



Reepham Church of England Primary School
Be Known. Be Loved. Belong.
Long Term Planning

School Vision: Be Known. Be Loved. Belong
“Who you are is God’s gift to you. Who you become is your gift to God.”

Subject Intent:

Our Art curriculum ensures that we inspire creativity, engage and offer challenge to all pupils to enable them to flourish. It will equip them with the knowledge and confidence to explore, invent and create their own works of art, craft and design as well as analyse the works of artists and designers.

Spirituality in Art

How does art invite you to explore the mystery that dances within your soul?
What are the ‘wows’ and ‘ows’ in the stories behind the artists you study?
How do you celebrate and respect different responses to art?



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	<u>Autumn Term</u> Drawing and Sketchbooks	<u>Spring Term</u> Surface and Colour	<u>Summer Term</u> Working in 3D
Year 1	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	<u>Inspired by Flora & Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display them as a shared artwork.	<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
Year 2	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.	<u>Be An Architect</u> Exploring architecture and creating architectural models.
Year 3	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.
Year 4	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	<u>Festival Feasts</u> How might we use food and art to bring us together?
Year 5	<u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<u>...Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.	<u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model.
Year 6	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	<u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.



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Year 1	<p><u>Spirals: Drawing & Sketchbook</u></p> <p>In this pathway children are enabled to build an understanding about the way they can <u>make marks on a drawing surface.</u> They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to <u>explore mark-making and experiment with how they can use the marks they make in their drawings.</u> They are introduced to the fact that they can <u>make drawings as a result of observation,</u> without a seen subject matter. (Le from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.</p>		<p><u>Flora & Fauna Surface & colour</u></p> <p>In this pathway children are introduced to the idea that <u>many artists use flora and fauna to inspire their work.</u> We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. Children spend time <u>engaged in close looking as a way to build drawing skills.</u> They also experiment with new materials. They <u>practice cutting and collage skills</u> and explore shape and colour to build images.</p>		<p><u>Making birds: working in 3D</u></p> <p>In this pathway children continue to <u>develop their understanding of sculpture</u> and build their making skills. The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using <u>experimental mark-making with a variety of media.</u> Children are then invited to explore how they can manipulate their drawings in an intuitive way to make <u>3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure.</u> Children explore balance to finally created an individual bird.</p>	
Year 2	<p><u>Explore & draw: Drawing & sketchbooks.</u></p> <p>In this pathway children are introduced to the idea that <u>artists can be collectors:</u> they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore <u>observational drawing and experimental mark making,</u> and think about how they can use composition to create their artwork. The exercises and projects in this pathway encourage children to begin to <u>develop hand-eye coordination through slow and paced looking.</u> This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>		<p><u>Expressive Painting: surface & colour</u></p> <p>In this pathway children are introduced to the idea that <u>they can use paint</u> in an intuitive and exploratory way. The pathway starts with an <u>introduction to artists who use paint and colour</u> to create exciting gestural and abstract work. Children <u>explore primary colours and secondary colours</u> through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then <u>explore the brush work</u> of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to <u>draw from a colourful still life,</u> finally making expressive and gestural paintings with acrylic paint. Sketchbooks are used throughout to record, experiment and reflect.</p>		<p><u>Be an Architect: working in 3D</u></p> <p>This pathway gives pupils the opportunity to <u>explore architecture.</u> We start with an exploration of architects and some of the ways they work, and pupils then go on to <u>create their own architectural model.</u> The pathway can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.</p>	
Year 3	<p><u>Drawing & sketchbooks: Gestural Drawing with charcoal</u></p> <p>In this pathway, children discover how to <u>make drawings that capture a sense of drama</u> or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead <u>they use the qualities of the medium to work in dynamic ways.</u> Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>		<p><u>Surface and Colour: Cloth, thread paint.</u></p> <p>In this pathway children <u>are introduced to artists that combine paint and sewing, art and craft, to make work.</u> Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to <u>explore sewing</u> not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.</p>		<p><u>Working in 3D Making animated Drawings</u></p> <p>In this pathway children are introduced to the idea that <u>animations can be made by sequencing drawings.</u> After exploring the work of other artists making drawn animations, children make simple “paper puppets” with moving parts. Pupils also make a “background” for their puppets, and if you wish, then go on to make very simple animations using tablets.</p>	



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<p>Year 4</p>	<p><u>Drawing & Sketchbooks: Storytelling through drawing.</u></p> <p>In this pathway children <u>explore how we can create sequenced imagery to share and tell stories.</u> The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists' work.</p> <p>There is then a choice of two projects: the first explores the creation of an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories. In the other option children draw upon graphic novels and make a comic strip style telling of a piece of poetry.</p>	<p><u>Paint, surface, texture: Exploring Still Life</u></p> <p>In this pathway children are <u>introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists.</u> Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.</p> <p>Along the way <u>children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</u></p>	<p><u>3D Sculpture: Festival Feasts</u></p> <p>In this pathway children are enabled to begin to <u>recognise that their individual creative response will be different to that of their peers,</u> but that it is valued and can contribute to a larger shared artwork.</p> <p>The pathway begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience.</p> <p>Children then further <u>develop drawing skills by drawing from still imagery and from life,</u> and then teachers choose from two projects, one using dry materials (paper, card, pen, paint) to make a “corner shop”, or using <u>modroc</u> and other modelling and construction materials to make a shared sculptural feast.</p>
<p>Year 5</p>	<p><u>Drawing and Sketchbooks: Typography and maps</u></p> <p>In this pathway children are <u>introduced to typography design and they explore how they can create their own fonts and designs.</u> Children explore how we can use visual letters and other elements to help convey ideas and emotions.</p> <p>They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps.</p>	<p><u>Surface and colour: Land and cityscapes</u></p> <p>In this pathway children are <u>introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life,</u> inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.</p> <p>Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result. <u>Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.</u></p>	<p><u>Working in 3D: Architecture – Dream big</u></p> <p>In this pathway children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future.</p> <p>Children discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps we can do both?</p> <p><u>Children explore the work of architects and individual builder/designers,</u> and use sketchbooks and drawing to collect, process and reflect upon ideas.</p> <p>Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.</p>
<p>Year 6</p>	<p><u>3D Art – Giant Dogs</u></p> <p>This pathway is <u>working towards a piece of sculpture.</u> It allows children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object.</p> <p>Along the way, children <u>explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.</u></p> <p>The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing.</p>	<p><u>Exploring Identity – Layered Portraits</u></p> <p>In this pathway children are introduced to artists who explore their identity within their art.</p> <p><u>Pupils explore how artists use various aspects of their identity,</u> creating imagery which explores many different aspects within one image by using layers and juxtaposition.</p> <p>Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p> <p>Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</p>	<p><u>Take a Seat</u></p> <p>In this pathway children are introduced to the work of a craftsperson/designer, and they <u>explore how the artist brings his personality to his work.</u> They go on to explore chair design over the centuries to understand how furniture can reflect or define the age in which it was made.</p> <p>Children then use a warm up making exercise to remind themselves that they can be inventive in their making, and that the things they make can communicate ideas to other people. Finally, children go on to make their own chair (a model of) using the Design Through making technique.</p>



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Autumn 1	Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage	Gestural Drawing with Charcoal Drawing, Sketchbooks	Storytelling Through Art Drawing, Sketchbooks, Collage	Typography and Maps Drawing, Sketchbooks, Making	2D Drawing to 3D Making Drawing, Sketchbooks, Making
Drawing & Sketchbooks	<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Molly Haslund.</p>	<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area. Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>	<p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Edgar Degas, Laura McKendry, Heather Hansen</p>	<p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Laura Carlin, Shaun Tan</p>	<p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. Pupils will create their own letters from cut up basic shapes in a playful way to think about the form of letters. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>Pupils will create their own letters of a typeface using their intuition. Working in large scale they will explore as many variations of letters as they can think of, developing them into a whole word or a phrase.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p> <p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p>Louise Fili, Grayson Perry, Paula Scher</p>	<p>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</p> <p>Pupils start creating "flat yet sculptural" artwork.</p> <p>To use the paper as a collage material</p> <p>To use methods of construction to transform them into sculptures.</p> <p>Pupils will display their work in a clear space, and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p> <p>Lubaina Himid,</p>



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Spring 1	Flora & Fauna Drawing, Sketchbooks, Collage, Painting	Expressive Painting Painting, Sketchbooks	Cloth, Thread, Paint Painting, Textiles, Drawing, Sketchbooks	Still Life Drawing, Painting, Collage, Sketchbooks	Inspired by Land & City Scapes Painting, Drawing, Sketchbooks	Identity Painting, Digital, Drawing, Sketchbooks
Paint, Surface, Texture	<p>Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour.</p> <p>Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks.</p> <p>Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings. Pupils demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale.</p> <p>Pupils spend time practising cutting and collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion.</p> <p>Eric Carle, Joseph Redoute, Jan Van Kessel</p>	<p>Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.</p> <p>Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.</p> <p>Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.</p> <p>Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.</p> <p>Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p>	<p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</p> <p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> <p>Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on to paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.</p> <p>Alice Kettle, Hannah Rae</p>	<p>Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p> <p>Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.</p> <p>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.</p> <p>Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p> <p>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p>	<p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p> <p>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>



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Summer 1	Making Birds Sculpture, Drawing, Collage, Sketchbooks	Be An Architect Architecture, sketchbooks, drawing	Making Animated Drawings Drawing, Making, Sketchbooks	Festival Feasts Drawing, Making, Painting, Sketchbooks	Architecture: Big or Small Making, Drawing, Sketchbooks	Take a Seat Making, Drawing, Sketchbooks
Working in 3 Dimensions	<p>Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</p> <p>Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</p> <p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p> <p>Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p>	<p>Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.</p> <p>Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.</p> <p>Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.</p>	<p>Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen.</p> <p>Pupils will explore what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion. Pupils will begin to plan their own puppet and the simple movements it might make.</p> <p>Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move. They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme. They will work collaboratively to create a shared background for all the puppets / They will draw their own individual backgrounds relating to their puppet.</p>	<p>Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p> <p>Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form.</p> <p>Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</p>	<p>Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.</p> <p>Pupils will be introduced to the question: "As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?"</p> <p>Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them.</p> <p>Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'.</p> <p>Pupils will consider whether they want their building to be big or small. Using foamboard, children will build a model of their house using the 'Design Through Making approach', taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do.</p> <p>Shoreditch Sketcher, Various Architects</p>	<p>Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p> <p>Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</p> <p>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</p> <p>They will record and develop their ideas in sketchbooks.</p> <p>Yinka Ilori</p>



Reepham Church of England Primary School
Be Known. Be Loved. Belong.
Long Term Planning

		Hundertwasser, Zaha Hadid, Heatherwick Studios	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber	Claes Oldenberg, Lucia Hierro		
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