

Art Long Term Progression Plan: Digital Art

Concept	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR 6
<p>Content</p> <p>Digital art</p>	<p>- I know how to use IT to create a picture</p> <p>To explore using the interactive whiteboard, I-Pad or computer to create a digital image/picture.</p>	<p>- I know how to use IT to create a picture</p> <p>Use IT as a tool to create a design/image using lines, shapes and colour.</p> <p>Use the tools fill and brushes.</p> <p>Use image manipulation to alter/adapt a facial photograph.</p>	<p>- I know how to use different effects within an IT paint package</p> <p>I know how to use IT to create art including my work and that of others.</p> <p>Use an IT paint package to create effects showing texture.</p> <p>Use IT as a tool for combining/adapting images e.g. decorate a photograph of a cottage with images of sweets.</p> <p>Use image manipulation to alter a photograph e.g. change dimensions of buildings, vehicles, etc</p>	<p>I know how to use digital images and combine with other media in my art.</p> <p>Develop imagination and ability to generate ideas by using iPads/digital cameras to capture images for art work – e.g. a photo montage-overlap materials.</p> <p>Experiment with scale, colour and layering.</p> <p>Use mosaic and montage.</p>	<p>- I know how to integrate my digital images into my art</p> <p>Create different effects using a range of technological tools and demonstrating control.</p> <p>Combine digital and paint processes – create an artistic poster/sign of one of the four nations of the UK.</p>	<p>- I know how to use images which I have created, scanned and found altering them where necessary to create art</p> <p>Use IT (mixed media) to create posters.</p>	<p>I know how to use a range of e-resources to create art.</p> <p>Extend knowledge of how to combine digital and paint processes with layers of original painted/drawn elements.</p> <p>Create a character/period in history board e.g. Henry VIII/Tudors.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>

<p>Why Here/Why now</p>	<p>To learn how to share and take turns.</p> <p>To support children’s communication skills and facilitate interactions with others.</p> <p>To support fine motor skills.</p>	<p>To be able to work collaboratively with others.</p> <p>To be able to think creatively in a supportive environment.</p> <p>To be able to generate ideas.</p>	<p>To be able to work collaboratively with others.</p> <p>To be able to share ideas and make decisions in relation to their work.</p> <p>To be able to implement ideas.</p>	<p>To be able to work collaboratively with others.</p>	<p>To be able to work collaboratively with others.</p>	<p>To be able to work collaboratively with others.</p>	<p>To be able to work collaboratively with others.</p> <p>To begin to create stop animations and be able to adapt work when necessary.</p>
<p>Key Vocabulary</p>	<p>Vocabulary for this unit may be incorporated within your ICT curriculum. Photography, digital, creative, graphic design, images, editing, drawing, animation, equipment</p>						
<p>Possible artists to use</p>	<p>When looking at digital art, consider your ICT theme and see if artists could be used as a stimulus e.g. David Hockney, Paul the rusted pixel, Ori Toor, So Lazo, Muti.</p>						
<p>Theoretical Knowledge. (Cultural and contextual content)</p>	<p>Theoretical knowledge needs to be the starting point for each unit of artwork. This will include, EYFS/Yr1- To have an image of the focus artist with examples of their work to chose from. Children are to select their favourite pieces to add to their sketchbooks as a montage. Yr2, Yr3, Yr4- As above, but to include discussion and written sentences to clarify the choice of work. The children begin to interpret pieces of work thinking about how and why questions in relation to the artist’s work. Yr5, Yr6- As above, but to create a detailed fact file of the focused artist. The children to continue to improve their ability to interpret pieces of work thinking about how and why questions in relation to the artist’s work.</p>						

Practical Knowledge	Your practical knowledge is the content lined out in the long-term plan. Practical knowledge will develop over the course of the term by ensuring your lessons are sequential and builds up to a final piece of work.
Disciplinary Knowledge	Children explore concepts of quality, value, and purpose. This should link to your theoretical knowledge and should give a personal response to the art work they are focusing on.