



Trimley St Mary - Art and Design Long Term Plan



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|   | <i>vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  | <i>group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>   | <i>ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i> |
| <b><u>Year One</u></b>                  | <b><u>Knowing Me, Knowing You - What makes me who I am?</u></b><br>Drawing - Responding to stories.<br>Painting - Modigliani.<br>Self portraits.   | <b><u>Food, Glorious Food - Would you rather grow your own food, or get your food from a shop?</u></b><br>Printmaking - Positive/Negative Stencils/Clay blocks<br>Textiles - African Patterns/Fabrics<br>Arcimboldo  | <b><u>Oh we do like to be beside the Seaside - What makes our beach a special place?</u></b><br>Collage - Patrick Heron<br>3D - Clay pebbles. Richard Long / Andy Goldsworthy   |
| <b><u>National Curriculum Links</u></b> | <i>to use drawing and painting to develop and share their ideas, experiences and imagination</i><br><br><i>to learn 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.</i> | <i>to use a range of materials creatively to design and make products</i><br><br><i>to sculpture to develop and share their ideas, experiences and imagination</i><br><br><i>to learn 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.</i> | <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i><br><br><i>to learn 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.</i>  |
| <b><u>Year Two</u></b>                  | <b><u>London Calling - Why is London the capital city of the United Kingdom?</u></b><br>Drawing - Bridget Riley<br>Collage - Henri Matisse   | <b><u>Medieval Mayhem - Would you rather live in your house or in a castle?</u></b><br>3D (Dragon's Eyes)<br>Painting - Constable / Gainsborough   | <b><u>The Enchanted Wood - Why are woodlands important?</u></b><br>Printing - Positive / negative / direct printing - Vincent Van Gogh<br>Textiles (Link with DT, Sewing)   |
| <b><u>National Curriculum Links</u></b> | <i>to use drawing and painting and sculpture to develop and share their ideas, experiences and imagination</i>   | <i>to use a range of materials creatively to design and make products</i>  | <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  |

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|  | to learn 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.  | to use sculpture to develop and share their ideas, experiences and imagination<br><br>to learn 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. | to learn 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><u>Year Three/Four</u></b><br><b><u>Cycle one</u></b> | <b><u>Enchanting Egyptians - Why did the Egyptians stop building pyramids?</u></b><br>Textiles - printing blocks - cartouches.<br>Constructing 3D tomb for Tutankhamen, 3D artefacts shabti's and amulets or clay tiles. Egyptian wall art and sculptures in order to learn about life in Ancient Egypt. | <b><u>Revolting Romans - What did the Romans ever do for us?</u></b><br>3D mosaics and pottery<br>Famous Italian artists: Michelangelo, Raphael and Leonardo Da Vinci.  | <b><u>Healthy Heroes - How do we know if we're healthy?</u></b><br>Paint, - O'Keefe<br>Collage - Matisse, Bacon, Warhol   |
| <b><u>National Curriculum Links</u></b>                  | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.<br>Develop and share ideas in a sketchbook and in finished products.<br>Improve mastery of techniques.<br>Learn about the great artists, architects and designers in history.                                | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.<br>Develop and share ideas in a sketchbook and in finished products.<br>Improve mastery of techniques.<br>Learn about the great artists, architects and designers in history.                     | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.<br>Develop and share ideas in a sketchbook and in finished products.<br>Improve mastery of techniques.<br>Learn about the great artists, architects and designers in history. |
| <b><u>Year Three/Four</u></b><br><b><u>Cycle 2</u></b>   | <b><u>Stones and Bones - Could we survive in the Stone Age?</u></b><br>Charcoal - cave painting<br>Turners Stonehenge - water colour and line details - calendar Cezanne   | <b><u>Remarkable Rainforests - Will there still be Rainforests when we grow up?</u></b><br>Print making, 3D<br>Making a Green Man Mask - links to camouflage.<br>Collage a rainforest in a shoe box - diorama<br>Henri Rousseau                      Pointillism                              | <b><u>Our Place on Earth - What makes our place on Earth special?</u></b><br>Compare Trimley Marshes to David Hockney's impossible landscape<br>Art work of environmental issues<br>John Constable  |
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| <p><u>Year Five/Six</u></p> <p><u>Cycle 1</u></p> | <p><u>Journey to the Poles</u><br/> Who were the first humans to discover Antarctica?<br/> What was Shackleton's journey like?<br/> How did Shackleton get to Antarctica?<br/> Sketching - Drawing leaves/objects in nature.<br/> Collage - Linking to sea creatures/pollution.</p>                                | <p><u>Travelling Through Time</u><br/> When did the Anglo Saxons settle in Britain?<br/> Where did they come from?<br/> What evidence is there in modern Britain that the Anglo Saxons lived here?<br/> Who were the Greek gods?<br/> How have the Ancient Greeks affected modern life?</p> <p>Sculpture - Clay Ancient Greek statues<br/> Drawing - Drawing Anglo-Saxon brooches.</p>          | <p><u>Journey to The Americas</u><br/> What is life like in the Americas? Who are the Mayans? What effects have they had on our lives?<br/> Painting - Linking to Pop Art/Andy Warhol.<br/> Printing - Linking to Pop Art/Andy Warhol.</p>   |
| <p><u>National Curriculum Links</u></p>           | <ul style="list-style-type: none"> <li>- Develop and share ideas in a sketchbook and in finished products.</li> <li>- Improve mastery of techniques.</li> <li>- Improve mastery of techniques. --- Learn about the great artists, architects and designers in history.</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</li> <li>- Improve mastery of techniques.</li> <li>- Learn about the great artists, architects and designers in history.</li> <li>- Develop and share ideas in a sketchbook and in finished products.</li> <li>- Improve mastery of techniques.</li> </ul> | <ul style="list-style-type: none"> <li>- Learn about the great artists, architects and designers in history.</li> <li>- Improve mastery of techniques.</li> <li>- Learn about the great artists, architects and designers in history.</li> <li>- Improve mastery of techniques.</li> </ul> |
| <p><u>Year Five/Six</u></p> <p><u>Cycle 2</u></p> | <p><u>Disaster Zones</u><br/> What years did major natural disasters happen?<br/> Have we had any local natural disasters?<br/> How have disaster hit countries recovered?</p> <p>Sketching - Linking to natural disasters.<br/> Painting - Link to natural disasters/Inspired by Hokusai and Maggie Hambling.</p> | <p><u>Intergalactic Explorers</u><br/> Which countries were involved in the Space Race?<br/> When did humans first reach the moon?<br/> When did the first woman enter space?</p> <p>Textiles - Creating a planet garland.<br/> Printing - Linking to topic of space and posters of that time.</p>  | <p><u>The War Room</u><br/> How did the world wars start?<br/> When did they start?<br/> Who was involved?<br/> How were people affected?</p> <p>Drawing - Designing a propaganda war poster.<br/> Painting - Inspired by propaganda war posters.</p>                                      |

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