

BUCKLAND C of E PRIMARY SCHOOL

ART - NATIONAL CURRICULUM GUIDELINES



Attainment targets	<p>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.</p>
Key Stage 1	<p>Subject Content Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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
Key Stage 2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Subject Content Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ Create sketch books to record their observations and use them to review and revisit ideas ➤ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) ➤ Know about great artists, architects and designers in history

BUCKLAND C of E PRIMARY SCHOOL

ART - SCHEDULE OF LESSONS



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Explore and research the named artist and compare his/her work with different artists who created pieces based upon similar themes whilst using differing styles and media. Study pieces of art in silence then discuss similarities and differences. Spend time looking at features of the artist's work.</p> <p>Children should be able to talk about art and show a curiosity about how and why art is produced. Children are encouraged to express their opinions about art and recognise that all art is different and people like different forms and media. Think about the lifestyle of the artist and beliefs he/she holds related to his/her work.</p> <p>Introduce vocabulary, including technical terms, linked to the work this term and put it into context.</p>	<p>Pencil sketching in sketchbook, using the named artist's creation as reference. Experiment with shape, size, angle,</p> <p>Reintroduce vocabulary linked to art theme and ensure it is displayed during the lesson.</p>	<p>Start to design and develop a painting / sculpture / collage / print from a drawing.</p> <p>Overlearn vocabulary and ensure it is displayed during the lesson.</p>	<p>To continue creating a piece of art using a range of skills such as :</p> <ul style="list-style-type: none"> Brush strokes Colour mixing Clay moulding Overlapping <p>When painting, encourage children to reference sketched practice piece or a lightly drawn outline. Aim to move away from pencil outlines for water colour work.</p> <p>Overlearn vocabulary.</p>	<p>To evaluate art produced during the term by annotating finished piece. Ensure vocabulary linked to theme is used in annotation. Annotate on opposite page in sketch book to finished piece. If art has been sculpture, collage, printing, annotate a photograph of the finished piece and stick into sketchbooks.</p>

All lessons should link to the chosen artist.

For terms longer than 5 weeks, increase the time spent exploring the use of materials and producing a final piece.

Understand that art is something used to express oneself.

Assessment of work should be based upon the annotation of the final piece, skill development throughout the term and production of a final piece of work.

Year 1 and 2 should know the primary and secondary colours by end of Key Stage 1.

Start Key Stage art lessons with a fine motor task to encourage control.

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 1 & 2 Year A	Term 1	Term 3	Term 5
Text	The Bugliest Bug By Carole Diggery Shields	The Little Peacock's Gift By Cherry Denman	The Hodgeheg By Dick King Smith
Main Focus	Printing Use paint and leaves to create different bugs – butterflies, dragonflies, ladybirds, etc. Paint onto back of leaves in varying designs and print onto paper in shape of insects. Discuss and think about leaf size and shape, symmetry of design. Add extra detail and vary colours as children become more confident with technique.	Drawing and Collage Individual work: In sketchbook, use pastels to create a close-up image of the eye, and colour pencils for the barbs, of a peacock's tail feather . Children can produce the eye in isolation initially. Class display: Use varying paper shapes to create and layer peacock feathers.	Sculpting To make a 3D model of a hedgehog using clay
Artist	Nicole Parish	Eileen Downes	Tanya Russell
Skill Development	Include an outdoor lesson to develop sense of awe and wonder of nature. Start by sketching, in pencil, different insects looking at wings and body structure. Symmetry, use of 2 or more paints colours per print, fine motor skill in keeping leaves still whilst creating the print, pressure, repeated patterns, increasing complexity of colour use,	Introduction of pastels. Development of pencil use for sketching, colouring, beginnings of blending, pencil strokes, shape and form. Layering, rough collage edges, use of different tones of the same colour, use of different materials (eg. magazines, fabric, differing paper types, text), collect, sort, colour match. Layering of paper, curling strips of paper around a pencil, show how different paper types can be used to create effect, eg metallic paper for 'eye' on the tail feathers.	To develop manipulation of clay (malleable material), moulding, joining, rolling, kneading. To explore shape and form. To experiment with malleable material, construct forms and achieve joining of pieces. To learn basic care of materials.
Project Outcome	To create prints, using leaves, of insects: butterfly, dragonfly, ladybird. Print to be made and annotated in sketchbook. Class wall display can also be made using leaves to create prints of insects, flowers and leaves	To create an individual drawing of the eye and barbs of a peacock's tail feather in sketchbook Creation of class wall display of large peacock, using layering of paper, cut and torn in different ways.	To create a 3D model of a hedgehog using clay.

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 1 & 2 Year A

Example of artists' work.

Discuss how we can use artists' work as a reference to create our own piece of art.

Pictures here are for teacher reference. Please share various examples of the artist's work with the class and compare to pieces of art by different artists who create in similar and differing styles.



Term 1



Term 3

Top 3 images are Eileen Downes



Term 5

Top 2 images are Tanya Russell's hedgehog.



BUCKLAND C of E PRIMARY SCHOOL

ART - SUMMARY OF ARTISTS



Year A	Year 1 / 2
Autumn Term	<p>Nicole Parish Female, current, American, autistic artist specialising in insects Parish uses oil paint to capture richness of colour. She loves oil paints as the colours are so vibrant and the glossy look of the paint gives the look of ‘fresh paint’. She collects insects based on the season – dragonflies in the autumn, moths and butterflies in the summer and butterflies and beetles in the spring. She has an appreciation of collecting insects humanely, either after they have died or she keeps them as pets until their natural life is over. Parish likes to paint the information that she sees as accurately as possible, and all insects are painted to scale. The actual insect is mounted on a piece of coloured card next to the oil canvas which acts as a reference to the painting. Parish’s interest in insects grew as father was allergic to cats and dogs and so they could not have these animals as family pets. She and her brother therefore decided to collect insects; insects were affordable to take care of. The insects that Parish collected were kept in the family home – moths, spiders, beetles. Parish loved their beauty as well as how they moved. Polyphemus moths were her favourite when growing up and she described her brother bringing back ‘the most gorgeous bug I’ve ever seen’ from a camping trip.</p>
Spring Term	<p>Eileen Downes Female, current, American, collagist. Downes’ focus is on the natural world. She uses recycled paper for her artwork. The use of layering techniques is an important part of her creations– using bits of torn magazines as her palette of paint, adding pieces of paper to change tone to create an effect. Rough collage edges are visible to add to the layered effect. ‘I thank the Lord for giving me the gift to create artwork and the courage to share it with others.’ She is known as ‘the artist who paints with bits of torn paper for a palette’. She adds a small amount of oil pastel to each piece to increase textural appeal.</p>
Summer Term	<p>Tanya Russell Female, current, British, lives in Wales, Russell’s work is not just about creating animal sculptures but also about the relationship with have with those animals and their welfare. Russell is known for her life-like animal sculptures which are often created to raise awareness and funds for animal welfare. She aims to capture the movement of the animal she creates. 10% of the proceeds of her sales is donated to charity including The Dog’s Trust. Quote from Tanya Russell: “I’m always asking myself, how can my artwork better the lives of animals? How can I use my art to explore our understanding of nature and the animals we live alongside.”</p>

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 1 & 2 Year B	Term 1	Term 3	Term 5
Text	The Owl who was Afraid of the Dark By Jill Tomlinson	One Day in Our Blue Planet In the Savannah By Ella Bailey	The Iron Man By Ted Hughes
Main Focus	Pencil drawing of a single owl's feather and an owl	Painting of sunset scene including silhouette of tree and / or one savannah animal. Begin by creating a sky gradient from warm colours such as yellow and orange near the horizon to cooler purples and blues at the top. Apply these colours with broad, side-to-side strokes, blending them wet-on-wet as you go	Sculpting with clay
Artist	Mandi Baykaa-Murray – The Feather Lady (who paints on feathers)	John Dyer	Nemo Gould
Skill Development	Use of pencil to create differing pressure of pencil marks on paper. To use a sketchbook to gather and record artwork. To begin to explore use of line, shape, pattern and colour. To draw from a real object for a more sustained period of time.	Colour blending of paints in graded sky colours. To use a variety of tools: pencils, rubbers, paint, brushes, Paint mixing to make different tones of the same colour. To discuss the differences of light and dark.	To develop manipulation of clay (malleable material), moulding, joining, rolling, kneading. To explore shape and form. To experiment with malleable material, construct forms and achieve joining of pieces. To learn basic care of materials.
Project Outcome	To produce a pencil sketch of an owl feather in sketchbook and another which can be used to form part of a class collage of an owl for a wall display.	To create a painting of a Savannah scene showing foreground and background	To create an Iron Man model out of clay

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



**Years 1 & 2
Year B**

Example of artists' work.

Discuss how we can use artists' work as a reference to create our own piece of art.

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Term 1

Mandi Baykaa-Murray



Term 3

Top image is John Dyer



Term 5

Nemo Gould



BUCKLAND C of E PRIMARY SCHOOL

ART - SUMMARY OF ARTISTS



Year B	Year 1 / 2
Autumn Term	<p>Mandi Baykaa-Murray Known as 'The feather lady'. Female. Current, Somerset, England.</p> <p>Mandi is an artist inspired by the natural world. She paints on real, moulted feathers that she collects from her daily dog walks. In 2009 she met a falconer and his birds of prey. This inspired her to paint these birds.</p> <p>Quote from website: Thinking she'd ordered a bottle of acrylic ink, Mandi had actually bought alcohol ink by mistake. Intrigued by this medium she hadn't come across before, Mandi did some experimenting to find out what it was capable of....Suddenly birds began to reappear in her paintings....bright, fluid, colourful birds with a hint of abstract!!! Working loosely in ink was so much fun.</p> <p>Mandi also uses acrylic paint directly onto feathers.</p>
Spring Term	<p>John Dyer 1968 – current Male, English (Cornwall), contemporary artist. Diagnoses of ASD and ADHD which critics describe as contributing to the creation of vibrant art. His art conveys 'joy, energy and optimism', reflecting his positive outlook on life. He has been involved in a project to raise awareness of climate change.</p> <p>Dyer quote: I focus on the positive elements of life, the things that inspire me, and the song of life. My work is a natural response to the world around me.</p>
Summer Term	<p>Nemo Gould 1975 - Male, current, American Much of Gould's work is aluminium or wood robotic figures / creatures. Gould finds and uses scrap or pre-used materials.</p> <p>Quote from Nemo Gould's website: 'Since the vast majority of work on site is the product of found and salvaged materials, I thought I should take a moment to elaborate on this process. While each sculpture takes quite a while to produce, a nearly equal amount of time is spent searching for "raw" materials. By this I mean salvaging from scrap metal yards, second-hand stores, and dumpsters. All of this material then needs to be taken to the studio, cleaned, stripped of unusable material and sorted for later use.'</p>

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ART - LONG-TERM PLAN

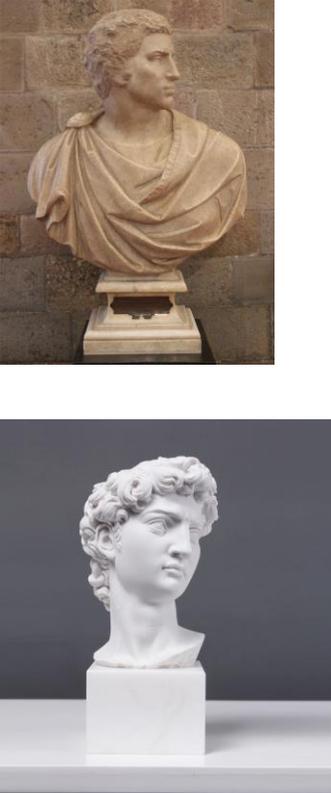
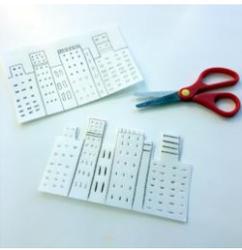


Years 3 & 4 Year A	Term 1	Term 3	Term 5
Text	The Explorer By Katherine Rundell	The Romans And Residential trip to Hooke Court	Belonging By Jeannie Baker
Main Focus	Pastel drawing of a single flower using blending of colours using pastels	Sculpting Clay model of Roman bust	Printing on canvas Print of city scape using paint
Artist	Georgia O'Keefe Female, American modernist painter 1887 – 1986.	Michelangelo Male, Italian sculptor, painter and architect 1475 – 1564	Faith Ringgold Tar Beach 2 .
Skill Development	To use line, colour, blending, primary colours, secondary colours To draw for a more sustained period of time. To experiment with different media to achieve variations in colour, texture, shape, pattern and tone.	To develop manipulation of clay (malleable material), moulding, joining, roll, texture, smoothing, weight distribution. To achieve joining of pieces. To talk about how work has been modelled and sculpted	Perspective, background, foreground, size difference of buildings, use of colour to differentiate between buildings. To explore images made through monoprinting. To talk about man made patterns, compared with those in nature. To adapt print as work progresses.
Project Outcome	To create a pastel drawing of a magnified, single flower. Use of colour blending to create detail	To create a clay bust of a Roman man / woman., including hair or headdress, standing with stability on the shoulders.	To create a city-scape print with a range of buildings showing a development of perspective, size and orientation.

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 3 & 4 Year A	Term 1	Term 3	Term 5
<p>Example of artists' work.</p> <p>Discuss how we can use artists' work as a reference to create our own piece of art.</p> <p>Pictures here are for teacher reference. Please share various examples of the artist's work with the class and compare to pieces of art by different artists who create in similar and differing styles.</p>	<p>Geogia O'Keefe</p> 	<p>Michelangelo</p> 	<p>Top 2 images are Faith Ringgold</p>  <p>Printmaking</p>  <p>Painted Paper Art</p>  

BUCKLAND C of E PRIMARY SCHOOL

ART - SUMMARY OF ARTISTS



Year A	Year 3 / 4
Autumn Term	<p>Georgia O'Keefe Female, American modernist painter 1887 – 1986. O'Keefe gained recognition for her paintings of natural forms, particularly flowers and desert-inspired landscapes, often inspired by places and environments in which she had lived. O'Keefe is known for her close-up, large-scale flower paintings. She favoured painting flowers due to their natural beauty. She believed in the power of art Quote from Georgia O'Keefe: I've been absolutely terrified every moment of my life and I've never let it keep me from a single thing that I wanted to do.' Georgia O'Keefe's motto: To create one's own world takes courage. Examples of O'Keefe's work: Jimson Weed, Oriental Poppies, Petunias, The White Calico Flower, Yellow Calla, Red Hills with Flowers, Red Poppy,</p>
Spring Term	<p>Michaelangelo Male, Italian sculptor, painter and architect 1475 – 1564. Michaelangelo worked with marble and bronze, wood, terracotta, stone. His work is known for its physical realism and technical skill. He is the most world-renowned sculptor and artist of all time. Although he did not consider himself a painter, he also produced 2 of the most influential frescoes (mural painting upon fresh lime plaster) in the history of Western art: Scenes from genesis and the ceiling of the Sistine Chapel in Rome.</p>
Summer Term	<p>Faith Ringgold Tar Beach 2 quilt 'Being an artist is not just about making art; it's about living a life of creativity.' Female 1930 – 2024, American painter, author, mixed media sculptor and performance artist., best known for her narrative quilts. She experimented with darker colours, having observed that white western art was focused on the colour white and light contrast, while African cultures generally used darker colour and emphasized colour rather than tones to create contrast. Tar Beach (a painted quilt) shows a young girl (Cassie Lightfoot), her family and neighbours on the rooftop of their apartments. Cassie's dream is to be free to go wherever she wants and one day it comes true when the stars help her fly above the city. Centre of the piece is printed on canvas bordered by quilted fabric.</p>

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ART - LONG-TERM PLAN



Years 3 & 4 Year B	Term 1	Term 3	Term 5
Text	How to Train your Dragon By Cressida Cowell	The Firework Maker's Daughter By Philip Pullman	Secrets of a Sun King By Emma Carroll
Main Focus	Pencil sketching with use of coloured pencils to add detail	Painting - watercolour	Collage: creation of papyrus paper, painting and using gold leaf as embellishment.
Artist	Suren Manvelyan Male 1976 – current Armenian photographer specialising in human and animal eyes.	Qi Baishi Male 1864 – 2957. Chinese painter known for his mastery of expressive brushwork with a loose freehand style.	Ancient Egyptians' production and use of gold leaf to decorate and embellish rooms in the pyramids, artifacts and jewellery, etc, symbolising wealth and power. Compare to more modern artwork that uses gold leaf, eg The Portrait of Adele Bloch-Bauer, by Gustav Klimt.
Skill Development	Develop use of graded pencils to create differences in light and shading. To use colour in different tones. To use a sketchbook to record and develop ideas.	Water colour brush use Width of brush stroke Painting with watercolour without pencil outlines To use a sketchbook to record and develop ideas.	To plan, design and create modern papyrus paper using step by step method with thought given to materials and equipment needed. Application of colour and gold leaf imitating Ancient Egyptian art forms.
Project Outcome	Creation of a single dragon eye	Watercolour painting of bamboo and plum blossom based upon the Four Gentlemen of Chinese gardens.	Creation of papyrus paper and drawing of Egyptian God or death mask of Tutankhamun. Use of gold leaf to add effect.

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 3 & 4 Year B	Term 1	Term 3	Term 5
<p>Example of artists' work.</p> <p>Discuss how we can use artists' work as a reference to create our own piece of art.</p> <p>Pictures here are for teacher reference. Please share various examples of the artist's work with the class and compare to pieces of art by different artists who create in similar and differing styles.</p>	<p>Suren Manvelyan</p> 	<p>Qi Baishi</p> 	

BUCKLAND C of E PRIMARY SCHOOL

ART - SUMMARY OF ARTISTS



Year B	Year 3 / 4
Autumn Term	<p>Suren Manvelyan Male 1976 – current Armenian photographer specialising in human and animal eyes. Manvelyan photographs landscapes but his most recent series focused on animal eyes. These have been published in National Geographic magazine. He also teaches maths, physics, geometry and astronomy in Armenia</p>
Spring Term	<p>Qi Baishi Male 1864 – 2957. Chinese painter known for his mastery of expressive brushwork with a loose freehand style. Qi was born to peasant family and taught himself to paint. He thought that ‘paintings must be something between likeness and unlikeness’. He focused on the small things in nature and was highly recognised for his thoughtful approach. It is estimated that he produced between 8,000 and 15,00 works throughout his life. The Four Gentlemen are a group of four plants – plum blossom, orchid, bamboo and chrysanthemum. Each represents a specific virtue and they are a popular subject of art for Chinese painters. Plum blossom; resilience and perseverance Orchid: purity and elegance Bamboo: integrity and humility Chrysanthemum: longevity and love</p>
Summer Term	<p>Genuine gold leaf history dates back to Ancient Egyptian times. It was used extensively in art particularly in the decoration of tombs and artifacts. Gold was associated with glory, wealth, power and the promise of eternal life. It was seen as the colour of the gods and pharaohs and was admired for its beauty. Gold leaf was a common material for adorning sarcophagi and coffins, including those of pharaohs and other high-ranking individuals. This was done to honour the deceased and ensure their safe passage into the afterlife Gold leaf was also used to decorate various objects, such as masks and jewellery which was placed inside tombs. Around 5,000 years ago, Ancient Egyptian would pond gold with a round stone to create the thinnest gold possible.</p>

BUCKLAND C of E PRIMARY SCHOOL

ART – LONG-TERM PLAN



Years 5 & 6 Year A	Term 1	Term 3	Term 5
Text	Wolf Brother By Michelle Paver	Trip to Ashmolean Museum and Non-fiction texts – Ancient Greece	Treason By Berlie Doherty
Main Focus	Sketching and drawing	Sculpture	Collage
Artist	John Constable Compare Constable's techniques with those of Tony Roberts	Rachel Ducker (current, Oxford based local artist) Featureless sculptures using the medium of wire, leaving posture to express feeling. Inspiration from the human form, using different materials and combining mediums	David Hockney (British, male, current) Compare work to other collagists such as John Stezaker
Skill Development	To know how to use line, shape, varying tone, shading, perspective and observational skills. Work from a range of sources including observation and photographs, work in a sustained way to create detail. Start to develop and awareness of scales and proportion, eg foreground, middle ground and background. Further develop use of shading and pencil grades, drawing lightly so that lines can be changed as a piece progresses. Develop sense of perception in understanding visual information.	Manipulate materials to create a human form, use covering materials, use smoothing techniques, cutting, experiment with positioning of limbs to create emotion. To create a sculpture with increasing independence.	Manipulation of angle, symmetry, pattern, layering, perspective, use of light. Discuss contemporary vs traditional art forms. Develop sense of perception in understanding visual information.
Project Outcome	Pencil sketch of Stonehenge	Sculpture of Greek figure using wire and Modrock	Collage of Tudor Kings and Queens using printed photographs of paintings.

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 5 & 6 Year A

Example of artists' work.

Discuss how we can use artists' work as a reference to create our own piece of art.

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Term 1

John Constable



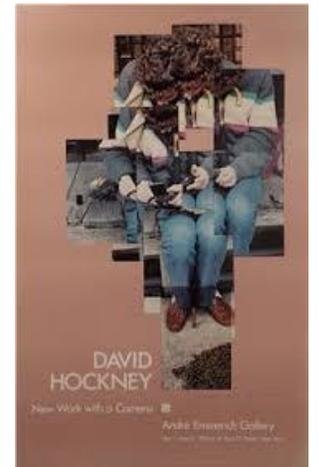
Tony Roberts



Term 3



Term 5



BUCKLAND C of E PRIMARY SCHOOL

ART - SUMMARY OF ARTISTS



Year A	Year 5 / 6
Autumn Term	<p>John Constable Compare the pieces of Stonehenge by both Constable and Tony Roberts. Look at the additional focus on the sky and clouds by Constable (who studied the science of atmospheric conditions) and the more abstract forms on the stones by Roberts.</p> <p>John Constable. 1776 - 1837. English landscape painter. Worked predominantly with oils but his piece of Stonehenge (painted 1835) was in watercolour and is often considered one of the greatest watercolours ever painted. His text associated with the painting: 'The mysterious monument of Stonehenge, standing remote on a bare and boundless heath, as much unconnected with the events of past ages as it is with the uses of the present, carries you back beyond all historical records into the obscurity of a totally unknown period.'</p> <p>Constable quote ' There is nothing ugly; I never saw an ugly thing in my life: for let the form of an object be what it may – light, shade and perspective will always make it beautiful'.</p> <p>Tony Roberts. 1950 – present. Male, British.</p> <p>Roberts quote 'I'm a compulsive artist: making, painting and image-creation fill my mind's eye. Much of Roberts' work is based upon the world and people around him, often abstract</p>
Spring Term	<p>Rachel Ducker Current, female Oxford based contemporary artist. Using the medium of wire, Ducker's inspiration comes from the human form.</p> <p>Ducker's pieces are untitled due to her belief that everyone sees something different in the sculptures. She has found that the slightest movement in the angle of the hand or fingers, or the tilting of the head changes everything the figure is trying to portray.</p> <p>Her sculptures are featureless, leaving the posture of the figure to express feeling.</p>
Summer Term	<p>David Hockney 1937 - present male, British. Born in Bradford.</p> <p>Hockney is skilled in drawing, printmaking, watercolours and photography. In the early 1980's, Hockney began to produce photo collages, using multiple prints of the same subject. These photographs were taken at different times and from differing perspectives. He would arrange the photos in a patchwork which created a composite image: a composite image is a single, unified image created by combining elements from multiple different images. Hockney called his first photo collages 'joiners'. He arrived at the idea of 'joiners' accidentally; In the late 1960s. While working on a painting of a living room and terrace in Los Angeles, he took Polaroid shots of the living room and glued them together, not intending for them to be a composition on their own. On looking at the final composition, he realised it created a narrative, as if the viewer moved through the room. He began to work more with photography after this discovery, stopping painting for a while to pursue this new technique exclusively.</p> <p>On 15 November 2018, Hockney's 1972 work Portrait of an Artist (Pool with Two Figures) sold at Christie's auction house in New York City for \$90 million (£70 million), becoming the most expensive artwork sold by a living artist at that time.</p> <p>Collage is an art form that is made up of overlapping photographs, fabrics and other types of mixed media. Collage has developed over time to include photomontage and digital collage.</p>

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



Years 5 & 6 Year B	Term 1	Term 3	Term 5
Text	Residential trip to Brecon Beacons	Trip to Pitt Rivers Museum	The Midnight Fox By Betsy Byars
Main Focus	Painting – watercolour landscape	Pencil drawing of figures	Printing
Artist	Claude Monet Compare with: Anna Dillon	The Benin Bronzes were created by the Edo people of the Kingdom of Benin and decorated their royal palaces. West African art reflects the rich cultural heritage. It includes sculpture, masks, textiles, beadwork. Compare traditional West African art of Benin with contemporary African art and discuss how it has changed over time. Talk about the different countries within Africa and the differences in their art. Compare with Martin Bulinya	William Morris
Skill Development	Mix colours, shades, tints and tones with, use a range of effects to convey mood and feeling. Develop contour, line, form. Further develop use of brush technique. Develop sense of perception - understanding visual information.	Intricate pattern drawing, beginnings of showing emotion through position of figures in painting. Develop sense of perception - understanding visual information.	To know about different printing styles, pattern repetition, symmetry, and use of cutting tools to create a lino print tile. Develop sense of perception - understanding visual information.
Project Outcome	Watercolour painting based upon pictures taken in the Brecon Beacons	To create a painting in the style of Martin Bulinya, using colour and detailed pattern	To create a lino print in style of William Morris.

BUCKLAND C of E PRIMARY SCHOOL

ART - LONG-TERM PLAN



**Years 5 & 6
Year B**

Example of artists' work.

Discuss how we can use artists' work as a reference to create our own piece of art.

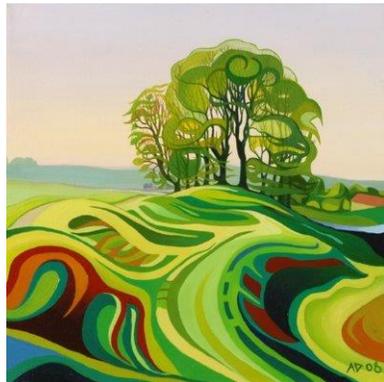
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Term 1

Claude Monet



Anna Dillon



Term 3

Benin Mask



Martin Bulinya



Term 5

William Morris

WILLIAM MORRIS



Fruit Patterns



BUCKLAND C of E PRIMARY SCHOOL

ART - SUMMARY OF ARTISTS



Year B	Year 5 / 6
Autumn Term	<p>Claude Monet Male 1840 – 1926 French painter and founder of impressionism painting, painting nature as he perceived it. He wished to demonstrate how light altered colour Compare with: Anna Dillon Female 1972 – current, local artist based in Oxfordshire and previously Wiltshire. Use of bold and strong colours which reflect the form, contours and light of the land.</p>
Spring Term	<p>The Benin Bronzes were created by the Edo people of the Kingdom of Benin and decorated their royal palaces. West African art reflects the rich cultural heritage. It includes sculpture, masks, textiles, beadwork. Compare traditional West African art of Benin with contemporary African art and discuss how it has changed over time. Talk about the different countries within Africa and the diversities in their art.</p> <p>Martin Bulinya 1961 – present. Born in Moiben near Eldorat, Kenya. 'I like painting images that give hope to life'. Raised in a Maasai tribe. He paints mostly abstract Maasai figures in a variety of stances and formations. The background to his paintings are simple to allow the people to stand out who wear highly detailed clothing using colour and patterns. The people within Bulinya's art are expressing different emotions</p>
Summer Term	<p>William Morris Male 1834 - 1896. British, born in Walthamstow, East London. William Morris was an English textile designer, poet, artist and writer. He is the 19th century most celebrated designer, best known for his intricate floral patterns used for fabrics and wallpaper. William Morris was inspired by nature. He preferred art and craft that was made by hand, so William set out to blend that homemade craft with the natural world. He used block printing to create large floral patterns. Each block contained a part of the image and was used with one colour. He was a key figure in the Arts and Crafts Movement, promoting a return to handmade and traditional techniques. Morris would create detailed line drawings for his designs. These were then sent to specialist block-cutters to make into wood blocks and then used to print patterns onto fabric and wallpaper. Only some areas and lines on the blocks are left at the original level which are inked and show the print. Carving the blocks is a very skilled process but a large number of impressions can be printed from them.</p>