



## Pott Shrigley Church School Art and Design Long Term Plan

### The EYFS Profile

**Expressive Arts and Design Creating with Materials ELG aims to ensure that children will have the experience to:**

- ♣ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- ♣ Share their creations, explaining the process they have used.

**Physical Development Fine Motor Skills ELG aims to ensure that children will have the experience to:**

- ♣ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- ♣ Use a range of small tools, including scissors, paint brushes and cutlery.
- ♣ Begin to show accuracy and care when drawing.

### Aims of the National Curriculum

**The national curriculum for art and design aims to ensure that all pupils:**

- ♣ 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.

### Attainment targets

**By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study**



## Pott Shrigley Church School Art and Design Long Term Plan

### Key stage 1

#### Pupils should be taught:

- ♣ 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.
- ♣ 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.

### Key stage 2

#### Pupils should be taught

- ♣ 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.



## Pott Shrigley Church School Art and Design Long Term Plan

### Cycle A

| Year EYFS/1   |   |   |
|---|---|---|
| Autumn  | Spring  | Summer  |
| <b>Self Portraits<br/>Drawing</b>   | <b>LS Lowry<br/>Painting</b>  | <b>Antoni Gaudi<br/>3D Sculpture - Mosaics</b>  |
| <b>Key learning objectives</b>  | <b>Key learning objectives</b>  | <b>Key learning objectives</b>  |
| <ul style="list-style-type: none"> <li>• To learn what a portrait and a self-portrait is and how we can use sketching pencils to create them.</li> <li>• To be introduced to key vocabulary relating to sketching and drawing.</li> <li>• To look at a range of self-portraits from different artists to inspire work</li> <li>• To use a mirror to explore our features and discuss how we are all different.</li> <li>• To create self-portraits using an oval shape and lines to map out our features.</li> <li>• To present our work and discuss similarities and differences between portraits with peers.</li> <li>• To start to express opinions about artwork.</li> </ul> | <ul style="list-style-type: none"> <li>• To learn about the life and work of LS Lowry.</li> <li>• To explore LS Lowry's paintings and understand that he often focused on painting urban landscapes of Manchester.</li> <li>• To express an opinion about LS Lowry's paintings using key vocabulary about the colour and textures used.</li> <li>• To discuss how an urban landscape is different to the landscape in our local area.</li> <li>• To experiment with line, shape, form, and space to create an urban landscape painting in the style of LS Lowry using watercolours.</li> <li>• To display and present the paintings in an art gallery.</li> </ul> | <ul style="list-style-type: none"> <li>• To begin to understand what a 3D sculpture is and how a sculpture can take different forms.</li> <li>• To look at images of sculptures and discuss how they might be made.</li> <li>• To learn who Antoni Gaudi is and explore his artwork.</li> <li>• To look at Antoni Gaudi's mosaic artwork and understand how it is created.</li> <li>• To use different materials, paper, and fabrics to create a mosaic.</li> <li>• To explore shape and form whilst creating mosaics.</li> <li>• To present their final piece to their peers and discuss their creations.</li> </ul> |
| <b>Curriculum objectives</b>  | <b>Curriculum objectives</b>  | <b>Curriculum objectives</b>  |
| <b><i>EYFS – Expressive Arts and Design</i></b><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.   | <b><i>EYFS – Expressive Arts and Design</i></b><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.   | <b><i>EYFS – Expressive Arts and Design</i></b><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.   |



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| <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Physical Development - Fine Motor Skills</b><br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Combine different movements with ease and fluency.</p> <p><b>KS1 - To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.</b><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</i></p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Physical Development - Fine Motor Skills</b><br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Combine different movements with ease and fluency.</p> <p><b>KS1 - To use a range of materials creatively to design and make products.</b><br/><i>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.</i><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</i><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 work.</i></p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Physical Development - Fine Motor Skills</b><br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Combine different movements with ease and fluency.</p> <p><b>KS1 - To use a range of materials creatively to design and make products.</b><br/><i>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.</i><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</i><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 work.</i></p> |
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## Pott Shrigley Church School Art and Design Long Term Plan

### Cycle B

| Year EYFS/1  |   |   |
|--|---|---|
| Autumn   | Spring  | Summer  |
| Mondrian<br>Drawing  | Animals and Insects<br>3D Sculpture - Clay  | Wassily Kandinsky<br>Painting   |
| <b>Key learning objectives</b> <ul style="list-style-type: none"> <li>To learn who Piet Mondrian is and understand that he created abstract art.</li> <li>To explore images to understand what abstract art is.</li> <li>To discuss how abstract art is different from other forms of art.</li> <li>To understand that Mondrian created his own style called Neoplasticism using simple lines, primary colours, and blocks of shape.</li> <li>To use different shades of pencils to create artwork in the style of Mondrian using shapes and different thickness of lines.</li> <li>To add blocks of primary colours.</li> </ul> | <b>Key learning objectives</b> <ul style="list-style-type: none"> <li>To explore and discuss how different materials can be used in art and design.</li> <li>To look at images of sculptures and share their opinions on them.</li> <li>To sketch images of animals and insects that they would like to create clay models of thinking about the level of detail and how some might be more easy or difficult to create.</li> <li>To create a clay sculpture of an animal or insect.</li> <li>To present their final piece in an art gallery explaining the process of how they made it.</li> </ul> | <b>Key learning objectives</b> <ul style="list-style-type: none"> <li>To learn who Wassily Kandinsky was look at the abstract art that he created.</li> <li>To discuss primary colours and understand how you can mix them to create new colours.</li> <li>To create a circles painting using watercolours in the form of Kandinsky exploring and mixing paint to create new colours.</li> <li>To explore shape through the circles painting and use different size paint brushes to experiment.</li> <li>To talk about the colours mixed and what new colours they created.</li> </ul> |
| <b>Curriculum objectives</b><br><br><i>EYFS – Expressive Arts and Design</i><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.   | <b>Curriculum objectives</b><br><br><i>EYFS – Expressive Arts and Design</i><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.  | <b>Curriculum objectives</b><br><br><i>EYFS – Expressive Arts and Design</i><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.  |



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| <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Physical Development - Fine Motor Skills</b><br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Combine different movements with ease and fluency.</p> <p><b>KS1 - To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.</b><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</i><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 work.</i></p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Physical Development - Fine Motor Skills</b><br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Combine different movements with ease and fluency.</p> <p><b>KS1 - To use a range of materials creatively to design and make products.</b><br/><i>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.</i><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</i></p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Physical Development - Fine Motor Skills</b><br/>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br/>Combine different movements with ease and fluency.</p> <p><b>KS1 - To use a range of materials creatively to design and make products.</b><br/><i>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.</i><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</i><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 work.</i></p> |
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## Pott Shrigley Church School Art and Design Long Term Plan

### Cycle A

| Year 2/3  |  |  |
|---|--|--|
| Autumn  | Spring   | Summer   |
| William Morris<br>Painting and Block Printing   | Margaret Godfrey<br>3D Sculpture - collage   | Katsuma Hokusai<br>Drawing and Painting  |
| Key learning objectives   | Key learning objectives  | Key learning objectives  |
| <ul style="list-style-type: none"> <li>• To learn who William Morris was and discuss his design influence in the Victorian period.</li> <li>• To explore William Morris' creations and the colour pallet that he used for his designs.</li> <li>• To understand and use key vocabulary to describe the texture and patterns of his designs.</li> <li>• To explore repeating patterns and sketch designs, describing shape and form.</li> <li>• To create wallpaper using block printing, describing different techniques and materials.</li> <li>• Mix colours confidently to create a Victorian colour palette.</li> </ul> | <ul style="list-style-type: none"> <li>• To know who Margaret Godfrey was and explore her volcanic artwork.</li> <li>• To discuss what representational and abstract art is and the use of bright colours in Margaret Godfrey's artwork.</li> <li>• To understand how artwork can be created by looking at different angles and viewpoints.</li> <li>• To plan collages by first sketching volcanoes and thinking about texture and depth.</li> <li>• To explore and discuss the use of recyclable materials to create collages.</li> <li>• To produce more intricate details using different shapes, thickness of materials, and shared ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• To know who Katsuma Hokusai was and how he used different views and textures to create his artwork.</li> <li>• To look at images of waves and sketch them in sketchbooks, concentrating on shape, lines, and shapes.</li> <li>• To annotate sketchbooks and think about transferring the shapes when painting.</li> <li>• To paint Hokusai's 'The Great Wave off Kanagawa' using acrylic paint.</li> <li>• To paint from different views and use different size brushes to create different effects and textures.</li> <li>• To gain confidence when painting on different scales and surfaces.</li> <li>• To present work and talk about techniques used.</li> </ul> |



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| Curriculum objectives   | Curriculum objectives   | Curriculum objectives   |
|---|---|---|
| <p><i><b>KS1 and KS2</b> - To use a range of materials creatively to design and make products.<br/>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.<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 work.</i></p> | <p><i><b>KS1 and KS2</b> - To use a range of materials creatively to design and make products.<br/>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.<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 work.</i></p> | <p><i><b>KS1 and KS2</b> - To use a range of materials creatively to design and make products.<br/>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.<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 work.</i></p> |



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### Cycle B

| Year 2/3  |   |   |
|---|---|---|
| Autumn  | Spring  | Summer  |
| <b>Designers and Inventors<br/>Drawing</b>  | <b>Joan Miro and Barbara Hepworth<br/>3D Sculpture</b>  | <b>Vincent van Gogh<br/>Painting</b>  |
| <b>Key learning objectives</b>  | <b>Key learning objectives</b>  | <b>Key learning objectives</b>  |
| <ul style="list-style-type: none"> <li>• To discuss the role of designers and inventors.</li> <li>• To look at famous inventors/designers and examples of their work.</li> <li>• To recognise and discuss the importance of artwork for designers and inventors.</li> <li>• To draw on different surfaces and use sketchbooks to record artwork.</li> <li>• To design an invention building on drawing skills.</li> <li>• To use line, shape, form, and space to create the design.</li> <li>• To discuss the design and share thoughts and opinions on different techniques used.</li> </ul> | <ul style="list-style-type: none"> <li>• To build on prior knowledge and discuss sculptures that the children have created so far.</li> <li>• To learn who Joan Miro and Barbara Hepworth were and explore images of their sculptures.</li> <li>• To make comparisons between the different sculptures and discuss different viewpoints.</li> <li>• To use sketch books to design their own sculpture thinking about the shapes of them.</li> <li>• To use clay to create sculptures, joining parts together and making corrections.</li> <li>• To use appropriate vocabulary whilst creating artwork.</li> </ul> | <ul style="list-style-type: none"> <li>• To know who Vincent van Gogh is and explore his still life and landscape paintings.</li> <li>• To understand what post-impressionism is.</li> <li>• To describe the artwork of Vincent van Gogh and think about how where he lived inspired his paintings.</li> <li>• To discuss the colours that he used and use this as inspiration for the colours they will use to create their own landscape and sunflower paintings.</li> <li>• To use sketchbooks to draw still life and landscapes.</li> <li>• To confidently mix colours and use real objects to create their own Vincent van Gogh inspired art.</li> <li>• To display final pieces in an art gallery and tell people about the different techniques used.</li> </ul> |



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| Curriculum objectives   | Curriculum objectives  | Curriculum objectives  |
|---|--|--|
| <p><b>KS1 and KS2</b> - To use a range of materials creatively to design and make products.<br/>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p> | <p><b>KS1 and KS2</b> - To use a range of materials creatively to design and make products.<br/>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.<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 work.</p> | <p><b>KS1 and KS2</b> - To use a range of materials creatively to design and make products.<br/>To use drawing painting and sculpture to develop and share their ideas, experiences, and imagination.<br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.<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 work.</p> |



## Pott Shrigley Church School Art and Design Long Term Plan

### Cycle A

| Year - 4/5/6   |  |  |
|--|--|--|
| Autumn   | Spring   | Summer   |
| Bridget Riley<br>Sketching and Drawing   | Local Art<br>3D Sculpture  | Henri Rousseau<br>Painting   |
| <b>Key learning objectives</b>   | <b>Key learning objectives</b>   | <b>Key learning objectives</b>   |
| <ul style="list-style-type: none"> <li>• To learn about British artist, Bridget Riley and explore the cultural development of art.</li> <li>• To understand what pointillism is and explore examples of these.</li> <li>• To look how Bridget Riley created optical illusions using pointillism.</li> <li>• To use grid paper and rulers to explore pattern and perspective to create optical illusion artwork.</li> <li>• To develop an awareness of composition, scale, and proportion in their work.</li> <li>• To present their optical illusion artwork and describe the technique using appropriate vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• To learn about the importance of local art and the impact this can have on the community.</li> <li>• To meet a local artist, Beverley O'Donoghue, and explore her designs.</li> <li>• To understand the technique used to create 3D sculpture.</li> <li>• To create sculpture using a range of materials, working in an organised way, and understanding how to finish artwork using techniques such as glaze, paint, and polish.</li> <li>• To increasingly use language appropriate to skill and technique.</li> <li>• To display their finished pottery in an art gallery and talk about the skills used.</li> </ul> | <ul style="list-style-type: none"> <li>• To know who Henri Rousseau is and explore post impressionism.</li> <li>• To look at his rainforest paintings and explore the colours and techniques used.</li> <li>• To use sketchbooks to draw images of his paintings, annotating them to assist with their paintings.</li> <li>• To plan and create different effects and textures with oil-based paints.</li> <li>• To paint on a canvas and compare how it is different to painting on other mediums.</li> <li>• To use appropriate language when comparing ideas, methods, and approaches in their own and others' work.</li> </ul> |
| <b>Curriculum Objectives</b>   | <b>Curriculum Objectives</b>   | <b>Curriculum Objectives</b>   |
| <i>KS2 - To create sketch books to record their observations and use them to review and revisit ideas.</i>   | <i>KS2 - To create sketch books to record their observations and use them to review and revisit ideas.</i>   | <i>KS2 - To create sketch books to record their observations and use them to review and revisit ideas.</i>   |



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| <p><i>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].<br/>Learn about great artists, architects, and designers in history.</i></p> | <p><i>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].</i></p> | <p><i>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].<br/>Learn about great artists, architects, and designers in history.</i></p> |
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## Pott Shrigley Church School Art and Design Long Term Plan

### Cycle B

| Year - 4/5/6  |   |   |
|---|---|---|
| Autumn  | Spring  | Summer  |
| <b>Norse and Viking Artwork<br/>Sketching and Drawing</b>   | <b>Monet and Dali<br/>Sketching and Painting</b>  | <b>Fashion Designers<br/>3D Sculpture – Textiles and Printing</b>   |
| <b>Key learning objectives</b>  | <b>Key learning objectives</b>  | <b>Key learning objectives</b>  |
| <ul style="list-style-type: none"> <li>• To explore and discuss Norse and Viking artwork, drawing on opinions and ideas of others.</li> <li>• To look at a range of examples of Norse and Viking artwork and make comparisons.</li> <li>• To use sketchbooks to create drawings of different Norse and Viking artwork.</li> <li>• To draw for an extended period and discuss how changes could be made after analysing artwork.</li> <li>• Annotate sketchbooks after analysing.</li> <li>• Use sketch books so produce final drawings, using their analysis to improve.</li> <li>• Share and display finished pieces in an art gallery, talking about the process from start to finish.</li> </ul> | <ul style="list-style-type: none"> <li>• To know who Claude Monet is and explore his impressionist paintings.</li> <li>• To know who Salvador Dali is and explore his surrealist paintings.</li> <li>• To make comparisons between the two artists and form opinions.</li> <li>• To explore the colour wheel introducing warm, cold, complimentary, and contrasting.</li> <li>• To mix and match colours with increasing accuracy.</li> <li>• To develop a painting from a sketched drawing using watercolours.</li> <li>• To experiment with different strokes to create a painting.</li> <li>• To display and present created artwork, using key vocabulary to describe techniques used.</li> </ul> | <ul style="list-style-type: none"> <li>• To explore famous fashion designers Vivienne Westwood and Rennie MacKintosh and study their work to form and share opinions.</li> <li>• To use sketch books to create their own designs.</li> <li>• To annotate their designs so make improvements and outline key techniques used.</li> <li>• To make artistic choices by selecting appropriate materials and designs.</li> <li>• To confidently use a range of techniques when using textiles and printing.</li> <li>• To secure work to continue at a later date, making assessments about what changes can be made to improve work.</li> </ul> |



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| <b>Curriculum Objectives</b>  | <b>Curriculum Objectives</b>   | <b>Curriculum Objectives</b>   |
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| <p><i>KS2 - To create sketch books to record their observations and use them to review and revisit ideas.</i></p> <p><i>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].</i></p> | <p><i>KS2 - To create sketch books to record their observations and use them to review and revisit ideas.</i></p> <p><i>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].</i></p> <p><i>Learn about great artists, architects, and designers in history.</i></p> | <p><i>KS2 - To create sketch books to record their observations and use them to review and revisit ideas.</i></p> <p><i>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].</i></p> <p><i>Learn about great artists, architects, and designers in history.</i></p> |



## Pott Shrigley Church School Art and Design Long Term Plan

### Cycle C

| Year - 4/5/6  |  |   |
|---|--|---|
| Autumn  | Spring   | Summer  |
| <b>Greeks – Parthenon Marbles<br/>3D Sculptures – Mod Roc</b>   | <b>Architects – Norman Foster<br/>Sketching and Drawing</b>  | <b>Cave Paintings<br/>Sketching and Painting</b>  |
| <b>Key learning objectives</b>  | <b>Key learning objectives</b>   | <b>Key learning objectives</b>  |
| <ul style="list-style-type: none"> <li>• To learn about the great art of Ancient Greeks.</li> <li>• To learn about the story the Parthenon Marbles tell.</li> <li>• To compare Parthenon Marbles with art before and after.</li> <li>• To sketch some of the details of the Parthenon Marbles.</li> <li>• To explore how the Parthenon Marbles were made considering the materials available at the time.</li> <li>• To know which parts of the marble were carved in low relief, high relief, and sculpture in the round.</li> <li>• To demonstrate their understanding of low relief and high relief by creating it in their own Mod Roc sculptures.</li> </ul> | <ul style="list-style-type: none"> <li>• To learn about the life and work of Norman Foster is and his connection to our local area.</li> <li>• To explore buildings designed by Norman Foster, identifying style and influences.</li> <li>• To sketch some of Norman Foster’s designs thinking about the shape and form of each one.</li> <li>• To revisit and review their sketches before deciding on their final design choice.</li> <li>• To design a building using Norman Foster’s architecture as inspiration.</li> <li>• To use charcoal to draw their designs focusing on mastering shape, space, lines, and form.</li> <li>• To share their final pieces in an art gallery and explain the techniques used.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand how art was used in stone age times to tell stories.</li> <li>• To learn how cave paintings were created without paint.</li> <li>• To learn what tools were used instead of paint brushes.</li> <li>• To look at cave art and draw sketches based on different designs.</li> <li>• Revisit and analyse sketches over a period of time, mastering sketching techniques.</li> <li>• Choose appropriate colours based on the materials that were available.</li> <li>• To create cave paintings using stone age materials.</li> <li>• To share created cave designs, talking about finished work and sharing feedback.</li> </ul> |
| <b>Curriculum Objectives</b>  | <b>Curriculum Objectives</b>   | <b>Curriculum Objectives</b>  |



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| <p><b>KS2</b> - To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].<br/>Learn about great artists, architects, and designers in history.</p> | <p><b>KS2</b> - To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].<br/>Learn about great artists, architects, and designers in history.</p> | <p><b>KS2</b> - To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> |
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