ART AND DESIGN

Catton Grove Primary School Long Term Plan

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Drawing & Sketchbook Focus	**Unit Title:** **SEE SEPARATE EYFS EXEMPLARY PLAN**	**Unit Title:** **SEE SEPARATE EYFS EXEMPLARY PLAN**	**Unit Title:** Spirals	**Unit Title:** Explore & Draw	**Unit Title:** Gesture Drawing With Charcoal	**Unit Title:** Storytelling Through Drawing	**Unit Title:** Typography and Maps	**Unit Title:** 2D Drawing To 3D Making
	THE EYFS EXEMPLARY PLAN WILL FOLLOW THE 4 KEY PRINCIPLES: **Generating Ideas, Making, Knowledge & Understanding and Evaluation** **It will also explore the 3 Areas of Focus:** **Drawing & Sketching, Surface & Colour and Working in 3D**		**Enquiry Question:** How can we use our whole body to make drawings?	**Enquiry Question:** How can we become open, curious explorers of the world, and use what we find to inspire us to make art?	**Enquiry Question:** How can we use gestural drawing with charcoal to make drawings full of energy and drama?	**Enquiry Question:** How can we create visual narratives inspired by poetry and prose?	**Enquiry Question:** How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	**Enquiry Question:** How can we transform 2d drawings into 3d objects?
	Concepts/ Disciplines:	**Concepts/ Disciplines:**	**Concepts/ Disciplines:** Drawing Collage Sketchbooks	**Concepts/ Disciplines:** Drawing Sketchbooks	**Concepts/ Disciplines:** Drawing & Sketchbooks	**Concepts/ Disciplines:** Drawing Sketchbooks	**Concepts/ Disciplines:** Drawing Sketchbooks	**Concepts/ Disciplines:** Drawing and Sketchbooks
	Misconceptions	**Misconceptions:**	**Misconceptions:** You only draw with your hands	**Misconceptions:** You are born ‘good’ at drawing Drawing means being good at copying	**Misconceptions:** Charcoal is to be used like a pencil You can only draw with your hands	**Misconceptions:** You can only tell a story with words Charcoal is to be used like a pencil	**Misconceptions:** Computers design fonts randomly Typography is only about fonts	**Misconceptions:** 2D and 3D artwork can’t change ‘state’ Drawing and making are

ART AND DESIGN

Catton Grove Primary School Long Term Plan

						You can only use one medium/ discipline at once	rather than layout Particular fonts and layouts don't mean anything	completely different
	Powerful Knowledge:	**Powerful Knowledge:**	**Powerful Knowledge:** When we draw, we can move our whole bodies We control drawing by considering pressure and pace We draw from observation or imagination We use colour to help our drawings engage others	**Powerful Knowledge:** Artists get inspiration by exploring the world We can see the world from new perspectives We can use things in the world to draw, using close observation We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	**Powerful Knowledge:** When we draw we use gestural marks to make work. When we draw we can create a sense of drama. When we draw we can move around. We can use light and material to capture drama.	**Powerful Knowledge:** We can tell stories through drawings We can sequence drawings for effect We can reflect on work for future successes We can use line, shape, colour and composition to develop imagery	**Powerful Knowledge:** The layout of fonts is called typography. We can use the way words look to communicate ideas and emotions. We can create our own typography and combine it with other visual elements to make artwork	**Powerful Knowledge:** Drawing and making have a close relationship. Drawing can be used to transform a 2D surface which can be manipulated into a 3D object. We need to utilise invention and logic to achieve our goal
	Key Vocab:	**Key Vocab:**	**Key Vocab:** Spiral, Movement/motion, Pressure, Line,	**Key Vocab:** Explore, Collect, ReSee, Imagine, Curious,	**Key Vocab:** Charcoal, Gestural, Loose, Expressive, Wrist, Elbow,	**Key Vocab:** Illustration Illustrator Interpretation	**Key Vocab:** Typography, Lettering, Graphics, Design,	**Key Vocab:** 2D Drawing 3D Object Packaging

ART AND DESIGN

Catton Grove Primary School Long Term Plan

			Continuous, Small, Slow, Larger, Faster, Careful Graphite, Chalk, Pen Drawing Surface Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour,	Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	Response Graphic novel Composition Sequencing Mark making Medium Line (quality, weight) Poetry Prose	Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
	Cultural Capital:	**Cultural Capital:**	**Cultural Capital:** Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. Molly Haslund	**Cultural Capital:** Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists Rosie James Alice Fox	**Cultural Capital:** Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. Heather Hansen, Laura McKendry, Edgar Degas	**Cultural Capital:** Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. Studying high quality literature, authors and illustrators: Laura Carlin & Shaun	**Cultural Capital:** Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	**Cultural Capital:** Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists. Lubaina Himid, Claire Harrup

ART AND DESIGN

Catton Grove Primary School Long Term Plan

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	Pedagogical Content Knowledge (PCK)							
	A balance of strategies is used to offer support, skill development and creative responses to a range of stimuli and knowledge.							
	Creating through play	**Creating through Free-exploration**	**Creating through Imagination**	**Learning to create by observation**	**Building skills though guided tasks**	**Creating through modelled tasks**	**Creating though structured tasks**	**Building the skills to create step by step**	**Offering choice of media**	**Offering choice of technique**	**Offering free choice to create.**
Spring Surface & Colour Focus	**Unit Title:**	**Unit Title:**	**Unit Title:** Exploring Watercolour	**Unit Title:** Expressive Painting	**Unit Title:** Cloth, Thread & Paint	**Unit Title:** Exploring Still Life	**Unit Title:** Mixed Media Land And Cityscapes	**Unit Title:** Exploring Identity
	Enquiry Question:	**Enquiry Question:**	**Enquiry Question:** How can we use the properties of watercolour to make experimental images?	**Enquiry Question:** How can we create expressive paintings?	**Enquiry Question:** How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?	**Enquiry Question:** How can we use drawing, painting and collage skills to create still life images?	**Enquiry Question:** How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?	**Enquiry Question:** How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?
	Concepts / Disciplines:	**Concepts / Disciplines:**	**Concepts / Disciplines:**	**Concepts / Disciplines:**	**Concepts / Disciplines:**	**Concepts / Disciplines:**	**Concepts / Disciplines:**	**Concepts / Disciplines:**

ART AND DESIGN

Catton Grove Primary School Long Term Plan

			Painting (Watercolour)	Painting, Sketchbooks	Painting, Drawing, Sewing, Sketchbooks	Painting, drawing, collage, sketchbooks, relief	Painting, drawing, sketchbooks	Collage, drawing, sketchbooks
	Misconceptions	**Misconceptions:**	**Misconceptions** There is only one type of paint There is only one way to paint	**Misconceptions:** Paint is flat / painting creates a flat texture Your use of colours has to be realistic	**Misconceptions:** You can only use one material/ discipline at once on a piece of artwork Skills in one discipline (.e.g drawing) cannot be used in other disciplines (e.g. sewing)	**Misconceptions:** You can only do still-life through drawing Still-life drawings have to be of a whole object	**Misconceptions:** Artists only work inside / in a studio / classroom Artists should always know what they're doing before they try	**Misconceptions:** You can't show yourself through your artwork You can't understand other artists through their artwork
	Powerful Knowledge:	**Powerful Knowledge:**	**Powerful Knowledge:** Watercolour paint has special characteristics. We can use surprise and accident to create art. We can use reflection to develop our art.	**Powerful Knowledge:** Artists can use loose, gestural brush strokes to create art. Expressive painting can be representational or more abstract. Artists can use impasto or	**Powerful Knowledge:** Artists can combine painting and sewing to create art. When we use two different media, we can use their unique qualities to build an image.	**Powerful Knowledge:** Still-life is when artists make work in response to static objects Still life has been an art genre for many hundreds of years and is still relevant today	**Powerful Knowledge:** Artists use a variety of media Artists often work outside Artists draw on their senses to inform their work	**Powerful Knowledge:** Artists who create furniture are often called craftspeople or designers We can use a variety of materials to make objects that are unique

ART AND DESIGN

Catton Grove Primary School Long Term Plan

				sgraffito to give texture. We can respond to the way colour exists on the page.	We don't have to use materials in a traditional way. We can reinvent materials and techniques to produce art.	When artists work with still life, they bring their own comments and meaning to objects they portray We can make still life through drawing, painting, collage, relief	Artists are risk-taker Sketchbooks are used to focus exploration as we don't always need to create an 'end result'	Objects can reflect our personalities
	Key Vocab:	**Key Vocab:**	**Key Vocab:** Watercolour Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss	**Key Vocab:** Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect.	**Key Vocab:** Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome	**Key Vocab:** Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	**Key Vocab:** Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	**Key Vocab:** Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

ART AND DESIGN

Catton Grove Primary School Long Term Plan

				Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Balance Present, Share, Reflect, Discuss, Feedback				
	Cultural Capital:	**Cultural Capital:**	**Cultural Capital:** Paul Klee Emma Burleigh	**Cultural Capital:** Marela Zacarías Charlie French Vincent Van Gogh Cezanne	**Cultural Capital:** Alice Kettle, Hannah Rae	**Cultural Capital:** Paul Cezanne Peter Claesz Melchior d' Hondecoeter Jan Davidsz Jacob Vosmaer Hilary Pecis Nicole Dyer Baas Meeuws Hirasho Sato	**Cultural Capital:** Vanessa Gardiner Shoreditch Sketcher Kittie Jones	**Cultural Capital:** Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett
	Pedagogical Content Knowledge (PCK):							

A balance of strategies is used to offer support, skill development and creative responses to a range of stimuli and knowledge.

Creating through play	Creating through Free-exploration	Creating through Imagination	Learning to create by observation	Building skills though guided tasks	Creating through modelled tasks	Creating though structured tasks	Building the skills to create step by step	Offering choice of media	Offering choice of technique	Offering free choice to create.

ART AND DESIGN

Catton Grove Primary School Long Term Plan

Summer Working In 3D Focus	**Unit Title:**	**Unit Title:**	**Unit Title:** Making Birds	**Unit Title:** Stick Transformation Project	**Unit Title:** Telling Stories Through Drawing & Making	**Unit Title:** Festival Feasts	**Unit Title:** Architecture: Dream Big Or Small?	**Unit Title:** Take A Seat
	Enquiry Question:	**Enquiry Question:**	**Enquiry Question:** How can we transform materials into sculpture? How can we transform 2D paper into 3D form? How can we use drawing and texture to add character to our sculpture?	**Enquiry Question:** How can we transform an object and turn it into sculpture using our imagination?	**Enquiry Question:** How can we create 3D characters inspired by film and fiction?	**Enquiry Question:** How can we use the skills we have learned in drawing, painting, making and collage to create artwork which celebrates the food we eat?	**Enquiry Question:** What is our responsibility as an architect? How can we make a better world?	**Enquiry Question:** How can we design furniture which is full of personality and character?
	Concepts / Disciplines:	**Concepts / Disciplines:**	**Concepts / Disciplines:** Sculpture, drawing, collage.	**Concepts / Disciplines:** Making, Drawing, Sketchbooks	**Concepts / Disciplines:** Drawing, sculpture, sketchbooks	**Concepts / Disciplines:** Sculpture, painting, drawing, collage, sketchbooks	**Concepts / Disciplines:** Architecture, drawing, sketchbooks	**Concepts / Disciplines:** Design, making, drawing, sketchbooks
	Misconceptions	**Misconceptions:**	**Misconceptions** You can either draw with observation or imagination but never both	**Misconceptions:** Art cannot / should not be touched Art is just there to look ‘nice’	**Misconceptions:** We can only take inspiration from real life When we make artwork it has to	**Misconceptions:** You can only use one material/ discipline at once on a piece of artwork	**Misconceptions:** Art has nothing to do with ‘real life’ The only job you can do if you’re	**Misconceptions:** The only job you can do if you’re interested in art is be an artist

ART AND DESIGN

Catton Grove Primary School Long Term Plan

			The best drawings are the ones that look like their original stimulus	and has no other purpose	be faithful to the original	You cannot combine pieces of artwork You can only complete artwork by yourself	interested in art is be an artist You should be able to get a perfect piece of artwork on the first try	There is only one way to make certain objects
	Powerful Knowledge:	**Powerful Knowledge:**	**Powerful Knowledge:** We can transform 2D to 3D. We can use observational drawing and mark making to create art. We can start from a similar starting stimulus and end up with different results. Individual results can then be bought together to produce a whole piece of artwork.	**Powerful Knowledge:** Artists use creativity to look at the world in new waysm and use their hands to transform materials into new things. We can create things for others to enjoy and use. We can use our imagination to help us shape the world.	**Powerful Knowledge:** We can take inspiration from other artwork including films and literature We can make work our own by translating it into another medium We can create characters, narratives, context and objects through our artwork	**Powerful Knowledge:** We can use our knowledge and curiosity of line, shape, colour and form to make playful, inventive art We can make an individual artwork which contributes to a larger shared piece or we can work on shared artwork Art can help us find subject matter which inspires us all	**Powerful Knowledge:** Artists have a responsibility to design buildings to make the world a better place We can make creative choices with serves ourselves and the community We can use form, structure, materials and scale to design innovative buildings We can build architectural	**Powerful Knowledge:** You can show who you are through artwork You can use a range of techniques to build up layers of your artwork You can decipher information about artists through their pieces

ART AND DESIGN

Catton Grove Primary School Long Term Plan

						and brings us together	models to test our ideas	
	Key Vocab:	**Key Vocab:**	**Key Vocab:** Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil. Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss	**Key Vocab:** Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	**Key Vocab:** Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,	**Key Vocab:** Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	**Key Vocab:** Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	**Key Vocab:** Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
	Cultural Capital:	**Cultural Capital:**	**Cultural Capital:** Andrea Butler	**Cultural Capital:** Chris Kenny	**Cultural Capital:** Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	**Cultural Capital:** Claes Oldenberg Lucia Hierro Nicole Dyer	**Cultural Capital:** Shoreditch Sketcher, Various Architects	**Cultural Capital:** Yinka Ilori
	Pedagogical Content Knowledge (PCK):							

ART AND DESIGN

Catton Grove Primary School Long Term Plan

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PEDAGOGICAL CONTENT KNOWLEDGE: Inspired by Chapel Break Infant School's HeART Studio: Pedagogy and Experience Tool

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Creating through play	Creating through Free-exploration	Creating through Imagination	Learning to create by observation	Building skills though guided tasks	Creating through modelled tasks	Creating though structured tasks	Building the skills to create step by step	Offering choice of media	Offering choice of technique	Offering free choice to create.