







Newton Road School Long Term Plan – Cycle B

Subject: Art – Phase 1

Cycle A	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Overview Summary	Art and Design: Printing London landscape prints inspired by Ruth Allen's London Sketches		Art and Design: Sculpture Clay animals from Antarctica	Art and Design: Painting Aboriginal artwork by Clifford Possum Tjapaltjarri	Art and Design: Drawings Illustrations throughout time	
NC Coverage	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	
Vocabulary	<p>Continuous Line Drawing – a single, unbroken line used to create an image</p> <p>Printing – making images that can be transferred (copied) onto another surface</p> <p>Relief Printing – the design sticks out from the surface</p> <p>Contrast – the striking difference between two elements</p> <p>Wash – a fine layer of colour</p>		<p>Sculpture - a work of art that is produced by carving or shaping stone, wood, clay, or other materials</p> <p>Carving - using tools to shape something from a material by scraping away parts of that material</p> <p>3D – Three Dimensional</p> <p>Impressing – making marks on the surface by pressing in tools or objects</p> <p>Slip – applying water to the clay to act as glue</p> <p>Score – to scratch the surface</p> <p>Blend – joining two pieces of clay to become one</p>	<p>Aboriginal Art - art made by indigenous Australian people through which a story is told</p> <p>Indigenous people – the first people to live in Australia</p> <p>Aboriginal symbols - a symbol with meaning linked with Aboriginal Australian people</p> <p>Background – the things that can be seen behind the main image/picture</p>	<p>Illustrator – an artist who draws pictures and diagrams for books and magazines</p> <p>Illustration – a picture, design or diagram</p> <p>Naturalist – realistic drawings or paintings</p> <p>Cartoonist – an artist who draws cartoons</p> <p>Collage - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing</p> <p>Technique – a way of carrying out a particular task</p> <p>Texture – the feel, appearance or consistency of a surface or substance.</p>	

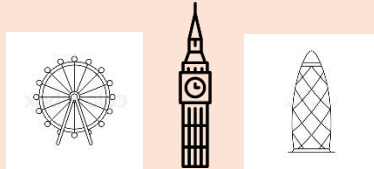
Number of Lessons	6		6	6	7	
Knowledge (Exact knowledge to be covered in which sessions – can these be used as Objs)	<p><u>Lesson 1 – Observe</u></p> <p>LO: To explore the artwork of Ruth Allen.</p>  <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Ruth Allen is an illustrator and printmaker Her artwork is inspired by architecture and interior design. Her architectural pieces are based on many European cities such as London and Amsterdam. She creates line drawings using a delicate continuous line. Continuous Line Drawing – a single, unbroken line used to create an image (where you do not take your pen off of the page) The line is offset against blocks of colour and collage. <p><u>Lesson 2 – Experience</u></p> <p>LO: To explore creating relief prints.</p> 		<p><u>Lesson 1 – Observe</u></p> <p>LO: To explore Inuit sculptures and prints.</p>  <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> The Inuit are the native people of the Arctic who live and survive in the freezing, cold Arctic habitat. They have a very artistic culture. They love to sing, dance and create art. They make a range of different art that represents their culture and fight for survival in their cold environment. Traditionally Inuit art was sculpture making; made from walrus tusks, bones, reindeer antlers and stone to carve patterns and construct sculptures. The sculptures were usually Arctic animals such as, bears, reindeer and sometimes they made humans displaying their strength. The Inukshuk is a well-known Inuit sculpture which was originally used to mark paths and places the Inuit wanted to visit again. Now the Inukshuk is the symbol for the Inuit culture. 	<p><u>Lesson 1 – Observe</u></p> <p>LO: To explore the artwork of Clifford Possum Tjapaltjarri.</p>  <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Indigenous people in Australia were the first people to live in Australia. Indigenous Australians believe that the world was created in Dreamtime. The artwork tells stories to explain how the world, the plants and the animals were made. When they told these stories a long time ago Indigenous Australians often drew pictures or symbols in the sand or on rocks. Clifford Possum Tjapaltjarri was born in Tjuirri, an area north west of Alice Springs (Australia). He was one of the most renown Aboriginal Artists of his time. Aboriginal art tells a story. Most art is based on the artist's individual journey. Aboriginal art has a lot of natural elements such as animal as nature was very important to them as they lived off of the land. 	<p><u>Lesson 1 – Observe/Experience</u></p> <p>LO: To explore the artistic style of Beatrix Potter.</p>  <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Beatrix Potter is famously known for her stories and illustrations of Peter Rabbit. Beatrix's style was naturalist and she sketched and painted realistic drawings. She drew her illustrations with a pencil and coloured with watercolours and coloured pencils. She used line techniques to show the strands of fur on the animals in her illustrations. <p><u>Lesson 2 – Observe/Experience</u></p> <p>LO: To explore the artistic style of Roger Hargreaves.</p>  <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Roger Hargreaves is famously known for his Mr Men and Little Miss series/illustrations. 	

Key Knowledge/Skills

- **Printing** – making images that can be transferred (copied) onto another surface
- There are lots of different ways to create a print including;
- Block printing
- Relief printing
- Mono printing
- **Relief Printing** – the design sticks out from the surface
- Explore how paint can be applied to the images using a variety of materials e.g. sponges, paintbrush, roller.
- Explore a range of printing techniques such as;
- rolling
- pressing
- stamping
- rubbing

Lesson 3 – Imagine

LO: To create a relief print design of a famous London landmark.



Key Knowledge/Skills

- To be able to name a variety of famous London landmarks including;
- The London Eye
- Big Ben
- The Gherkin
- To copy an original print

Lesson 2 – Experience

LO: To explore using a variety of sculpting techniques when working with clay.



Key Knowledge/Skills

- To be able to name and use a variety of techniques when working with clay including;
- Rolling
- Pressing/pinching
- Flattening
- Cutting
- Adding pieces to your sculpture
- Whenever you are attaching two pieces of clay, you need to slip, score and blend.
- **Slip** – applying water to the clay to act as glue
- **Score** – to scratch the surface
- **Blend** – joining two pieces of clay to become one

Lesson 3 – Imagine

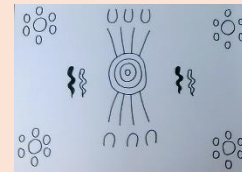
LO: To design our Antarctic animal sculptures.

Key Knowledge/Skills

- To be able to name some animals that live in Antarctica;
- Penguins
- Seals
- Killer Whales (Orcas)
- Albatross

Lesson 2 – Experience

LO: To be able to create patterns in the style of 'Aboriginal Art'.



Key Knowledge/Skills

- Aboriginal art uses symbols and patterns.
- Different symbols had different meanings.
- Aboriginal art uses 'earth' colours because these are the colours of the desert and the land where Aboriginal people lived.



- Aboriginal artist made their paints from natural materials they would find on the land.
- In Aboriginal art, colours are used to represent objects:
- Black - the night and the people
- Yellow – the sun
- Red – the colour of the land and blood
- White – is the spirit colour, like smoke, wind and lightening
- Almost 50 years ago Indigenous Australians began painting in a dot style using more bright colours in their paintings.

- Roger was a **cartoonist** and his drawings exaggerated features such as someone who is happy or grumpy or clumsy.
- Hargreaves illustrations include:
- Bold colours
- Shapes such as triangles rectangles and circles
- Simple features e.g. one line for the mouth or large dots for eyes.
- When he died, his son Adam and his daughter Amelia have continued the franchise.
- Adam writes and draws new stories, while Amelia takes care of the management.

Lesson 3 – Observe/Experience

LO: To explore the artistic style of Quentin Blake.



Key Knowledge/Skills

- Quentin Blake is mostly known for his illustrations in the famous Roald Dahl books.
- His illustrations are drawn in simple black ink, with some areas shaded with watercolour paints.
- His illustrations include:
- Movement
- Watercolours
- Black pen outline
- Some small details

- To use shaping techniques to create their relief image such as;
- Pulling/stretching
- Bending
- Pushing

Lesson 4 – Create

LO: To create a relief print from my design of a London landmark.

Key Knowledge/Skills

- copy an original print
- use a variety of materials to create a print
- demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing
- use key vocabulary to demonstrate knowledge and understanding in this strand

Lesson 5 – Refine

LO: To add a wash of colour to our prints to create contrast.

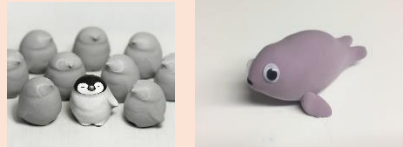
Key Knowledge/Skills

- Refine means to improve your artwork.
- **Contrast** – the striking difference between two elements
- To experiment with different brushes (including brushstrokes)
- **Wash** – a fine layer of colour

- Drawing sculpture and sketching ideas is important because it helps you to better understand what you want to create.

Lesson 4 – Create

LO: To create a sculpture of an Antarctic animal.



Key Knowledge/Skills

- use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- use a variety of techniques, e.g. rolling, cutting, pinching etc.
- use a variety of shapes, including lines and texture

Lesson 5 – Refine

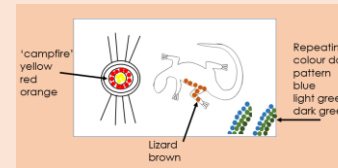
LO: To be able to refine our sculptures by using modelling tools to add detail.

Key Knowledge/Skills

- Refine means to improve your artwork.
- **Impressing** – making marks on the surface by pressing in tools or objects
- Marks made on the clay can be removed either by smoothing it over with your fingers or by filling the space with clay.

Lesson 3 – Imagine

LO: To be able to design artwork inspired by Aboriginal Art.



Key Knowledge/Skills

- **Aboriginal Art** - art made by indigenous Australian people through which a story is told.
- Your design must include:
 - An Australian animal
 - Aboriginal symbols
 - A dot pattern
 - Aboriginal colours

Lesson 4 – Create

LO: To create artwork inspired by Clifford Possum Tjapaltjarri.



Key Knowledge/Skills

- name the primary and secondary colours
- experiment with different brushes and other painting tools

Lesson 4 – Observe/Experience

LO: To explore the artistic style of Lauren Child.



Key Knowledge/Skills

- Lauren Child is famously known as the creator of the characters Charlie and Lola.
- Lauren uses a collage technique to create interesting textures and effects in her artwork.
- **Collage** - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing

Lesson 5 – Imagine

LO: To select and practise the skills of a particular illustrator.

Key Knowledge/Skills

- To plan ideas based on the skills, techniques and artists covered.

Lesson 6 – Create

LO: To illustrate in the style of one artist.

Key Knowledge/Skills

- draw lines of varying thickness

	<p><u>Lesson 6 – Reflect</u></p> <p>LO: To be able to evaluate and reflect upon our prints.</p> <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Evaluating is the process of deciding if you've done something the best way, and looking at what could be improved. To know that it is important because it helps you to identify what you are good at and how you can improve any other work you do in the future. 		<p>(Due to the clay drying out, the create and refine lesson may need to be combined)</p> <p><u>Lesson 6 – Reflect</u></p> <p>LO: To be able to evaluate and reflect upon our Antarctic sculpture.</p> <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Evaluating is the process of deciding if you've done something the best way, and looking at what could be improved. To know that it is important because it helps you to identify what you are good at and how you can improve any other work you do in the future. 	<p><u>Lesson 5 – Refine</u></p> <p>LO: To be able to refine our Aboriginal artwork.</p> <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Refine means to improve your artwork. Background – the things that can be seen behind the main image/picture. <p><u>Lesson 6 – Reflect</u></p> <p>LO: To be able to evaluate and reflect upon our Aboriginal artwork.</p> <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Evaluating is the process of deciding if you've done something the best way, and looking at what could be improved. To know that it is important because it helps you to identify what you are good at and how you can improve any other work you do in the future. To talk about their ideas, saying what they like and dislike about them. 	<ul style="list-style-type: none"> use dots and lines to demonstrate pattern and texture use different materials to draw, for example pastels, chalk, pens use a combination of materials that have been cut, torn and glued; add texture by mixing materials <p><u>Lesson 7 – Refine/Reflect</u></p> <p>LO: To be able to refine and reflect upon our illustrations.</p> <p>Key Knowledge/Skills</p> <ul style="list-style-type: none"> Refine means to improve your artwork. Evaluating is the process of deciding if you've done something the best way, and looking at what could be improved. To know that it is important because it helps you to identify what you are good at and how you can improve any other work you do in the future. 	
Skills	<p>Pupils can:</p> <ul style="list-style-type: none"> copy an original print use a variety of materials, e.g. sponges, fruit, blocks demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing 		<p>Pupils can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card use a variety of techniques, e.g. rolling, cutting, pinching use a variety of shapes, including lines and texture 	<p>Pupils can:</p> <ul style="list-style-type: none"> name the primary and secondary colours experiment with different brushes (including brushstrokes) and other painting tools mix primary colours to make secondary colours 	<p>Pupils can:</p> <ul style="list-style-type: none"> draw lines of varying thickness use dots and lines to demonstrate pattern and texture use different materials to draw, for example pastels, chalk, pen 	

	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand 		<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand 	<ul style="list-style-type: none"> add white and black to alter tints and shades use key vocabulary to demonstrate knowledge and understanding in this strand 	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand 	
Resources						
Useful Links	Relief Printing, Part 1 childrensartschool.org		Making sculptures from dry materials and clay Art and Design - Primary Art - YouTube Slip, Score, and Blend (Basic Clay Techniques) - YouTube	Dot Painting for Kids, Teachers and Parents - YouTube Aboriginal Art Painting, Dreamtime EnglishWithSophia - YouTube	How to Draw the Mr Men characters - YouTube How to draw Willy Wonka with Quentin Blake - YouTube	