











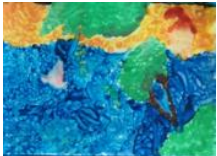
# **Upminster Infant School**



## **Art Long Term Plan, Overview and Progression**

Art LONG TERM MAP

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Year 1</b></p> <p>Children to be given a range of portraits for children to look at. Children are encouraged to look closely at them (noting clothing accessories pose and use of colour) to discuss in groups what clues are in the portraits to who the sitter might be. Groups to feed back to the class about their portraits.</p> <p>Children are given a print of their photograph and are to choose from a selection of their photographs to either paint or collage over their photograph. Children are to discuss their choices, explaining why they were chosen and how they suit the purpose.</p> 	<p>Children to be given a selection of fruit and vegetables to create observational drawings. Children are given a wide range of materials to use.</p> <p>Use <b>Paul Cezanne</b> fruit bowl paintings as stimuli.</p> 	<p>Chinese New Year collage animals of the Zodiac.</p>  <p>Evaluate their work to decide what looks good and what aspects they would change.</p>	<p>Children to look at different coins (both old, new and foreign). Discuss why they are different and who the people on the coins are. 1) Children to make rubbings of the coins and design their own coin. 2) Children to make their own coins out of salt dough. 3) Look at paintings of pirate ships and complete an observational drawing of their favourite.</p> 	<p>Children will research and discover facts about Claude Monet.</p> <p>Children to use pastels to recreate one of Claude Monet's Water Lilies paintings.</p> 	<p>Children use different media to create a seaside scene.</p> <p>Children use ICT for this topic – either taking photos or using the computer to paint versions of their pictures.</p> 	

<p><b>Year 2</b></p>	<p>1) To walk around the local areas, taking photographs (cameras and i-pads), taking note of the different shapes of the buildings and the different materials used.</p> <p>2) To use the photos to draw the houses leading to making a collage of houses and make a clay house.</p> 	<p>To create their own futuristic transport pictures based on the work of: Umberto Boccioni, Giacomo Balla and Leuigi Russolo</p>   <p>Children to then appraise painting of boats and rivers /sea by Turner, Renoir and Monet before creating their own picture in the style of Georges Seurat (mixing secondary colours to create new colours).</p>  	<p>To use digital cameras to capture images and use in artwork. Line marking and shading using a variety of sketching pencils</p>	<p>TEXTILES – Links to DT.</p> <p>To make a bookmark on binca and decorated by running stitch and cross stitch.</p> <p>Design and make Joseph’s coat using repeated patterns and joining material together.</p>		<p><b>To print a repeating pattern from a self-made printing block made from a polystyrene or foam tile. To be printed on paper and fabric.</b></p>
----------------------	---	---	---	---	--	---

**Art OVERVIEW (direct links to NC)**

FOCUS	Year 1	Year 2
Exploring and developing	<p>Respond to ideas. Explore different drawing and painting tools. Explore simple pattern. Design and make images.</p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>	<p>Communicate ideas and meanings very simply. Investigate pattern and shape in the environment. Explore ideas and collect information in a sketchbook. Reproduce from memory, observation or imagination. Identify different ways to express ideas.</p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>
Using Materials	<p>Use primary and secondary colours. Use and investigate a variety of visual and tactile materials.</p> <p><b>To use a range of materials creatively to design and make products</b></p>	<p>Use a range of materials / processes to show ideas / meanings. Select the best materials for the job. Create collage with range of materials and textures.</p> <p><b>To use a range of materials creatively to design and make products</b></p>
Evaluating	<p>Talk about drawings and paintings and say what they feel.</p> <p><b>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</b></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>	<p>Talk about their work and explain it. Describe what they think or feel about their own and others' work. Think of ways to adapt and improve own work. Begin to use ways to improve work. Explore ideas and change what they have done to give a better result.</p> <p><b>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</b></p> <p><b>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>
Control and Expertise	<p>Mix colours randomly. Use some control when drawing and painting.</p>	<p>Use a range of pens, pencils, pastels and charcoal. Make a variety of lines, using different sizes and thicknesses.</p>

	<p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>	<p>Mix secondary colours to make a wide range of new colours. Use shading to create different effects.</p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>
--	---	--

ART PROGRESSION

FOCUS – AUTUMN 1	Year 1	Year 2
Exploring and Developing	<p><b>What type of clothing/accessories etc. is the person in the painting wearing?</b> <b>Do you think the person in the painting is rich? Why do you think that?</b> <b>Are there any clues about the person in the painting?</b></p> <p>I can explore different drawing and painting tools.</p>	<p><b>How are the buildings different/the same?</b> <b>Do the buildings follow any patterns?</b></p> <p>I can investigate pattern and shape in the environment. I can reproduce from memory and observation. (I can make an observational drawing)</p>
Using Material	<p><b>Why have you chosen to use those colours?</b> <b>Can you investigate using different material?</b></p> <p>I can mix paint and materials at random. I can use and investigate a variety of visual and tactile materials.</p>	<p><b>Why have you chosen to use these materials?</b> <b>Can you show me how you will use the pencil to change the tone of your drawing?</b> <b>How will you create the doors and windows?</b></p> <p>I can choose the correct materials for my work. I can try making different tones using pencils. I can create collage with a range of materials and textures. (I can make an applique picture using a variety of materials and processes) I can experiment with basic tools on clay.</p>
Evaluating	<p><b>Are there any similarities/differences in the paintings?</b> <b>How does your finished picture make you feel?</b></p> <p>I can talk about the work of different artists. I can talk about paintings and drawing and say what I feel</p>	<p><b>What can you do to add detail to your work?</b> <b>Is there anything you need to change?</b></p> <p>I can think of ways to adapt and improve my work.</p>
Control and Expertise	<p><b>How did you mix those colours?</b> <b>How did you make the materials fit your picture?</b></p> <p>I can mix colours randomly.</p>	<p><b>How have you created different textures in your work?</b></p> <p>I can use shading to create different effects. I can make collages by folding, crumpling and tearing materials.</p>

	I can use some control when drawing and painting.	I can use selected tools to make a house from clay.
<b>FOCUS – AUTUMN 2</b>	<b>Year 1</b>	<b>Year 2</b>
Exploring and Developing	<p><b>Which drawing tools do you prefer? Why?</b>  <b>What type of pattern can you see?</b></p> <p>I can try out ways of mark-making using different tools.  I can explore simple pattern.</p>	<p><b>Can you tell me some of your ideas?</b></p> <p>I can communicate ideas and meanings.</p>
Using Material	<p><b>Which tools have you used for this picture?</b>  <b>Why have you chosen to use _____ to draw a _____?</b></p> <p>I can use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, charcoal and other dry media to represent objects in lines.</p>	<p><b>Why have you chosen those materials to complete your work?</b>  <b>Was using _____ you first choice?</b></p> <p>I can choose the right materials to use for my artwork.</p>
Evaluating	<p><b>Can you tell me something that you like about _____'s drawing?</b></p> <p>I can say what I like about other people's artwork.</p>	<p><b>Can you give your friend some advice on how to improve their work?</b></p> <p>I can describe what I think and feel about others work.</p>
Control and Expertise	<p><b>Have you used thick or narrow lines? Why?</b></p> <p>I can draw things I have seen using lines.  I can make marks in print using different objects and basic tools and use these to make repeating patterns.</p>	<p><b>Which colours did you use to create this colour?</b></p> <p><b>How can you change this colour?</b></p> <p>I can use a range of pens, pencils, pastels and charcoal  I can mix secondary colours to make a wide range of new colours.</p>

<b>FOCUS – Spring 1</b>	<b>Year 1 – CROSS CURRICULAR WITH D &amp; T</b>	<b>Year 2</b>
Exploring and Developing	<p><b>Why have you chosen those images?</b></p> <p>I can design and make images.</p>	<p><b>Can you remember the markings on the _____?</b>  <b>How can you use the photograph to help you?</b></p> <p>I can use drawing to develop my ideas, experience and imagination.</p>
Using Material	<p><b>Why have you chosen those materials?</b></p>	<p><b>Which pencil will draw the thickest line? How do you know that?</b></p> <p>I can choose the best pencils to create the lines I want to make.</p>

	I can use and investigate a variety of visual and tactile materials.	
Evaluating	<b>What would you do differently next time?</b>  I can say what I like about my own and others art work.	<b>How do you feel about this painting? Why?</b>  I can give reasons for my opinions when I look at art.
Control and Expertise	<b>How have you created your picture?</b> <b>How did you join your materials?</b>  I can cut, glue and trim material to create new pictures. I can sort, cut and shape fabrics and experiment with ways of joining them.	<b>Why have you chosen to use thick/narrow lines?</b> <b>How does your pattern show the natural markings on your chosen animal?</b> <b>How can you use shading to create more detail?</b> I can make a variety of lines using different sizes and thicknesses. I can use shading to create different effects. I can use pencil control to create patterns and shapes.

FOCUS – Spring 2	Year 1	Year 2
Exploring and Developing	<b>How do you want your finished design to look?</b>  <b>Have you used any of the coins you saw in your finished design?</b>  I can use art to share my ideas.	<b>How is Joseph's coat different from the coats that you wear?</b> <b>Why have you chosen this pattern for your bookmark?</b>  I can try out different activities and make sensible choices about what to do next. I can understand that different artistic works are made by craftspeople from different cultures and times. I can investigate pattern and shape.
Using Material	<b>Which materials suit your design?</b>  I can try out different materials to design and make products.	<b>Can you tell/show me how to create a cross stitch?</b>  I can experiment with basic tools on flexible materials. I can develop techniques to join fabrics and apply decorations such as running or cross stitch.
Evaluating	<b>How is your treasure chest different from your friends?</b>  I can talk about my own and others work.	<b>How does your final piece of work differ from your plan?</b>  I can explore ideas and change what I have done to give a better result.
Control and Expertise	<b>Which tools will help you to make your design?</b> <b>How did you join your material to make a chest?</b>	<b>How does your chosen pattern help to make your finished design pleasing?</b>  I can make a simple design to follow.

	<p>I can use the names of tools, techniques and elements I use in my artwork.</p> <p>I can make structures by joining simple objects together.</p>	<p>I can use a range of materials to design and make pleasing products.</p> <p>I can use a range of materials creatively to design and make products.</p>
--	--	---

FOCUS – Summer 1	Year 1	Year 2
Exploring and Developing	<p><b>How can you find information about Claude Monet?</b></p> <p><b>What surprised you about Monet's life?</b></p> <p>I can find information about Claude Monet.</p>	
Using Material	<p><b>What did you like about using pastels?</b></p> <p><b>Did you find using pastels easier or harder than paint?</b></p> <p>I can use and investigate chalk pastels.</p>	
Evaluating	<p><b>How did you make your work look like Monet's paintings?</b></p> <p><b>How is your picture different from Monet's?</b></p> <p>I can describe the differences and similarities between Monet's and my own work.</p>	
Control and Expertise	<p><b>How did you blend your colours?</b></p> <p>I can use some control when using pastels.</p>	

FOCUS – Summer 2	Year 1	Year 2
Exploring and Developing	<p><b>Can you create different shades of blue for the sea and sky?</b></p> <p>I can explore using different media to create pictures.</p> <p>I can explore different painting tools.</p>	<p><b>Why have you chosen the finished design?</b></p> <p>I can try out different activities and make sensible choices about what to do next.</p>
Using Material	<p><b>How did you make the secondary colours?</b></p> <p><b>Can you use primary and secondary colours together?</b></p> <p>I can use and investigate ICT to create pictures.</p> <p>I can use primary and secondary colours.</p>	<p><b>Which tools did you use to mark your tile?</b></p> <p><b>Can you think of a better way to mark the tile?</b></p> <p>I can choose the right materials for my artwork.</p> <p>I can experiment with basic tools on rigid and flexible materials.</p>



Evaluating	<b>How were you able to show your ideas using ICT?</b> I can use ICT to share my ideas and imagination.	<b>Can you think of two ways to improve your finished design?</b> I can think of ways to adapt and improve my own work.
Control and Expertise	<b>Why did you choose those colours?</b> <b>Did you choose warm or cold colours for the sea?</b> I can mix colours randomly.	<b>Will you need to change your technique if you use your tile to print on fabric? Why/Why not?</b> I can use different techniques like press and fabric printing. I can make my own printing tile.

Progression in Art Vocabulary

Year	Progression in Art Vocabulary Year 1 and Year 2.
1	<p><b>Drawing:</b> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p><b>Painting:</b> Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p><b>Printing:</b> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p>
2	<p><b>Drawing:</b> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p><b>Painting:</b> Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p><b>Printing:</b> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.</p> <p><b>Collage &amp; Textiles: Linked to DT</b> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p><b>Sculpture:</b> Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>