



# Harrow Lodge Primary School

## Art Long Term Plan



|        | Autumn                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                            |
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| EYFS   | <b>Me and My Community</b> <ul style="list-style-type: none"><li>Mark making - to copy patterns and mark make in the mixture with variety of mark making tools as well as using their fingers.</li><li>Friendship Rainbow – knowing the primary colours.</li></ul> | <b>Once Upon a Time</b> <ul style="list-style-type: none"><li>To make a mask using paper plates and a variety of collage materials.</li><li>To make swords, shields, crowns, plates and jewellery that are fit for a fairy tale prince or princess.</li><li>To plan, draw and make a puppet.</li></ul> | <b>Starry Night</b> <ul style="list-style-type: none"><li>To create patterns.</li><li>To know about different types of line include thick, thin, straight, zigzag, curvy and dotted.</li><li>To select appropriate tools and media to draw with.</li><li>To use primary including black and white paint and a range of methods of application.</li></ul> | <b>Dangerous Dinosaurs</b> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>Create art in different ways on a theme, to express their ideas and feelings</li></ul>                                                                                                                                            | <b>Sunshine and Sunflowers</b> <ul style="list-style-type: none"><li>Explore artwork made by great artists on the theme of flowers.</li><li>To talk about their likes and dislikes.</li><li>To paint a dream flower inspired by artists’ work.</li><li>To paint pebbles with paint, PVA glue and small paintbrushes.</li></ul> | <b>Big Wide World</b> <ul style="list-style-type: none"><li>To make an animal mask using paper plates and a variety of collage materials.</li><li>Significant People: Aboriginal art.</li><li>Look at the patterns in Aboriginal paintings.</li><li>To create Aboriginal-style paintings and patterns.</li><li>To talk about their pictures and compare their work with others'.</li></ul> |
|        | Year 1                                                                                                                                                                                                                                                             | <b>Mix It</b> <ul style="list-style-type: none"><li>Study the colour wheel</li><li>Colour mixing</li><li>Explore primary and secondary colours.</li><li>How artists used colour in their artwork.</li></ul>                                                                                            | <b>Funny Faces and Fabulous Features</b> <ul style="list-style-type: none"><li>Concept of portraits</li><li>College techniques to make a portrait.</li></ul>                                                                                                                                                                                             | <b>Rain and Sunrays</b> <ul style="list-style-type: none"><li>Exploring line and shape.</li><li>Exploring texture</li><li>Develop motifs to make single and repeated prints.</li><li>Collagraph printing</li></ul>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                | <b>Street View</b> <ul style="list-style-type: none"><li>Artwork depicting streets and buildings.</li><li>Using primary and secondary colours</li><li>Exploring form.</li><li>Significant artist: American Pop Artist James Rizzi</li><li>Create 3D mural</li></ul>                                                                                                                        |
| Year 2 |                                                                                                                                                                                                                                                                    | <b>Mix It</b> <ul style="list-style-type: none"><li>Study the colour wheel</li><li>Colour mixing</li><li>Explore primary and secondary colours.</li><li>How artists used colour in their artwork.</li></ul>                                                                                            | <b>Still Life</b> <ul style="list-style-type: none"><li>Explore work of significant still life artists.</li><li>Explore still life techniques.</li><li>Look at a wide variety of still life artwork.</li><li>Learn use of colour and composition.</li><li>To create still life arrangements and artwork.</li></ul>                                       | <b>Flower Head</b> <ul style="list-style-type: none"><li>Explore visual elements of flowers:<ul style="list-style-type: none"><li>➤ shape,</li><li>➤ texture,</li><li>➤ colour,</li><li>➤ pattern</li><li>➤ form.</li></ul></li><li>Explore various artistic methods: -<ul style="list-style-type: none"><li>drawing,</li><li>printmaking</li><li>3-D forms, using paper and clay</li></ul></li><li>Significant artist: Yavoi Kusama</li></ul> |                                                                                                                                                                                                                                                                                                                                | <b>Portraits and Poses</b> <ul style="list-style-type: none"><li>Looking at features of portraiture.</li><li>Analyse the portraits of Tudor monarchs</li><li>Compare Tudor portraits and selfies today.</li><li>Use photo editing software to create royal self-portraits.</li></ul>                                                                                                       |

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| Year 3 | <b>Contrast and Complement</b> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Colour wheel</li> <li>• Tertiary colours</li> <li>• Warm and cool colours</li> <li>• Complementary colours</li> <li>• Analogous colours</li> </ul> | <b>Prehistoric Pots</b> <ul style="list-style-type: none"> <li>• Significant people – Bell Beaker culture</li> <li>• Sketching</li> <li>• Clay techniques</li> <li>• Making Bell Beaker-style pots</li> </ul>                                                                          | <b>Ammonite</b> <ul style="list-style-type: none"> <li>• Using nature as a starting point</li> <li>• Sketching</li> <li>• Two colour relief print</li> <li>• Clay sculpture</li> </ul>                                                                                                                                     | <b>People and Places</b> <ul style="list-style-type: none"> <li>• Figure drawing</li> <li>• Urban landscapes</li> <li>• Significant artist – LS Lowry</li> </ul>                                                                                                                                                                       | <b>Beautiful Botanicals</b> <ul style="list-style-type: none"> <li>• Weaving with natural materials</li> <li>• Botanical art and illustration</li> <li>• Observational drawing</li> <li>• Unit and lino printing</li> <li>• Botanical study</li> </ul>                                                                                                      | <b>Mosaic Masters</b> <ul style="list-style-type: none"> <li>• Sketching mosaics</li> <li>• Mosaic border using tiles</li> </ul>                                                                                                                                                                                                                                             |
| Year 4 | <b>Contrast and Complement</b> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Colour wheel</li> <li>• Tertiary colours</li> <li>• Warm and cool colours</li> <li>• Complementary colours</li> <li>• Analogous colours</li> </ul> | <b>Warp and Weft</b> <ul style="list-style-type: none"> <li>• Explore textiles through time.</li> <li>• Explore different types of yarn.</li> <li>• Looking at &amp; using materials and techniques to create woven patterns and products.</li> <li>• Create a wall hanging</li> </ul> | <b>Vista</b> <ul style="list-style-type: none"> <li>• Explore techniques that artists use to compose a landscape.</li> <li>• Use of warm and cool colours to create perspective.</li> <li>• Learn terms, foreground, middle ground and background.</li> <li>• Create an atmospheric landscape from photographs.</li> </ul> | <b>Animal</b> <ul style="list-style-type: none"> <li>• Explore historical and cultural portrayal of animals in art.</li> <li>• Study the visual qualities of animals through: - <ul style="list-style-type: none"> <li>➢ sketching,</li> <li>➢ printmaking</li> </ul> </li> <li>• Make a terracotta horse (clay modelling).</li> </ul> | <b>Statues, Statuettes and Figurines</b> <ul style="list-style-type: none"> <li>• Figure drawing with range of materials i.e. pen, ink, pencils and charcoal</li> <li>• Study and sketch examples of statuettes, statues and figurines from ancient civilisations.</li> <li>• Use clay skills to create a Sumer-style figurine with an armature.</li> </ul> | <b>Islamic Art</b> <ul style="list-style-type: none"> <li>• Explore features of Islamic art.</li> <li>• Make geometric patterns and motifs on paper.</li> <li>• Make geometric patterns and motifs with clay.</li> <li>• Create a high relief clay tile, decorated with geometric patterns. Cultural visit to V&amp;A – Shape, Pattern and Me in-person Workshop.</li> </ul> |
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| Year 5 | <b>Tints, tones and shades</b> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Colour wheel</li> <li>• Mixing tints, shades and tones.</li> <li>• Learn about significant landscape artworks.</li> <li>• Understanding terms; horizon and one-point perspective.</li> <li>• Create a landscape painting.</li> </ul> | <b>Toatie</b> <ul style="list-style-type: none"> <li>• Significance and art of the taotie motif from Chinese mythology.</li> <li>• Exploring ancient and contemporary casting methods.</li> <li>• Explore casting methods using silicone, clay and paper.</li> <li>• Make a clay relief to be used as a mould.</li> <li>• Create a taotie piece with casting plaster from the clay relief.</li> </ul> | <b>Line, light and shadows</b> <ul style="list-style-type: none"> <li>• Significant artists - Pablo Picasso and Rembrandt.</li> <li>• Explore a range of shading techniques.</li> <li>• Use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</li> </ul> | <b>Nature's Art</b> <ul style="list-style-type: none"> <li>• Sketch natural forms</li> <li>• Explore properties and artistic potential of natural materials.</li> <li>• Create a low relief piece of land art.</li> <li>• Work collaboratively to create land art installations.</li> </ul>                                   | <b>Mixed Media</b> <ul style="list-style-type: none"> <li>• Paper crafts techniques, folding (origami), quilling, marbling and decoupage.</li> <li>• Paper making, paper collage, fabric crumb, mixed media and photo collage.</li> <li>• Create small scale mixed media collage.</li> </ul>                                                                                                        | <b>Expression</b> <ul style="list-style-type: none"> <li>• Significant artist – Edvard Munch</li> <li>• Explore different ways to portray feelings and emotions in art.</li> <li>• Record/'collect' colours used in expressionist artists' work in sketchbook.</li> <li>• Photograph partners displaying various expressions.</li> <li>• Create an imaginative self-portrait using photograph</li> </ul> |
| Year 6 | <b>Tints, tones and shades</b> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Colour wheel</li> <li>• Mixing tints, shades and tones.</li> <li>• Learn about significant landscape artworks.</li> <li>• Understanding terms; horizon and one-point perspective.</li> <li>• Create a landscape painting.</li> </ul> | <b>Trailblazers, Barrier Breakers</b> <ul style="list-style-type: none"> <li>• Research significant black artists.</li> <li>• Make a sketchbook replica of a significant black artist's work, using paint.</li> <li>• Analyse and create artwork inspired by them.</li> </ul>                                                                                                                         | <b>Inuit</b> <ul style="list-style-type: none"> <li>• Significant people: Inuit artists.</li> <li>• Create inuit inspired animal figurine using carving technique with soap.</li> <li>• Create a stencil print.</li> <li>• Significant artist: Kenojuak Ashevak</li> </ul>          | <b>Environmental Artists</b> <ul style="list-style-type: none"> <li>• Study how artists create artwork that addresses social and political issues related to the natural and urban environment</li> <li>• Creating a 3D environmental artwork about ocean plastic using recycled, reused and repurposed materials.</li> </ul> | <b>Distortion and Abstraction</b> <ul style="list-style-type: none"> <li>• Study the visual characteristics of abstraction by line, colour and shape.</li> <li>• Make a distorted or an abstract image using observational drawings.</li> <li>• Create a musically-inspired, Orphism-style painting.</li> <li>• Significant artists – Pablo Picasso, Robert Delaunay and Sonia Delaunay.</li> </ul> | <b>Bees, Beetles and Butterflies</b> <ul style="list-style-type: none"> <li>• Observational drawing in sketchbooks.</li> <li>• mixed media collage of beetles.</li> <li>• Pop art of bees.</li> <li>• Significant Art Movement: Pop Art.</li> <li>• Develop a final piece of artwork inspired by their chosen insect – bees, beetles or butterflies.</li> </ul>                                          |