials	Moral – use of found , recycled materials.(ST is an eco-artist). Issues around sustainability. Spiritual – creative learning. Reflecting on own work and work of others.				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
-I know how to identify elements in art work that they have done successfully -I understand and identify how they could improve -I know that materials can be joined in different ways e.g. sewing -I know that materials can be natural or man-made -I know that materials have different qualities -I understand that sculpture can be made in many ways -I know that sculpture is 3D art		-I can sew pieces of fabric together using running stitch and cross stitch -I can create own 3D shape using materials. -I can sew pieces of fabric together using running and cross stitch. -I can make own choices, using a range of resources (sequins, buttons, recycled materials) to embellish -I can cover 3D shapes in sewn textiles -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work					

Year Group: YR6

SUBJECT CURRICULUM LONG TERM PLAN

Autumn Term 1: Drawing (George Stubbs)				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Line Tone Smudging Cross hatching Dotting Effect Sketching Scale Proportion	Previous painting units Observational drawing Refer to Gary Hodges, Lubaina Himid, historical drawings (Stone Age, Egyptian, Viking)		Cultural- historical differences Moral – changes in landscape Spiritual – creative learning. Reflection own work and the work of others.				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<ul style="list-style-type: none"> -I know how to select and use specific equipment to create a specific effect -I understand one point perspective and how it works -I know how to create quick observational sketches in a limited amount of time -I understand how to use a light touch (not drawing or adding details) -I know how to enlarge an image seen in a viewfinder -I know how to identify elements in art work that I have done successfully -I understand and identify how I could improve 		<ul style="list-style-type: none"> -I can select appropriate techniques to achieve a specific effect (e.g. line/tone/smudging/cross-hatching/dotting) using pencils, chalk and charcoal -I can apply simple rules of perspective (one point) -I can develop quick studies from observation recording action and movement (sketching) -I can use a viewfinder to select a view from an image -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work 					

SUBJECT CURRICULUM LONG TERM PLAN

Spring Term 1: Painting – J. Howard Miller				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
-Techniques: wet on wet crosshatching/stippling/ scumbling/flat wash and blend -Texture -Illustration -Slogan -Stylised -Graphic	Prior painting and artists -Alan Gouk, Turner -Painting linked to historical time periods (Greek Gods/Frontalism)		Social, Spiritual and Moral – WW2 artist, role of women and society in this historical period. Moral – use of Propaganda to influence.				
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
-I know that different size brushes and bristles create different effects -I know how to make choices on how to create texture using a range of materials -I know how to apply watercolours to create a range of effects -I know how to colour mix effectively -I know how to identify elements in art work that they have done successfully -I understand and identify how they could improve -I know that there is a wide range of different skin tones		-I can make a purposeful selection of brushes and materials to apply paint -I can identify areas of an image where adding texture: sand/sawdust/glue will enhance the overall effect -I can use different brushes for different techniques to create a wash (watercolours) e.g. wet on wet crosshatching/stippling/ scumbling/flat wash and blend -I can explore of colour mixing to create skin tones -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work					

SUBJECT CURRICULUM LONG TERM PLAN

Summer Term 1				Summer Term 2: Printing (Amazing Americas)			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
				Monochrome Negative space Printing Effect Textures Sculpture	Previous printing experiences Previous sculpture units -Refer to Barbara Hepworth, Anne Ryan, Pedro Linares, Andy Goldsworthy, Sarah Turner		Spiritual – creative learning. Reflect on own work and work of others. Cultural – Look at work of Banksy stencil artist Moral – is graffiti a crime? Social & Moral use of recycled, found objects for sculptures.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
				-I know that monochrome is an image using one base colour or hue -I know that negative space is the space around a subject or image (not previously taught). -I know that printing is the process of making images that can be transferred onto other surfaces -I know how to create a stencil -I know that printing on different materials creates a different finish or effect. -I know how to identify elements in art work that I have done successfully -I understand and identify how I could improve		-I can explore positive and negative space (monochrome printing) -I can create a stencil for printing by cutting out negative shape -I can experiment with printing on textiles, paper and card. -I can evaluate the reasons for my choices and review how successful it was (self and peer) -I can share thoughts and opinions about artists and their art work	

SUBJECT CURRICULUM LONG TERM PLAN

