



Art Long Term Plan 2024-25

Art

At Gilbert Colvin Primary School, we teach art as part of our enriched curriculum to allow children to develop different techniques and explore a range of tools and art mediums in order to express themselves and their knowledge of the world around them. Children are able to develop skills in drawing, painting, sculpture, textiles, collage and printing and study a variety of artists from around the world that reflect the diverse cultural backgrounds of our pupils. Children experiment and try out their new skills in their sketchbooks, where they can track their art journey as well as see their work from previous years as their sketchbooks move up with them through the school. Children work on a variety of projects, some created in collaboration with a group of the whole class to produce art pieces of various sizes.

Teaching and Learning

Children learn about the formal elements of art which are: line, colour, mood, texture, shape, form, space, and value – and use these when discussing artists' work or their peers' and their own work. The art is based around 4 strands: making, ideas, knowledge and evaluate. These strands are weaved throughout their lessons which usually follow the order of evaluating and responding to existing art pieces, experimenting with new skills/tools, creating a final piece and evaluating it. The units are progressive and different techniques are revisited again in other years in order to allow children to develop those skills.

Art is taught at least 3 times a year with opportunities to go on trips and submit work to different competitions and galleries.

MIKE
Evidence of

<p><u>MAKING</u></p> <ul style="list-style-type: none">• Show evidence of learning new techniques and <u>experimenting</u> with these before making a final outcome.- 3D work or large scale individual and/or group work (inc. outcomes) should be recorded.- A painting project, for example, may show evidence of exploring different brushstrokes or testing out colours in the sketchbook as well as the outcome.	<p><u>IDEAS</u></p> <ul style="list-style-type: none">- Can include collecting, cutting and sticking in, drawing, making notes (single words, lists, sentences, quotes).- Ideas can form at any point in a project.- The most common form of developing ideas is through drawing, collage and photography but there's no reason ideas can't start with a Lego or paper sculpture!- Ideas can also be written down.- Create a visual mind map!
<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none">• Finding out about different artists and cultures.• Art history. This can be evident through both visual and written studies.• Students may reproduce a section of an artist's artwork, they may use the same materials or different materials.• They could find out about them in class or at home and write an imaginary newspaper article about them or design a poster.	<p><u>EVALUATE</u></p> <ul style="list-style-type: none">- Students should analyse and evaluate their work and the work of others throughout their sketchbook.- This can be in the basic form of annotation (note making) but could also be a visual.- Students evaluate the work of others when they create visual pieces.- They can use vocab sheets to develop sentences.- They should write down what was tricky and how they managed it as well as what went well (WWW).



Assessment

Art learning is recorded in sketchbooks which move with children through the school. At the beginning of each year, children make a sketch of their shoe in their sketchbook so that they and their teachers can see how their drawing skills are developing. Teachers assess children's knowledge, understanding and skills in art by making observations of the children working during lessons, and the journey they take from seeing an artist's work to creating their own final piece and then assessing whether they are 'at expected' or not. Teachers look at how children have used their learnt skills and techniques in their final piece, praising children for experimenting and taking risks with their work.

Enrichment & Cultural Capital

At Gilbert Colvin, we believe that enrichment opportunities are vital in creating a creative curriculum and so plan in activities throughout the year.

We develop our love and appreciation for art by visiting art galleries and different exhibitions, as well as giving children the opportunity to take part in local art competitions.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Picasso – All about me (Drawing and collage)			Van Gogh – Starry Night (painting and printing)		El Anatsui (Sculpture using clay)
Year 2		Vanessa Barragao – Joining materials (textiles and sculpture)		Guiseppe Arcimboldo – seasons (drawing and painting)		Sophie von Hellermann and Anne Ryan – the seaside (collage, sculpture and printing)
Year 3	Stone Age – Bell beakers (drawing, sculpture using clay)		Volcano Art through the ages (printing and collage)		Bruegel – Games Children Play (drawing)	
Year 4		Raphael Perez and Andrew Osta – Fireworks (painting and drawing)		Roman Mosaic and batik (sculpture and textiles)	Elisabeth Lalouschek – colour and mood (painting)	
Year 5		Georgia O’Keeffe – colour (drawing and oil pastels)	Andy Goldsworthy (collage and clay sculpture)		Benin textiles and batik (textiles)	
Year 6	Henry Moore – WW2 tunnels (perspective drawing)	Picasso – Guernica (drawing and painting)				Indian patterns (printing)