

LONG TERM FORECAST		Key Stage 2 Art and Design		2018-2019	
		Autumn	Spring	Summer	
Aims The national curriculum for art and design aims to ensure that all pupils:		<ul style="list-style-type: none"> 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. 		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	
Year 3- Topic	COLLAGE (T1) Design and create a stained glass window which is translucent.	DRAWING (T2) Explore Tenniel's use of black and white cartoon drawings and create their own in this style.	TEXTILES (T1) Capture the beauty of a blossom. Design and create a flower using fabrics.		
Y3 Assessment milestones	<ul style="list-style-type: none"> Use coiling, overlapping, tessellation, mosaic and montage. Choose a wide range of patterns and colours for effect and purpose. gather and review information, references and resources related to their ideas and intentions. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher 	<ul style="list-style-type: none"> Use different hardness's of pencils to show line, tone and texture. Develop drawing skills using charcoal, pencils and sketching Chose appropriate techniques i.e. line, shape, colour and space gather and review information, references and resources related to their ideas and intentions. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining 	<ul style="list-style-type: none"> Colour fabric. Create visual texture. Create patterns/motifs with repeated mark making. Begin to use a range of stitching techniques. gather and review information, references and resources related to their ideas and intentions. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before 		

	<p>what they like and what they will do next)</p> <ul style="list-style-type: none"> describe the work of some artists, craftspeople, architects and designers and techniques they have used 	<p>to their teacher what they like and what they will do next)</p> <ul style="list-style-type: none"> describe the work of some artists, craftspeople, architects and designers and techniques they have used 	<p>explaining to their teacher what they like and what they will do next)</p> <ul style="list-style-type: none"> describe the work of some artists, craftspeople, architects and designers and techniques they have used
Year 4 Topic	<p>SCULPTURE (T2) Create the digestive system using junk material.</p>	<p>PRINT (T2) Make prints of Egyptian hieroglyphics</p>	<p>PAINT (T2) Look at famous water colour artists and create paintings of rivers.</p>
Y4 Assessment milestones	<ul style="list-style-type: none"> Use mouldable materials. Plan, create and evaluate a sculpture. Can replicate work to gain understanding and improve technique and control. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ul style="list-style-type: none"> Replicate patterns observed in natural or built environments. Use a range of materials to create a print. Use more than one colour on the same print. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ul style="list-style-type: none"> Experiment with creating mood with colour. Conduct and in-depth analysis of a water colour painting. Comment on the form, line, technique and other observations. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

Year 5- Topic	COLLAGE (T2) From photographs taken from local area, create a collage.	TEXTILES (T2) Design and create a weave similar to that created by Vikings.	PAINTING (T2) Landscape art from all around the world.
Y5 Assessment milestones	<ul style="list-style-type: none"> • Use ceramic mosaic materials and techniques. • Review different collage techniques. • Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. • Describe the processes they are using and how they hope to achieve high quality outcomes 	<ul style="list-style-type: none"> • Combine previously learned techniques to create pieces. • Create and use a wide range of patterns and colours. • Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. • Describe the processes they are using and how they hope to achieve high quality outcomes 	<ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. Critically evaluate and edit (paint over their work). • Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Describe the processes they are using and how they hope to achieve high quality outcomes
Year 6 Topic	SCULPTURE Look at artists Andy Goldsworthy and Simon Watts. How can you create art from the environment? Create 3D piece of art.(T1)	DRAWING (T2) Sketch an older member of their family from a photograph.	PRINTING (T2) Create detailed patterns from the Islamic golden age art.
Y6 Assessment milestones	<ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 	<ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail using more than one colour. • Use a wide variety of tools and refine skills.

- Incorporate form, pattern and texture.
- Use a wide variety of tools and refine skills.
- **systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.**
- **independently develop a range of ideas which show curiosity, imagination and originality**
- **provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.**

- Experiment with shading and perspective to create form and texture.
- **systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.**
- **independently develop a range of ideas which show curiosity, imagination and originality**
- **provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.**

- Use imagination and experience to influence work.
- **systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.**
- **independently develop a range of ideas which show curiosity, imagination and originality**
- **provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.**