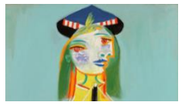
Badger Hill PRIMARY SCHOOL

ART Long Term Plan Year One 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Focus Medium Drawing** **Focus element/s: line, shape, tone, value** **Artists: Picasso** 	**Focus Medium Painting** **Focus element/s:** colour, pattern and space **Artist: Wassily Kandinsky** 	**Focus Medium Sculpture** **Focus element/s: texture, form** **Artist: Antoine -Louis Barye**
Sticky Knowledge	To name Picasso as an artist who specialised in cubism To understand what a HB pencil is To hold a pencil correctly to help with sketching techniques To talk about tone including light and dark To understand how lines can create contour	Name basic primary and secondary colours Use the terms primary and secondary accurately Explain the words tint, tone and shade Know the difference between a flat, angled and rounded brush Show how to hold a paint brush accurately	To understand what is meant by a sculpture To use clay tools to create smooth, roll, scratch and create holes and hollows To know why you need to seal a sculpture
Vocabulary	HB pencil, pencil grade, tone, line, refining line, sketching, cubism, shapes, colour, contour, Picasso and Cubism	primary colours (red, yellow, blue), secondary colours, value, tone, shade, tint, light values, mid values ,dark values, acrylic paint, flat brush, rounded brush, angled brush, control, landscape	salt dough, bronze, carving, modelling, casting, construction, sealing
Artist Knowledge	**Picasso** **Born in Spain** **Picasso started a new style of art called Cubism.** **He used simple shapes and a small range of colours to paint objects, people and landscapes.**	Piet Mondrian He was born in the Netherlands in 1872 He used mainly primary colours and black and white. His first paintings were landscapes and this means he painted things he could see in the countryside around where he lives.	**French 1796-1875** Antoine-Louis Barye was the most famous animal sculptor of the 19th century and was **largely responsible for making the small animal bronze a recognized genre**; artists specializing in this kind of work became known as animaliers.
Suggested Tasks	**Lesson 1 Artist Study** Recall previous artist knowledge (see EYFS) Introduce Picasso and his artwork including After Las Meninas Learn the facts about him **Pencil Grip** Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have. Know that when you hold a pencil close to the tip, will increase control and detail. Pencil knowledge Know that pencil marks can be lighter / darker depending on the pressure used to apply marks. Know that pencils have different grades. HB is used for writing and sketching **Pencil Skills and tone**	**Lesson 1 Artist Study** Recall prior artist and facts (see EYFS) Introduce Piet Mondrian, study his Composition 'a piece' among others, and learn the facts about him. **Lesson 2 Colour skills** Recall primary colours from prior knowledge. Learn what secondary colours are. Practise mixing primary colours to make secondary in sketchbook. Model adding white and black to make shades and tones of colour. Make collections of colour in sketch book Practise adding white to colours and learn that when this is done, its value becomes lighter and this is known as tint Practise adding black (or a darker colour such as purple) to a colour and know this makes its value darker and this is known as shade Teach the children to be able to point out light, mid and dark values of colour.	**Lesson 1 Artist Study** Recall prior artist and skills (see EYFS) Introduce Antoine Louis Bayre and his work. Know that he was a famous sculptor whose work included many animals made out of bronze. Learn the four main types of sculpting (carving, modelling, casting and constructing, see skills) **Dough skills (modelling)** Practise these skills with playdough. What can you make? Practise for part of the lesson, and then see what you can make! Remember to take photos for your sketchbook! Can you add texture and/lines using the tools?

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	Practise applying different tones (dark, mid and light) by utilising a change in pressure in sketch books **Lesson 2 Line** Apply sketched lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation. Refines lines to make them more accurate by erasing marks and perfecting lines. Practise this in your sketch book and create a mini piece of artwork **Lessons 3 and 4 Artist Inspired piece of work** Inspired by Picasso, and practising learned skills, children are to create two different pieces of artwork using his Cubist style. After lesson 3 and prior to starting lesson 4's piece talk about next steps for improving work.	**Lesson 3 Paintbrush Skills and knowledge** Remind children how to hold a paintbrush Provide flat brushes, rounded brushes and angled brushes and talk about the differences in them Teach that holding the paintbrush close to the tip provides control and detail Teach that holding the paintbrush further towards the end is for loose mark making. Teach that holding the paintbrush more tightly provides improved control. Practise using the paintbrushes in this way in the sketchbook. Paint Knowledge Provide watercolour, powder, ready mix and acrylic paints for children to try in sketchbooks and know that watercolours are watery and thin, but acrylic is thick etc. **Lesson 4 Artist inspired work** Inspired by Piet Mondrian children are to create a piece of artwork using his abstract style. Lessons 5 and 6 Artist inspired final project and evaluation Again inspired by Piet Mondrian embark on a final piece using his abstract style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.	**Lesson 2** Pipe Cleaner Animal Sculpture (modelling) Model using pipe cleaners to make an animal sculpture. Many videos on You Tube. Draw attention to the techniques used e.g. twisting the pipe cleaners and coiling them around pencils etc. Children to make their own pipe cleaner animal sculpture using the video as a guide. https://www.youtube.com/watch?v=7FZcpg7_wQg **Lesson 3** Pipe Cleaner Animal Sculpture (modelling) Model making a different animal/minibeast using pipe cleaners. Many videos on You Tube. Draw attention to the techniques used e.g. twisting the pipe cleaners and coiling them around pencils etc. https://www.youtube.com/watch?v=eoH_WxNukGM Ask the children to make their own imaginary animal using the pipe cleaners using some of the techniques they have learned **Lesson 4** Plan final Salt Dough Project (modelling) Model planning a salt dough sculpture of a mini beast/sea creature/animal/imaginary animal Children to plan their own salt dough sculpture **Lesson 5** Sculpt Mini beast/ sea creature/animal/imaginary animal Model sculpting mini beast/sea creature from plan. Model techniques including squeezing, rolling, shaping and finishing techniques including using fingers to make impressions and tools for making small holes. Children to make their own minibeast/sea creature/animal/imaginary animal **Lesson 6** Paint Mini beast/sea creature Model painting sculpture using plan When dry model sealing with PVC glue and explain that this is to stop it absorbing water from the atmosphere

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					and going soggy!
Skills and Knowledge linked to outcomes	**Drawing Skills** Know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have. Know that when you hold a pencil close to the tip, will increase control and detail. Know that refining lines means to make them more accurate. Know that pencil marks can be lighter / darker depending on the pressure used to apply marks. Know that pencils have different grades. HB is used for writing and sketching	**Drawing Knowledge** Hold the pencil close to the point for control and detail. Apply sketched lines to record initial ideas. Apply lines that follow basic contours and outlines of shapes from observation. Refines lines to make them more accurate by erasing marks and perfecting lines. Can begin to apply different tones (dark, mid and light) by utilising a change in pressure. Line application on a surface is somewhat influenced by the marks made by the artist in study and shapes bear a resemblance.	**Colour Skills** Name all the colours. Know the primary colours are red, blue and yellow. Know the difference between primary and secondary colours. Can mix primary colours to make secondary colours. Can make collections of colour. Can add white and black to make shades and tones of colour. Know that when adding white to a colour, its value becomes lighter (known as tint) Know that when adding black (or a darker colour such as purple) makes its colour or value darker. This is known as shade. Reference light, mid and dark values of colour Know the names of different types of paint such as watercolour and acrylic paint based on its aesthetic qualities e.g. watercolours are “watery” and “thin”. Acrylic paint is “thick”.	**Paint Skills** Can hold my paintbrush correctly and try out different sized brushes. Know that paintbrushes can differ in appearance. Know the name of: - Flat brush - Rounded brush - Angled brush Hold the paintbrush close to the tip for control and detail. Hold the paintbrush further towards the end for loose mark making. Know that a paintbrush grip can change how marks are applied on a surface Know that if the paintbrush is held more tightly, improved control will be achieved.	**Sculpting Skills and Knowledge** 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 Learn the four main types of sculpting, carving, modelling, casting, constructing https://kids.britannica.com/kids/article/sculpture/353751 (guidance for staff) Carving is the process of turning such substances as stone, wood, or ivory into a desired shape by cutting or chipping away pieces. Modelling involves shaping a soft material such as clay by hand. It can then be baked until it hardens. Models can also be used in casting. Casting is used to reproduce a piece of sculpture through the use of a mould Construction is a sculpture built of many parts, such as pieces of wood, cardboard, or metal. Sealing is a finishing off process to protect the sculpture and make it last Salt dough is a modelling material, made of flour, salt, and water. It can be used to make ornaments and sculptures, and can be dried in conventional and microwave ovens. Bronze is a mixture of that consists mostly of the metal copper but with other metals and non-metals too.

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Assessment Opportunities	Inspired by Picasso, and practising learned skills, embark on a final piece using his Cubist style. Encourage children to think about pencil choice, pencil grip, use of eraser and tone. When completed, evaluate piece and decide on next steps for improving drawing.		Inspired by Piet Mondrian embark on a final piece using his abstract style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.		Model planning a salt dough sculpture of a mini beast/sea creature/animal/imaginary animal Children to plan their own salt dough sculpture When completed, evaluate piece and decide on next steps for improving
Previous and Past learning experiences	**Why this topic now?** ⟵ **Next Steps Learning:** ⟶		**Why this topic now?** **Next Steps Learning:** ⟶		**Why this topic now?** ⟵ **Next Steps Learning:** ⟶
National Curriculum Links	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 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know 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.		Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know 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.		Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Know 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.