

Art LTP Overview 2022-2023

1 hour per week.

Artist

Term	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 1				William Morris (printing)	Andy Goldsworthy (sculpture)	Ester Mahlangu (drawing)
Year 2	Georgia O'Keefe (sketching)			Andy Warhol (printing)		Rosemary Karuga (collage)
Year 3			Edgar Degas (sketching)	Leonid Alfremov (painting)	Hokusai (printing)	
Year 4		Frida Kahlo (colour - painting)		Paul Cezanne (painting)	Sculpture workshop - Clay-Art Gallery visit	
Year 5	Sketching Vincent Van Gogh			Albert Namatjira (paint)	Mixed media including printing	
Year 6	Paul Klee (colour)	Henry Moore (sketching/ sculpture)		DaVinci (sketching)		

Year 1/2	Year 3/4	Year 5/6
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Experiential: Discover that art is subjective (we all have our own legitimate understanding)</li> <li>Begin to feel confident to express a preference in the work they see of other artists and craftworkers.</li> <li>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>Know the names of tools, techniques and formal elements of art as seen in some artists work.</li> <li>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> <li>Know the names of tools, techniques and formal elements as seen in examples of artworks.</li> <li>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</li> <li>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.</li> </ul>	<p>Pupils should be taught: about great artists, architects and designers in history</p> <ul style="list-style-type: none"> <li>Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>Use the work of artists to replicate ideas or inspire own work.</li> <li>Be able to explain how artists have used elements of art in their work with increasing thought.</li> </ul>

Tools

Term	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 1				<b>Printing</b> Felt tips paint	<b>Sculpture</b> Natural materials	<b>Drawing</b> Pencil/Wax crayons
Year 2	<b>Sketching</b> Pencils/pencil crayons			<b>Printing</b> Paint		<b>Collage</b> Materials/paper/felt/tissue paper
Year 3			<b>Sketching</b>	<b>Painting</b>	<b>Printing</b>	

			Graded pencils/charcoal	paint	Carbon paper printing	
Year 4		Portraits Graded pencils		Painting watercolour	Sculpture clay	Stitching
Year 5	Sketching Graded pencils			Paint Acrylic	Printing ink	
Year 6	Paint acrylic	Sculpture clay		Sketching Graded pencils		

(See Tools and Skills Progression document)

Art - Year 1		
Block 1	Block 2	Block 3
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> Making, Evaluating, Knowledge and Understanding William Morris- printing</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can try out a range of materials and processes and recognise that they have different qualities (pattern/printing).</li> <li>I can show interest in and describe what I think about great artworks and my peers work.</li> <li>I can name the tools, techniques and formal elements (colours, shapes, tones etc) I am using.</li> </ul> <p><b>Vocabulary:</b> Characteristic, textures, printing, observe</p>	<p><b>Block 5</b> <b>Subject/Conceptual knowledge/skills:</b> Making and Evaluating Andy Goldsworthy- sculpture</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can explore different textures e.g. using natural materials in relation to Andrew Goldsworthy artwork (sculpture).</li> <li>I can show interest in and describe what I think about great artworks and my peers work.</li> <li>I can say what is the same and different about my art and the work of others.</li> </ul> <p><b>Vocabulary:</b> Textures, pattern, observe, sculpture</p> <p>Interest, describe, same different, compare, artist</p>	<p><b>Block 6</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making, Knowledge and Understanding Esther Mahlangu- drawing (African Art)</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can recognise that ideas can be expressed in art work.</li> <li>I can experiment enthusiastically and try out materials presented to me.</li> <li>I can use materials purposefully to achieve particular characteristics or qualities e.g. portraits (drawing/painting).</li> <li>I can recognise and describe some simple characteristics of different kinds of art, craft and design.</li> </ul> <p><b>Vocabulary:</b> Artist, materials, experiment, sketching, watercolour, painting, brushes, crayons, pastels, pencils</p>

Art - Year 2		
Block 1 -	Block 2	Block 3
<p><b>Subject/Conceptual knowledge/skills:</b> Generating Ideas and making Georgia O'Keefe- sketching</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can use different ideas and make sensible choices about what to do next.</li> <li>I can use drawings to record ideas and experiences.</li> <li>I can replicate patterns and textures in a 3D form.</li> </ul>		

<p><b>Vocabulary:</b> ideas, choices, drawings, record, experiences, materials, crayons, pastels, pencils, watercolours, replicate, pattern, texture, 3D form, observational drawing, shading, cross-hatching, life drawing</p>		
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> Generating ideas, making, knowledge and understanding and evaluating Andy Warhol- printing</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can use drawings to record ideas and experiences.</li> <li>• I can deliberately choose to use particular techniques for a given purpose.</li> <li>• I can talk about the materials, techniques and processes I have used, using appropriate vocabulary.</li> <li>• I can look at creative work, express clear preferences and give some reasons for these.</li> <li>• I can make comparisons between different pieces of art, saying what is different and what is the same.</li> </ul> <p><b>Vocabulary:</b> Ideas, choices, drawings, record, experiences, materials, technique, purpose, control, replicate, pattern, tools, creative, paintings, drawing, sketching, materials, techniques, processes, size, colour, texture, preference, comparison, different, same, emotional response</p>	<p><b>Block 5</b></p>	<p><b>Block 6</b> <b>Subject/Conceptual knowledge/skills:</b> Making, knowledge and understanding and evaluating Rosemary Karuga- collage</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can develop and exercise some care and control over the range of materials I use.</li> <li>• I can replicate patterns and textures in a 3D form.</li> <li>• I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> <li>• I can talk about the materials, techniques and processes I have used, using appropriate vocabulary.</li> <li>• I can look at creative work, express clear preferences and give some reasons for these.</li> <li>• I can make comparisons between different pieces of art, saying what is different and what is the same.</li> </ul> <p><b>Vocabulary:</b> materials, brushes, brushes, pastels, technique, purpose, control, replicate, pattern, texture, 3D form, tools, arranging, folding, repeating, overlapping, collage, artist, craftspeople, designers, culture, sculpture, paintings, drawing, sketching, size, colour, texture, material, pattern, collage, comparison, different, same, emotional response</p>

Art - Year 3		
<p><b>Block 1</b></p>	<p><b>Block 2</b></p>	<p><b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making, knowledge and understanding, evaluating Thomas Cole- sketching</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can gather and review information, references and resources related to my ideas and intentions.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can experiment with a range of pencils in order to create my own work.</li> <li>• I can express what I like and dislike about my work.</li> <li>• I can talk about the work of some artists.</li> </ul> <p><b>Vocabulary:</b> references, resources, ideas, intentions, sketchbook, purpose, record, observe, plan, sketch, shape, form, shading, blending, express, like, dislike, improve, emotional response</p>
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making, evaluating Leonid Alfremov- painting</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> <li>• I can use a range of techniques to explore primary and secondary colours</li> <li>• I can express what I like and dislike about my work.</li> <li>• I can identify how my work could be improved.</li> </ul> <p><b>Vocabulary:</b> references, resources, ideas, intentions, sketchbook, purpose, record, observe, plan, technique, primary colour, secondary colour, sketch, shape, form, shading, blending, express, like, dislike, improve, emotional response</p>	<p><b>Block 5</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, making, evaluating Housaki (printing)</p> <p><b>LEAPS</b></p> <ul style="list-style-type: none"> <li>• I can gather and review information, references and resources related to my ideas and intentions.</li> <li>• I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> <li>• I can explain how to use some of the tools and techniques I have chosen to work with.</li> <li>• I can recognise the work of some artists.</li> <li>• I can identify how my work could be improved.</li> <li>• I can shape, form, model and construct using malleable and rigid materials.</li> </ul> <p><b>Vocabulary:</b> The Great Wave of Hokusai materials, spreading, dotting, splashing, pattern, , sketchbook, purpose, record, observe, plan, Technique, primary colour, secondary colour,</p>	<p><b>Block 6</b></p>

Art - Year 4		
<p><b>Block 1</b></p>	<p><b>Block 2</b> <b>Subject/Conceptual knowledge/skills:</b> Knowledge and Understanding, Making Frida Kahlo- Portraits</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can describe some of the key ideas of great artists/crafts people that I have studied.</li> </ul>	<p><b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Evaluating William Turner- sketching</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can use my sketchbook to record first hand observations</li> </ul>

	<ul style="list-style-type: none"> <li>I can describe some of the key ideas and techniques used by great artists/crafts people that I have studied (e.g. the type of brush strokes used).</li> <li>I can apply colour mixing/matching to achieve a variety of tint, tone and shade.</li> </ul> <p>Vocabulary: Colour mixing, colour matching, tone, tint, shade, brush strokes, technique</p>	<p>(showing several versions of one stimulus).</p> <ul style="list-style-type: none"> <li>I can compare my own work to other pupils' work and artists' work and explain how my own work could be improved to develop my ideas further.</li> <li></li> </ul> <p>Vocabulary: Sketching, shading, light, dark, charcoal, smudge, pencil type.</p>
<p><b>Block 4 -</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making Paul Cezanne- painting- watercolour <b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can use my sketchbook to record first hand observations (showing several versions of one stimulus).</li> <li>I can use references (such as great artists) to develop my ideas and style of designing.</li> <li>I can apply colour mixing/matching to achieve a variety of tint, tone and shade.</li> </ul> <p><b>Vocabulary:</b> Observations, references, develop, ideas, style, sketchbook, draft, improve, create, perspectives, object, landscape, portrait, observe, evaluate,</p>	<b>Block 5 -</b>	<p><b>Block 6 -</b> <b>Subject/Conceptual knowledge/skills:</b> Making- stitching <b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can use a wide variety of stitches (e.g. running stitch, blanket stitch, applique...)</li> <li>I can explore surface texture and pattern in my sculpture.</li> </ul> <p>Vocabulary: stitches, running stitch, blanket stitch, applique, surface texture, pattern,</p>

Art - Year 5		
<p><b>Block 1</b> <b>Subject/Conceptual knowledge/skills:</b> Making, Generating Ideas, Evaluating Lizzie Dalton- sketching</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can use shading skills (with drawing pencils) to show the effect of light on objects.</li> <li>I can use references to develop my ideas of style and designing.</li> <li>I can regularly analyse and reflect on my progress taking account of what I hope to achieve.</li> </ul> <p>Vocabulary:</p>	<b>Block 2</b>	<b>Block 3</b>
<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>

<p><b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making Albert Namatjira- painting</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can confidently use sketchbooks for a variety of purposes, including recording from first hand observations and developing ideas.</li> <li>• I can use shading skills (with drawing pencils) to show the effect of light on objects.</li> <li>• I can describe the processes I am using and explain how I hope to achieve high quality outcomes.</li> </ul> <p><b>Teaching note:</b> Study - Albert Namatjira (famous Aboriginal Artist). Particularly focussing on his style when capturing trees and landscape (children can record first hand observations of trees and landscapes on school ground).</p> <p>Vocabulary: Sketchbook, purpose, recording, first hand observation, develop, ideas, references, style, design, primary, secondary and tertiary colours</p>	<p><b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Knowledge and Understanding Banksy- printing</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can confidently use sketchbooks for a variety of purposes, including recording from first hand observations and developing ideas.</li> <li>• I can produce increasingly accurate drawings of people.</li> <li>• I can use masking techniques and dye to produce a clear design.</li> <li>• I can research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> </ul> <p>Vocabulary: Sketchbook, purpose, recording, first hand observation, develop, ideas, references, style, design, graffiti, technique</p>	
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Art Year 6		
<p><b>Block 1</b></p> <p><b>Subject/Conceptual knowledge/skills:</b> Painting/mixed media (colour theory) Generating ideas, Making, Knowledge and Understanding and Evaluating Paul Klee- painting (Cubism and Surrealism)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</li> <li>• I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.</li> <li>• I can independently select and use relevant processes in order to create successful and finished work.</li> <li>• I can provide a reasoned evaluation of my own and other people's work (including professionals) which</li> </ul>	<p><b>Block 2</b></p> <p><b>Subject/Conceptual knowledge/skills:</b> Generating ideas, Making, Knowledge and Understanding and Evaluating. Henry Moore - Sculpture (clay)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</li> <li>• I can independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>• I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> </ul>	<p><b>Block 3</b></p>

<p>takes account of the starting points, intentions and context behind the work.</p> <p><b>Vocabulary:</b> Primary, secondary and tertiary colours: hue, tint, tone, shade and mood. cubism, surrealism, curiosity, imagination, originality, investigate, research, approaches, record, process, technique</p>	<ul style="list-style-type: none"> <li>I can provide a reasoned evaluation of my own and other people's work (including professionals) which takes account of the starting points, intentions and context behind the work.</li> <li>I can use technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> <li>I can adapt my work according to my views and describe how I might develop it further.</li> </ul> <p><b>Vocabulary:</b> Describe, interpret, explain, influence, historical context, cultural context, social context, refine, improve, skills, processes, success and sculpture</p>	
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making, Knowledge and Understanding, Evaluating DaVinci- sketching</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</li> <li>I can independently take action to refine my skills to improve my work.</li> <li>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>I can adapt my work according to my views and describe how I might develop it further.</li> </ul> <p><b>Vocabulary:</b> record, first-hand observations, refine, improve, skills, processes, shade, tone, light, sketch, record, technique</p>	<p><b>Block 5</b></p>	<p><b>Block 6</b></p>