



St Joseph's RC Primary School
Long Term Plan - Art and Design Key Skills and Knowledge

Art and Design

National Curriculum

KS1

Pupils should be taught to:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

KS2

Pupils should be taught to:

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]

learn about great artists, architects and designers in history.

Art Key Knowledge, skills and Concepts: 3D

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Expressive Arts and Design</i></p> <p>Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a</p>	<p>Arranging objects to show understanding of line, shape, colour and pattern in the style of an artist. Producing lines with natural material in the natural environment showing awareness of pattern, colour and shape. Learning the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus. Decorating clay forms with different coloured clays. Listening and</p>	<p>Exploring lines and concentric circles using dots in response to Aboriginal Art. Recognising why the palette is restricted to 'earth' colours. Selecting colours and producing designs for the decorated didgeridoos. Selecting colours and producing designs for the decorated didgeridoos. Using experience of a technique gained in the previous session and</p>	<p>Developing the use of brown, gummed tape to produce a form Recording and collecting visual and other information to inform their ideas. Making decisions and developing ideas. Responding to the work of a famous artist and making connections with their own work. Transposing 2D designs onto a 3D form Reviewing own work and</p>	<p>Using small pieces of brown gummed tape to cast a 3D form. Understanding the idea of design related to purpose. Using research and sketchbook work to explore designs. Modifying designs according to purpose. Using sketchbook work to inform designs. Applying experience of materials and processes to develop work. Developing ideas for packaging and display.</p>	<p>Producing drawings of figures to describe form not detail. Responding to the work of a famous artist. Developing and applying understanding of the work of Alberto Giacometti in the production of individual figurative sculptural forms Developing understanding of modroc (plaster bandage) as a sculptural</p>	<p>Recording first hand observations directly into clay. Understanding Moore's use of the maquette. Understanding the concept of 'drawing' in 3D. Comparing and commenting upon the ideas, methods and approaches of others' Working independently from chosen starting</p>



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<p>purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>responding to a story stimulus. Making impressions into a clay slab using found objects. Understanding that the clay will harden and retain the pattern that has been produced. Understanding the process involved when making a plaster cast and how indentations into the clay have produced raised areas in the plaster.</p>	<p>adapting this to produce a decorated 3D form. Exploring work of Aboriginal Artists. Applying surface design onto a 3D object. Reviewing and modifying designs as they progress. Learning the process of rolling and inlaying clay of different colours into a slab. Listening and responding to a story as a starting point for 3D work. Forming clay slabs and 'vegetables' in response to the story by rolling, pinching and pulling coloured clays. Using techniques already learned and applying these to imaginative work in 3D.</p>	<p>that of others. Recording developing work in sketchbooks. Understanding the process of inlayed clay designs. Forming with clay slabs. Developing simple linear designs based on natural forms. Developing the process of inlayed clay designs. Making a 3D relief paper form. Developing linear patterns.</p>	<p>Using own work as a starting point for further investigation. Understanding the process and techniques involved in developing coiled clay forms. Dipping fabric to produce 3D forms. Working collaboratively to produce artwork. Adapting and modifying work through class and group discussion.</p>	<p>material. Recording ideas and processes used in the development of their sculptures. Reviewing own work and that of others. Developing an understanding of the translucent nature of tissue paper. Using PVA glue and tissue to produce a paper form. Applying previously learned techniques and processes. Construction techniques using clay slabs.</p>	<p>points. Adapting and modifying ideas. Developing a small scale series of work. Developing a series of work that has been modified and developed as it has progressed. Casting forms from selected moulds using brown, gummed tape. Researching and producing designs for individual work. Selecting and assembling cast forms. Selecting appropriate materials and embellishing surfaces.</p>
Specific Skills						
	<p>Use both made and natural objects to explore line, pattern and colour in 3D work. They will be able to talk about what they have done and how this is similar to the work of the artists Richard Long and Andy Goldsworthy. They will also be able to respond to</p>	<p>Explore and represent symbolism in response to Aboriginal Art and produce 3D decorated forms. They will be able to manipulate clay to produce coils and forms in response to a story and also use clay to make imaginative forms. Also, they will be able to</p>	<p>Use brown, gummed tape over a mould to produce a 3D form, develop a design in response to the work of a famous artist and comment on their own work and that of others. They will also be able to develop simple linear designs based on natural forms and use</p>	<p>Use their own research as a starting point for developing shoe designs. They will be able to decorate and embellish their work, discuss their progress and suggest modifications that could be made. They will also be able to use their knowledge of coiling clay</p>	<p>Explore shape, form and decoration using a range of 3D materials. Work from source material and experiment with and combine materials and processes to make 3D forms. Compare and discuss ideas, methods and ways of working in others' work, relating</p>	<p>Combine and organise line, shape, pattern and form to match their intentions. Collect and select visual and other information in developing ideas for their work and record from first-hand observation directly into 3D form. Develop a</p>



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	<p>a story by manipulating clay to produce different forms and make changes in their developing work. They will be able to use clay to produce a tile with an impressed pattern and use clay to make a mould for a plaster cast. Manipulate clay to produce 3D form in response to a story and understand how clay may be used to produce a plaster cast and a clay tile with an impressed pattern</p>	<p>discuss their own work and that of others and suggest developments that could be made.</p>	<p>clay to form and inlay a design. They will be able to use paper forms to produce a 3D relief panel. They will be able to discuss their work with others and talk about improvements that could be made to their own work. Understand and use symbolism to make representations in response to Aboriginal Art. Also they will be able to form coils from clay, use these to decorate a clay slab and make imaginative forms in response to a story. They will be able to discuss work and make changes in line with their developing ideas.</p>	<p>to experiment with making a coiled form and record the process and techniques that they have used in the sketchbook. They will also be able to use dipped fabric to produce collaborative group textile form. Research, develop and modify ideas as a starting point for their shoe designs. They will understand how different designs may be developed according to purpose and discuss and give reasons for modifications to their work as it progresses. They will be able to use their knowledge of coiled clay forms from different times, styles and cultures to inform their developing work with this process. They will understand how this technique may be adapted to change the shape of the form. They will also be able to use dipped fabric to create textile forms and discuss ideas and modifications to their work.</p>	<p>these to their own ideas. Adapt and improve their work as it progresses. Develop ideas through selecting and responding to visual and other reference material. Manipulate materials, tools and techniques to develop and extend their ideas for 3D forms. Analyse ideas, methods and approaches used in their own and others' work and relate this to their intentions. Adapt and refine their work combining visual and tactile qualities and matching these to their ideas and intentions.</p>	<p>series of pieces, adapting and improving their work as it progresses. Compare and comment on ideas, methods and approaches in their own and others' work. Select relevant visual and other information in developing their ideas. They will be able to analyse and comment on ideas, methods and approaches used in their own and others' work. Adapt and refine their work to reflect their view of its meaning and purpose.</p>
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	Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 Key Vocabulary	Year 6 Key Vocabulary
	Line Pattern Shape Beside Next to Between Natural Environment Pull Pinch Smooth Decorate Roll Clay slab Impression Press Found objects Harden Hard/soft Impression Plaster Reservoir Set Reverse	Aboriginal Symbol Represents Didgeridoo Surface Modify Slab Inlay Coil Rolling Forming Pinching Pulling Imagination	Gummed tape Layer Review Decoration Prime Cylinder Transfer Slab Inlay Terracotta Coil Roll Inlay Embed Surface Harden Leather hard Rolling Curves Coils Linear	Cast Mould Purpose Style Names used for specific types of shoe Construct Embellish Modify Refine Packaging Display Advertise Coil Inner Outer Spiral Base Vertical Fabric Forming Dipping Wrapping Twisting	Distance Shading Movement Joints Position Suitable Supported Sculptural Figurative Modroc Wrapping Smooth Plaster Process Record Tearing Limited palette Translucent Brushing Form Technique Inlay Trim Smooth Wrapped	Maquette Representation Pinching Pulling Stroking Smoothing Relationship Pendant Decoration Fine Modifications Series Scale Form Mask Times Cultures Assemble Positioning Modification



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