

Art Long Term Map 2024/25

	Autumn 1	Spring 2
<p><b>Step 0</b></p> <p><b>Key Vocab to be taught across topics</b></p> <p><i>Line, Colour, Thick, Thin, Shape, Texture, Brush, Pencil, Brush, Pastel, Felt Tip</i></p>	<p style="text-align: center;"><b>Formal Elements of Art</b></p> <p><i>Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.</i></p> <p>Lesson 1: Shape: Abstract Compositions Lesson 2: Shape: Abstract Compositions Part 2 Lesson 3: Exploring Line Lesson 4: Exploring Line Part 2 Lesson 5: Making Colours Lesson 6: Painting with Colours</p> <p><b>Key Vocabulary:</b> <i>Abstract, Composition, Horizontal, Vertical, Experiment, Circle, Triangle, Shape, Line, Diagonal, Wavy, Cross-Hatch, Optical Art, Waves, Water, Lines, Primary, Secondary, Mix, Blend, Impasto</i></p> <p><b>CC Links:</b></p>	<p style="text-align: center;"><b>Sculpture / Mixed Media (Superheroes)</b></p> <p>Our pupils will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.</p> <p>Lesson 1: Superhero Figures Lesson 2: Drawing Expressions Lesson 3: Multimedia Superheroes Part 1 Lesson 4: Multimedia Superheroes Part 2 Lesson 5: Multimedia Superheroes Part 3</p> <p><b>Key Vocabulary:</b> <i>Superhero, Pose, Wire, Limbs, Torso, Joints, Emoji, Face, Feature, Comic, Pop Art, Roy Lichtenstein, Primary, Tone, Print, Colour Wash, Pastels, Shadowing</i></p> <p><b>CC Links:</b></p>

**Step 1**

**Key Vocab to be taught across topics**

*Portrait, Landscape, Imagination, Idea, Artist, Designer, Illustration, Drawing, Line, Shape, Figure, Colour,*

**Art and Design Skills**

*In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain. **These lessons can be taught in any order***

- Lesson 1: Introduction to Sketchbooks
- Lesson 2: Design: Lego Printing
- Lesson 3: Painting: Colour Mixing and Crafts
- Lesson 4: Craft: Printing (Great Fire of London)
- Lesson 5: Drawing Experimenting with Media
- Lesson 6: Learning about Louis Wain

**Key Vocabulary:** *Pattern, Shape, Kaleidoscope, Form, Texture, Space, 2D shapes, 3D shapes, Abstract, Contemporary, Narrative, Printing, Shade, Drawing Mediums,*

**CC Links:**

**Painting / Collage**

*Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' this unit will support pupils' knowledge of Britain and allow them an experience an environment they may not have experienced before.*

- Lesson 1: Composition
- Lesson 2: Beach Textures
- Lesson 3: Shades and Colours of the Sea
- Lesson 4: Painting Over Texture
- Lesson 5: Beach Collage

**Key Vocabulary:** *Horizon, Sea, Landscape, Beach, Texture, Colour, Tint, Shade, Figurative, Impressionism, Representation,*

**CC Links:**

[Geography Step 1 – My Local Area](#)  
[Geography Step 2 – Hatfield Heath](#)  
[Geography Step 4 – Brazil](#)

[Science Step 3 – Water Cycle](#)

[Music Step 2 – On This Island](#)

**Step 2**

**Key Vocab to be taught across topics**

*similarity, difference, times, art, design, museum, gallery, investigate, culture, pattern, blend, detail, texture,*

**Art and Design Skills**

*In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes. **These lessons can be taught in any order.***

- Lesson 1: Introduction to Sketchbooks
- Lesson 2: Craft: Clay
- Lesson 3: Craft: Weaving a Picture
- Lesson 4: Design: Clarice Cliff Plates
- Lesson 5: Shading
- Lesson 6: Painting: Roller Coaster Rides
- Lesson 7: Drawing for Fun

**Key Vocabulary:** *Clay, Template, Slip, Repeating, Pattern, Design, Paint, Concentric Circles, Silhouette, Shade, Sketch, Rollercoaster, Brush, Rub Out,*

**CC Links -**

**Sculpture**

*On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.*

- Lesson 1: Snail Sculptures
- Lesson 2: Junk Model Animals
- Lesson 3: Plant Collage
- Lesson 4: Giant Spider Model (Part 1)
- Lesson 5: Giant Spider Model (Part 2)
- Lesson 6: Football Player (Part 1)
- Lesson 7: Football Player (Part 2)

**Key Vocabulary:** *Pattern, Etching, Insect, Exoskeleton, Invertebrate, Omnivore, Carnivore, Herbivore, 3D, Camouflage, Recycled, Collage, Pattern, Symmetry,*

**CC Links -**

[Science Step 1 - Is a Car Alive?](#)

**CC - British Values**  
Democracy

**Step 3**

**Key Vocab to be taught across topics**

*observe, experience, investigate, historical periods, collaborate, scale, pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical, symmetrical, design,*

**Drawing**

*In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to ‘think’ like an artist.*

- Lesson 1: Drawing: A Walking Line
- Lesson 2: Drawing: Picture the Poet
- Lesson 3: Design: Little Inventors
- Lesson 4: Drawing: Packing Collage 1
- Lesson 5: Drawing: Packing Collage 2
- Lesson 6: Learning About ‘How Artists Work’

**Key Vocabulary:** *Drawing, Pattern, Gradation, Tone, Shading, Designer, Invention, Innovation, Portrait, Sketch, Form, Shape, Texture, Line, Collage, Dynamic Colours, Blend, Tones, Trace, Scale, Grid, Paint, Draw, Sketch, Illustration*

**CC Links -**

**CC - British Values**  
Individual liberty

**Art Appreciation / Collage**

*Developing children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored*

- Lesson 1: David Hockney: My Parents
- Lesson 2: Paulo Rego: The Dance
- Lesson 3: Edward Hopper: Table for Ladies
- Lesson 4: Pieter Bruegel: Children’s Games
- Lesson 5: Fiona Rae

**Key Vocabulary:** *Pattern, Narrative, Tone, Shape, Role-Play, Abstract*

**CC Links -**

**CC - British Values**  
Individual liberty

<p><b>Step 4</b></p> <p><b>Key Vocab to be taught across topics</b></p> <p><i>experience, purpose, artists, artistic styles, technique, art classical, movement, pencil pressure, proportion, features, images, face map, guidelines, highlight, silhouette, still life, study</i></p>	<p style="text-align: center;"><b>Art and Design Skills</b></p> <p><i>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper</i></p> <p>Lesson 1: Painting: Impressionism  Lesson 2: Drawing: Zentangle Patterns - 1  Lesson 3: Drawing: Zentangle Patterns - 2  Lesson 4: Craft: Zentangle Printing  Lesson 5: Design: Making a Hat  Lesson 6: Learning about the Work of Edward Hopper</p> <p><b>Key Vocabulary:</b> <i>Painting, Brush, Claude Monet, Impressionism, Zentangle Method, Pattern, Shape, Line, Pressure, Light, Dark, Density, Template, Scale, Hat, Design, Prototype, Repeated, Reverse System, Realism, Symbolism, Characters, Oil Painting</i></p> <p>CC Links -</p>	<p style="text-align: center;"><b>Printing</b></p> <p><i>Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside</i></p> <p>Lesson 1: Clacton Pigeon Mural: Banksy  Lesson 2: Inspired by Rorschach  Lesson 3: Emojis  Lesson 4: The Front Line: John Singer Sargent  Lesson 5: Magdalene Odundo</p> <p><b>Key Vocabulary:</b> <i>Banksy, British Values, Graffiti, Immigration, Mural, Public Art, Racism, Inkblot, Pattern, Andy Warhol, Emoji, Facial Expression, Tableau, Companionship, Support, Sketching, Tone, Shape</i></p> <p><b>CC Links -</b></p> <p>History Step 5 - World War II</p> <p><b>BV Links</b>  Individual Liberty (War Painting)</p>
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<p><b>Step 5</b></p> <p><b>Key Vocab to be taught across topics</b></p> <p><i>depth, distance, shadow, calligraphy, emphasis, focal point, foreground, middle ground, geometric, gesture, horizon line, optical illusion, perspective, tessellation,</i></p>	<p style="text-align: center;"><b>Art and Design</b> <b>Make My Voice Heard</b></p> <p><i>Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer</i></p> <p>Lesson 1: Graffiti Artists’ Tags Lesson 2: Kathe Kollwitz Lesson 3: Guernica 1 – Pablo Picasso Lesson 4: Guernica 2 – Pablo Picasso Lesson 5: Clay Sculpture</p> <p><b>Key Vocabulary:</b> <i>Graffiti, Street Art, ‘Wild style’ Tag, Mural, Portrait, Features, Shading, Pastel, Halo Technique, Guernica, First World War, Spanish Civil War, Composition, Painting, Clay, Sculpture</i></p> <p>CC Links –</p> <p><b>CC - British Values</b> The rule of law Democracy Individual liberty Respect and tolerance of multi-faith society Controversial issues and safe space for debate</p>	<p style="text-align: center;"><b>Photography</b></p> <p><i>Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.</i></p> <p>Lesson 1: Photomontage Lesson 2: Truisms Lesson 3: Macro Photography Lesson 4: Self Portraits Lesson 5: Expressions in Photography</p> <p><b>Key Vocabulary:</b> <i>Photomontage, Composition, Dada, Hannah Hoch, Sculpture, Online, Printing, Impact, Environment, Concept, Edward Weston, Macro Photography, Saturate, Desaturate, Tones, Self Portrait, Selfie, Expression, Edvard Munch, The Scream</i></p> <p>CC Links –</p> <p>History Step 1 – What life was like for my grandparents</p> <p>Science Step 2 – The Planets (Shadows)</p> <p><b>CC - British Values</b> Individual liberty</p>

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	<b>Step 1 and 2</b>	<b>Step 3 and 4</b>
<b>Progression of Skills</b>  <b>Drawing</b>	<ul style="list-style-type: none"> <li>• Draw from imagination and memory.</li> <li>• Make marks using a wide range of materials.</li> <li>• Experiment by making marks with a range of tools.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Draw on different surfaces.</li> <li>• Draw to different scales.</li> <li>• Show pattern by adding dots.</li> <li>• Look and talk about how artists use drawing in picture books.</li> <li>• Show different tone by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw from imagination and in response to stimulus.</li> <li>• Drawing from observation of natural world and school based situations.</li> <li>• Naming, matching and drawing a variety of lines (different sizes and thickness).</li> <li>• Show pattern and texture by adding dots.</li> <li>• Invent new lines and marks, combining skills and knowledge.</li> <li>• Investigate tone, shape and texture.</li> <li>• Experiment with a wide range of mark making tools on a range of surfaces.</li> <li>• Look and talk about how a range of artists draw and identify what drawing materials they have used.</li> </ul>
	<b>Step 5</b>	
<b>Progression of Skills</b>  <b>Drawing</b>	<ul style="list-style-type: none"> <li>• Draw accurately from observation – using &amp; talking about their use of tone, pattern &amp; texture, line &amp; shape.</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Draw from imagination &amp; memory.</li> <li>• Have opportunities to draw from the human figure &amp; in the outdoor environment.</li> <li>• Work with a wide range of different materials for drawing including pen &amp; ink.</li> <li>• Use a viewfinder to select an area of a subject for drawing.</li> <li>• Have the opportunity to draw on a very large scale – eg. with charcoal or marker pens as well as on a very small scale.</li> <li>• Gain understanding of how to make objects appear further away by making them smaller &amp; lighter in tone.</li> <li>• Look at &amp; talk about the work of artists using different kinds of approaches to drawing, identifying what drawing materials &amp; techniques they've used.</li> </ul>	