

LEYS FARM JUNIOR SCHOOL  
Art Long Term Plan

**National Curriculum Attainment Targets for KS2:**

- 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.
- In Key Stage 2 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.

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.

**Key enquiry questions: (assessment): NSEAD**

**Generating ideas (skills of designing and developing ideas):**

- 1 – Can I research and develop ideas?
- 2 – Can I record and experiment using a sketchbook thread?

**Making (Skills of art, craft and design):**

- 3 – Can I explore and develop skills and techniques?
- 4 – Can I apply and use technical skills and acquire mastery?

**Evaluating (skills of judgement and evaluation):**

- 5 – Can I make judgements about art?
- 6 – Can I respond to art?

**Knowledge (knowledge about art processes and context):**

- 7 – Can I explain my knowledge of art, cultural context and movements?
- 8 – Can I explain my knowledge of media, processes and techniques?

**Golden Threads: Knowledge of the World; Creativity; Independence and Resilience; Mental Health and Emotional Awareness.**

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2022-2023	Autumn	Spring	Summer
<b>LKS2 Cross Curricular:</b>	<b>Under the Canopy The Maya, Rivers and Rainforests (Amazon)</b>	<b>Who Let the Gods Out?</b>	<b>When in Rome...</b>
<b>Technique:</b>	Drawing, Painting, Collage	3D, Sculpture, Textiles	Printmaking/Drawing/ Collage (Mosaic)
<b>Artist (s): Movement:</b>	Henri Rousseau/ Oenone Hammersley/ Joseph Cornell  Naïve art/Contemporary/Pointillism	Lucie Rie/Kate Malone/ Myron  Contemporary Ceramists/ Classical	Pietro Cavellini/Antoni Gaudi  Byzantine/Modernist
<b>Skills:</b>	Tone/pattern/line	Pattern, texture, moulding, coiling, sculpting	Texture, pattern, colour, line and tone
<b>Knowledge:</b>	<p><b>Drawing:</b> Pupils develop their drawing skills by producing an observational drawing of artists work. A small section is enlarged to identify colour use and detail. Pupils use shading to show light and shadow. They know how to use sketches to produce a final piece of art. They know how to use different grades of pencil to show tones and textures. Pupils develop skills in sketchbooks and refer back to past work.</p> <p><b>Painting:</b> Pupils use a range of brushes to demonstrate increasing control the types</p>	<p><b>Sculpture:</b> Pupils know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. Pupils gather and review information, references and resources and relate these to ideas and intentions for clay work. Pupils use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Pupils understand basic techniques related to clay work, slabbing, joining and drawing into clay.</p>	<p><b>Printmaking:</b> Pupils make their own printing block using corrugated card and string/polystyrene. They design a pattern after researching Roman patterns and press print their pattern using or more colours. They explore using more than one motif to create a pattern. They design a Roman pattern for display and use sketchbooks to show the journey.</p> <p><b>Collage:</b> Pupils research Roman mosaic and comment on these. They experiment with mosaic tiles/mosaic squares to create a design. Pupils recreate well known Roman designs and use</p>

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	<p>of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. They use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Pupils become increasingly confident in creating different effects and textures with paint according to what they need for the task. They understand how to create a background using a wash.</p>	<p><b>Textiles:</b> Pupils look at existing textile designers and designs and comment upon these pieces. These can be used as a starting point for pupil designs. They use ideas to recreate Greek designs including vases and jugs. Pupils will use a range of techniques including stitching with wool to develop their designs. They will take note of appropriate colours to use. Pupils develop ideas and themes in sketch books.</p>	<p>these for inspiration for their own Roman like designs. They use a mosaic technique to create and complete a tile coaster. Pupils look at colour and pattern within their design. Pupils collect and refine ideas in sketchbooks.</p>
<p><b>Vocabulary:</b></p>	<p><b>Drawing:</b> Frame, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, tone, value, pressure, cross hatching, hatching, stippling, blending. <b>Painting:</b> Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors - scarlet, crimson, emerald, turquoise, Watery, Intense, Strong, Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground, Scenery, Rural, Urban, Townscape, Seascape, Natural, Representational, Imaginary, Opaque, Impressionist, Abstract, Idealised, Swirling, Stippled, Transparent, Foreground, Background, Middle ground, Horizon.</p>	<p><b>Sculpture:</b> Clay, slabbing, joining, Marbling, Mod podge, Bleeding, Wash, Kiln, Glaze, Air dry, Fire ware, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective. Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron. <b>Textiles:</b> Sew, Stitch, Applique, Backstitch, Feather stitch, Running stitch, Thread, Wool, Needle, Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, running stitch, Stem stitch, Shrunken, Layer, Depth, composition, foreground, background.</p>	<p><b>Technology:</b> Animation, Crop, Image, Theme, Version Purpose, Function, Interpret, Opinion, Shade, Tint, Tone, Warm, Organise, Construct, Infer, Clarify, Draft, Mosaic. <b>Drawing:</b> Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality, tone, value, pressure, cross hatching, hatching, stippling, blending. <b>Collage:</b> Dying, Quilting, Paper and plastic trappings, Textiles, Stitch, Cut, Join, Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know,</p>

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	<p><b>Collage:</b> Wool tops, Carding, Tease, Matting, Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p>		<p>Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate. <b>Printing:</b> Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p>
UKS2 Cross Curricular	Once Upon a Planet including Space	The Roof of the World Himalayas and India	WWII Bombs and Blackberries
Technique	Collage, 3D	Drawing, Paint	Art through technology Printmaking
Artist (s) Movement	Wassily Kandinsky Abstract/Expressionism	Jen Aranyi/Georgia O'Keefe (Revisit from KS1) Islamic art Contemporary/Modernist	Karl Lagerfeld Modernist/Chellie Carroll
Skills:	Texture, pattern, colour, line and tone	Tone/pattern/line	Texture, pattern, colour, line and tone
Knowledge:	<p><b>Textiles:</b> Pupils have an awareness of the potential of the uses of material. They use different techniques, colours and textures when designing and making pieces of work. Pupils be expressive and analytical and able to adapt, extend and justify their work.</p> <p><b>3D:</b></p>	<p><b>Drawing:</b> Pupils work in a sustained and independent way to develop their own style of drawing. Pupils develop this style may be through the development of: line, tone, pattern, texture. They draw for a sustained period of time over a number of sessions working on one piece. They use different techniques for different purposes - shading, hatching within their own work, understanding which works well in their</p>	<p><b>Collage/Photography:</b> Pupils scan an image or take digital photographs and use software to alter them. They adapt them and create work with meaning. Pupils compose a photo with thought for textural qualities, light and shade. Pupils have the opportunity to explore modern and traditional artists using ICT and other resources. They combine a selection of</p>

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	<p>Pupils work in a safe, organised way, caring for equipment. Secure work to continue at a later date. They show experience in combining pinch, slabbing and coiling to produce end pieces using a range of materials including clay, Modroc and papier Mache. Pupils develop understanding of different ways of finishing work: glaze, paint, polish. They gain experience in model ling over an armature: newspaper frame for Modroc. They use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Pupils show increasing confidence to create/carve a simple form. They use language appropriate to skill and technique.</p>	<p>work and why. They develop their own style using tonal contrast and mixed.</p> <p><b>Painting:</b> Pupils demonstrate a wide variety of ways to make different marks with dry and wet media. They Identify artists who have worked in a similar way to their own work. Pupils develop ideas using a sketchbook. They manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Pupils create shades and tints using black and white. They choose appropriate paint, paper and implements to adapt and extend their work. Pupils carry out preliminary studies, test media and materials and mix appropriate colours. They work from a variety of sources, including those researched independently. They show an awareness of how paintings are created. (composition).</p>	<p>images using digital technology considering colour, size and rotation.</p> <p><b>Printmaking:</b> Pupils make their own printing block using corrugated card and string or polystyrene. They design a pattern after researching WWII patterns and detail these using sketchbooks. They press print their pattern using two or more colours onto paper. They explore using more than one motif to create a pattern.</p>
<p><b>Vocabulary:</b></p>	<p><b>Collage &amp; Textiles:</b> Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p> <p><b>Sculpture:</b> Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable,</p>	<p><b>Drawing:</b> Viewpoint, Distance, Direction, Angle, Perspective, Bird’s eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality, Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p><b>Painting:</b> Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled,</p>	<p><b>Printing:</b> Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p><b>Photography:</b> Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed,</p>

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	Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief, Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.	Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense, still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.	Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait.
<b>2023-2024</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>LKS2 Cross Curricular</b>	<b>Cavemen and Creatures (Stone Age to the Iron Age)</b>	<b>Villainous or Valiant? Anglo-Saxons/Vikings-</b>	<b>Around the world in 80 days</b>
<b>Technique</b>	<b>Drawing, Collage, Sculpture</b>	<b>Painting 3D</b>	<b>Printmaking Art through technology</b>
<b>Artist(s) Movement</b>	Silhouettes Keith Haring/Banksy/ Alberto Giacometti Contemporary	Oseberg and Borre art/Miro Classical/Pointillism	Piet Mondrian/Andy Warhol (revisit from KS1) Abstract Art De Stijl/Modernism
<b>Skills:</b>	<b>Tone/line/foil creatures</b>	<b>Tone/pattern/line</b>	<b>Texture/pattern</b>
<b>Knowledge:</b>	<p><b>Drawing:</b> Pupils develop their drawing skills by producing an observational drawing of Stone-Age Artefacts. They use shading to represent light and dark tones and explore drawing from different regions. They use a range of media to complete cave style art including pastel, chalk and charcoal.</p> <p><b>Collage:</b></p>	<p><b>3D:</b> Pupils work in a safe, organised way, caring for equipment. They secure work to continue at a later date. When working with clay, they make a slip to join to pieces of clay. Pupils decorate, coil, and produce Marquette confidently when necessary. They model over an armature: use newspaper frame for Modroc. Pupils use recycled, natural and man- made materials to create sculptures. They use Papier Mache, clay and Modroc. They adapt work as and when</p>	<p><b>Photography:</b> Pupils print simple pictures using different printing techniques. They continue to explore both mono printing and relief printing. They demonstrate experience in 3 colour printing. Pupils demonstrate experience in combining prints taken from different objects to produce an end piece. They increase awareness of mono and relief printing. They demonstrate experience in fabric printing. Pupils expand experience in three colour printing. They</p>

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	<p>Pupils research ancient art and develop ideas through a range of media. They use a variety of materials and colours to recreate ancient designs.</p> <p><b>Sculpture:</b> Pupils know about and describe the work of some artists, craftspeople, architects and designers who use metals as their key process.</p> <p>Pupils gather and review information, references and resources and relate these to ideas and intentions for clay work. Pupils use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Pupils understand basic techniques related to modelling, Pupils manipulate materials and create figures related to the theme. They use equipment and media with confidence.</p>	<p>necessary and explain why. They gain more confidence in carving as a form of 3D art. They use language appropriate to skill and technique. Children demonstrate awareness in environmental sculpture and found object art. They show awareness of the effect of time upon sculptures.</p> <p><b>Painting:</b> Pupils confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. They start to develop a painting from a drawing. Pupils begin to choose appropriate media to work with. They use light and dark within painting and show understanding of complimentary colours. Pupils mix colour, shades and tones with increasing confidence. They work in the style of a selected artist.</p>	<p>continue to experience in combining prints taken from different objects to produce an end piece. Pupils create repeating patterns. Sketchbooks are used to collect ideas,</p> <p><b>Printmaking:</b> Pupils make their own printing block using corrugated card and string/polystyrene. They design a pattern after researching appropriate patterns and press print their pattern using two or more colours. They explore using more than one motif to create a pattern.</p>
<p><b>Vocabulary:</b></p>	<p><b>Drawing:</b> Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality, hade, tone, value, pressure, cross hatching, hatching, stippling, blending.</p> <p><b>Collage:</b> Dying, Quilting, Paper and plastic trappings, Textiles, Stitch,</p>	<p><b>3D:</b> 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet, Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag.</p> <p><b>Painting:</b></p>	<p><b>Printing:</b> Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image, Adhesive, Carve, Quilt, Fabric, Material, Shade, Tint, Tone, Warm, Etch, Plinth, Weave, Embroider, Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder</p> <p><b>Photography:</b> Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed,</p>

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	<p>Cut, Join, Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate.</p> <p><b>Sculpture:</b> Clay, slabbing, joining, Marbling, Mod podge, Bleeding, Wash, Kiln, Glaze, Air dry, Fire ware, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective. Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p>	<p>Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque. Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground, Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p>	<p>Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion.</p>
<b>UKS2 Cross Curricular</b>	<b>Tudor Tales (including a focus on Shakespeare)</b>	<b>The New World</b>	<b>Children of the Revolution Victorians and how Scunthorpe has changed</b>
<b>Technique</b>	<b>Drawing, Paint, Printmaking</b>	<b>Art through technology, Collage</b>	<b>3D, Textiles</b>
<b>Artist (s) Movement</b>	<b>Hans Holbein/ Leonardo Da Vinci/ Arcimboldo Renaissance</b>	<b>Andreas Gursky/ Charles Rennie Mackintosh Contemporary/Art nouveau Robert Rauschenberg – digital collage</b>	<b>LS Lowry/William Morris Expressionism/Art Nouveau</b>
<b>Skills</b>	<b>Tone, colour</b>	<b>Texture, pattern, colour, line, tone</b>	<b>Pattern, texture, moulding, sculpting</b>
<b>Knowledge:</b>	<b>Drawing:</b> Pupils work in a sustained and independent way to develop their own style of drawing.	<b>Photography:</b> Pupils scan an image or take digital photographs and use software to alter them.	<b>Textiles:</b>



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	<p>Pupils develop this style through the development of: line, tone, pattern, texture. They draw for a sustained period of time over a number of sessions working on one piece. They use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. They develop their own style using tonal contrast and mixed.</p> <p><b>Painting:</b> Pupils demonstrate a wide variety of ways to make different marks with dry and wet media. They Identify artists who have worked in a similar way to their own work. Pupils develop ideas using different or mixed media, using a sketchbook. They manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Pupils create shades and tints using black and white. They will choose appropriate paint, paper and implements to adapt and extend their work. Pupils carry out preliminary studies, test media and materials and mix appropriate colours. They work from a variety of sources, including those researched independently. They show an awareness of how paintings are created (composition).</p>	<p>They adapt them and create work with meaning. Pupils compose a photo with thought for textural qualities, light and shade. They have opportunity to explore modern and traditional artists using ICT and other resources. They combine a selection of images using digital technology considering colour, size and rotation.</p> <p><b>Collage:</b> Pupils have an awareness of the potential of the uses of material and a range of fabric properties. They use this knowledge to select and combine appropriate materials to create a chosen design. They use different techniques, colours and textures when designing and making pieces of work. Pupils be expressive and analytical and able to adapt, extend and justify their work. They explore artists and evaluate their pieces. Pupils work in the style of a chosen artist to create their designs.</p>	<p>Pupils use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Pupils design, plan and decorate a fabric piece. Pupils experiment with a variety of techniques. They use a number of different stitches creatively to produce different patterns and textures. They recognise different forms of textiles and express opinions on them.</p> <p><b>3D:</b> Pupils work in a safe, organised way, caring for equipment. Secure work to continue at a later date. They show experience in combining pinch, slabbing and coiling to produce end pieces. Pupils develop understanding of different ways of finishing work: glaze, paint, polish They gain experience in model ling over an armature: newspaper frame for Modroc. They use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. They use Papier Mache, clay and Modroc to model. Pupils show increasing confidence to carve a simple form. They use language appropriate to skill and technique.</p>
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<b>Vocabulary:</b>	<p><b>Drawing:</b> Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Chroma, Overlay, Personality, Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p><b>Painting:</b> Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p><b>Printing:</b> Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure. Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p>	<p><b>Photography:</b> Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed, Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion.</p> <p><b>Collage:</b> Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic, card, paper, tissue, ribbon.</p>	<p><b>Textiles:</b> Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p><b>3D:</b> 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet, Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag. Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, scaled down, Special effects, three-dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>
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	Y3	Y4
<b>Skills</b>	<b>By the end of Y3, pupils should be able to:</b>	<b>By the end of Y4, pupils should be able to:</b>
<b>Generating Ideas Skills of Designing &amp; Developing Ideas</b>	1. Gather and review information, references and resources related to their ideas and intentions. 2. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	1. Select and use relevant resources and references to develop their ideas. 2. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).
<b>Making Skills of Making Art, Craft and Design</b>	3. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 4. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	3. Investigate the nature and qualities of different materials and processes systematically. 4. Apply the technical skills they are learning to improve the quality of their work (for instance, in painting they select and use different brushes for different purposes).
<b>Evaluating Skills of Judgement and Evaluation</b>	5. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).	5. Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	<b>By the end of Y3, pupils should know:</b>	<b>By the end of Y4, pupils should know:</b>
<b>Knowledge Knowledge about art processes and context</b>	6. About and describe the work of some artists, craftspeople, architects and designers. 7. Be able to explain how to use some of the tools and techniques they have chosen to work with.	6. About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 7. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
	<b>Y5</b>	<b>Y6</b>

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Art Long Term Plan

Skills	By the end of Y5, pupils should be able to:	By the end of Y6, pupils should be able to:
<b>Generating Ideas</b> <b>Skills of Designing &amp; Developing Ideas</b>	1. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. 2. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	1. Independently develop a range of ideas which show curiosity, imagination and originality. 2. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for instance- Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).
<b>Making Skills of Making Art, Craft and Design</b>	3. Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). 4. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	3. Independently act to refine their technical and craft skills in order to improve their mastery of materials and techniques. 4. Independently select and effectively use relevant processes in order to create successful and finished work.
<b>Evaluating Skills of Judgement and Evaluation</b>	5. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	5. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
	<b>By the end of Y5, pupils should know:</b>	<b>By the end of Y6, pupils should know:</b>
<b>Knowledge Knowledge about art processes and context</b>	6. Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 7. How to describe the processes they are using and how they hope to achieve high quality outcomes.	6. How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. About the technical vocabulary and techniques for modifying the qualities of different materials and processes.