







Long term plan overview – **Art (Lower)**

Term 1		Term 2		Term 3	
Deadly 60	Chalk & Cheese	Waste Warriors	Preserving our past	The Titanic	Rivers
<p>PRIMARY ART EXPERIENCE Area of art: Sculpture Medium: Clay</p> <p>Outcome: Inspired by their literacy work from the Remarkable Animals book, children sculpt their own remarkable animal from clay.</p>  <p><u>Year 1:</u> handle & manipulate malleable materials & cut & roll clay <u>Year 2:</u> cut, roll and coil clay; add textures with tools and create an imaginary or realistic form. <u>Year 3:</u> choose appropriate tools for texture & join 2 items in clay.</p>  <p><i>Can paint their animal for a finished product but this isn't the focus of the learning.</i></p>		<p>SECONDARY ART EXPERIENCE Area of art: Textiles Medium: weaving with plastics</p> <p>Outcome: As a method of using recycled bits they find, children explore weaving</p>  <p>or</p>  <p><u>Year 1:</u> handle & manipulate malleable materials & cut & roll clay <u>Year 2:</u> cut, roll and coil clay; add textures with tools and create an imaginary or realistic form. <u>Year 3:</u> choose appropriate tools for texture & join 2 items in clay.</p>		<p>PRIMARY ART EXPERIENCE Area of art: Painting Medium: Paint - poster for Y1 watercolour for Y3 Using poetry and information from literacy work on rivers, children paint the river exploring different painting techniques</p> <p>Outcome: Children explore the fluidity of watercolours and the ability to mix on a palette as well as blend on a page. They use pastel and pen at their own level, to create a river design on the background and layer this into the artwork. (see: https://www.accessart.org.uk/exploring-through-watercolour-part-three/)</p>  <p><u>Year 1:</u> <u>Year 2:</u> <u>Year 3:</u></p> <p>(see Kapow primary KS1 unit Year 1 on beach collage for a good colour mixing video)</p>	
<p>SECONDARY ART EXPERIENCE Area of art: Drawing Medium: Pencils</p> <p>Outcome: Children create a Lowry inspired picture in a small group; they create the background together</p>		<p>PRIMARY ART EXPERIENCE Area of art: Drawing Medium: Charcoal</p> <p>Outcome: Whilst learning about Stonehenge and prehistoric methods of communication, children explore cave drawings</p>		<p>SECONDARY ART EXPERIENCE Area of art: Drawing Medium: Pastels</p>	

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<p>and then use their improving drawing skills to create the foreground with people which are stuck onto the larger group picture.</p> <p>Year 3 children create their own pictures considering background and foreground with a focus on the people.</p> <p><u>Year 1:</u> use lines to represent a shape or outline. Use lines of different thickness with 2 grades of pencil.</p> <p><u>Year 2:</u> use line & tone to draw shapes, pattern & add texture. Use tone to show light and shade with 3 grades of pencil; 4B, HB, 8B</p> <p><u>Year 3:</u> As above but giving attention to pattern, shape and form. Use line to add surface detail to a drawing</p>	<p>and recreate line and paint drawings of animals using charcoal mixed with other media. They work on a large scale to produce a 'panel' of a cave which fits together with a whole class display of art work.</p> <div data-bbox="692 247 1164 517">  </div> <p><u>Year 1:</u> <u>Year 2:</u> <u>Year 3:</u></p> <p>(see Kapow primary Y3 unit)</p>	<p>Outcome: Using previously acquired skills this year, children draw images of the titanic in the style of Oliver Jeffers (Year 1's focus author this term)</p> <p>Children could learn the technique of colour mixing blue & white (meant to be in the next unit) to create the background for their painting. This will still give them a skill to build upon in the next unit.</p> <p><u>Year 1:</u> <u>Year 2:</u> <u>Year 3:</u></p>
<p>Artist focus: Lowry in Autumn 2</p>	<p>Artist focus: Paul Klee</p>	<p>Artist focus: Vincent Van Gogh – with a particular focus on the colours and shades in Fishing boats on the Beach at Saintes-Maries-de-la-mer</p>

Our Town quilt project



Kate Finley teaches art to Years 2 to 6 at St Mary's School in Henley-on-Thames. Here she describes a textiles project based on 'our town' resulting in a 2 metre square quilt.

I teach art to pupils who have a timetabled lesson of an hour and a half each week. Each year I do a textiles-based project with Year 5, loosely based on the 'Talking Textiles' Unit 5C of the National Curriculum.

My own artwork is oriented towards textiles and I have recently been making quilts. This gave me the idea of producing a group quilt in 2009. The project ran for the whole of the spring term, finishing at Easter. I have found that it is difficult to complete long projects in the summer term as the pupils have too many other commitments including sports fixtures, trips and an end-of-term play.

I take my Year 3 pupils for a sketchbook walk around Henley-on-Thames as part of their work on 'Can Buildings Speak?', so I was already thinking about using the very varied and interesting shops and houses of the town for a creative project.

At the start of the quilt project I showed the Year 5 children (31 students) some real quilts and some photographs of traditional and contemporary quilts. They were fascinated and it was interesting to see which quilts appealed the most to whom. Some students were drawn to colours, others to subject matter, some to the sheer number of pieces of fabric in the quilt and the work that must have gone into it.

The town of Reading is close to Henley, so I took Year 5 to visit the copy of the Bayeux Tapestry that is housed in the museum there. I encouraged them to sketch details from it. I wanted the pupils to see what could be achieved by a group of people working together to tell a story. I also showed them images of the 1968

Overford Embroidery, which tells the story of the Allied invasion of Normandy in June 1944. We compared the two works.

Any project that involves a group of children needs to be able to be broken down into components so that each child can make a valid contribution. This is why choosing the theme of the town worked so well, as the children worked on their own buildings. I had hoped to go and sketch in the town, but the weather in January was against us so the children worked from photographs I had taken. I allowed most of the children to choose which building they were going to work on. I did, however, steer some of the less able children towards the simpler buildings.

The children all did good line drawings of their chosen building. These were then used as templates for cutting out fabric. Sharp scissors are really important for cutting fabric, and left-handed children generally need a bit more help here too. The pupils quickly got the hang of creating their building in layers – first the main shape with the roof, then windows and details added on top – choosing their materials from boxes of scrap fabric, felt, buttons, thin black tape/ribbon and embroidery threads. A double-sided adhesive web (I used Bondaweb) is very useful when working with shiny fabrics and small details.

I wanted to enter the quilt into the Malvern Quilt Festival and, in order to complete the

entry form, I needed to know roughly how big the finished piece would be. I was only able to attempt to gauge this by laying down the sketches in a rough square. I wasn't entirely sure how we would arrange the buildings at this point but luckily it all worked out at the planned size.

The flag border was inspired by the flags put up in the town each summer in time for the regatta. Light blue and brown are the school colours.

When the children had finished making all the buildings and such other details as boats, cars and swans, we worked out how to arrange everything so that each piece could be seen and could take its place in a pleasing overall design. This stage involved a fair amount of work for me as I needed to add the border (made by a teaching assistant) and sew each shape down using my sewing machine.

The quilt was sent off to the Malvern Quilt Festival and received first prize in the Under 16 category, much to the surprise and delight of all concerned.

A local Henley lady saw the quilt at Malvern and wrote to the school asking if we could display it at the Helen House Hospice shop in Henley where she works. The quilt was much admired there and we have sold a huge number of cards showing the quilt through the school as well as in some local shops. (The company who made the cards for us is EcoArtCards.)

The children are very proud of their work and are delighted to see it used as a card which sells in 'proper shops'. As a final note I am happy to say that working on this project has inspired my own work. I made a textile piece, entitled 'Henley', as a result of my work with the children and this was on display in the River and Rowing Museum in the town during the summer of 2009. Overall, I found the project inspiring and motivating, and am now planning a new group project for spring 2010.

Links

The Bayeux tapestry at Reading Museum: www.bayeuxtapestry.org.uk

The Overford Embroidery at Portsmouth Museum: www.ddaymuseum.co.uk

Square greetings cards with envelopes: www.ecoartcards.com

Malvern Quilt Festival: www.grosvenorexhibitions.co.uk

