



Art and Design Long Term Plan

Art and Design is Taught in the first half term of each full term – Autumn 1, Spring 1 and Summer 1



	Autumn	Spring	Summer
Development Matters	<p>Art and Design is embedded within the Early Years' Foundation Stage Curriculum through the use of the learning environment and classroom provision. The children are given a wealth of opportunities to engage in activities, both child-initiated and adult directed, which enable them to experiment with a range of media and materials to mark make, model and construct. During the children's time in Early Years' Foundation Stage, the essential building blocks of Art and Design capability are established.</p> <p>Art and Design in the Early Years Foundation Stage is incorporated into all aspects of the curriculum. However, it can primarily be classified as 'Expressive Arts and Design'.</p> <p>Expressive Arts and Design 3 and 4 year olds will be learning:</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. <p>Expressive Arts and Design Children in Reception will be learning:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 		
EYFS Foundation One	<p>Marvellous Me!</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Our Nursery Can Rhyme</p> <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. 	<p>How Does your Garden Grow?</p> <ul style="list-style-type: none"> • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc.
EYFS Foundation Two	<p>Let's Celebrate!</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Once Upon a Time...</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Down on the Farm</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.

	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills <p>ELG: Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.
Key Stage One	<p><u>National Curriculum KS1</u> Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 		
	<p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Use a sketchbook to begin to record ideas. Respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities and make links to their own work. Try different materials and methods to improve. Use key vocabulary to demonstrate knowledge and understanding. 		
Year One	A Trip Down Memory Lane	Happy and Glorious	Paws, Claws and Whiskers
	<p>Collage Artist: Paul Klee Outcome: School structure collage Link: Geography (My school in the local community)</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<p>Drawing and Sketching Artist: Arnold Machin Outcome: Portrait of the Queen Link: History (The Royal Family)</p> <ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore lines of varying thickness, shape and colour. 	<p>Painting and Printing Artist: William Morris Outcome: Create a repeated leaf print Link: Science (animals)</p> <ul style="list-style-type: none"> Name the primary colours and start to mix a range of secondary colours whilst making predictions. Explore techniques such as lightening and darkening paint without the use of black or white. Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.

			<ul style="list-style-type: none"> • Begin to show control over the types of marks made. • Paint on different surfaces with a range of media. • Investigate textures and produce an expanding range of patterns using a range of techniques: rolling, pressing, stamping, rubbing. • Express links between colour and emotion. • Use a range of techniques to copy an original print selecting the correct colours and equipment.
	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explain how a piece of art makes them feel – link to emotions. • Explore 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. 		
Year Two	Pit Boots and a Snap Tin	London's Burning	Ready, Steady, Grow
	<p style="text-align: center;">Sculpture Artist: Michael Scrivens Outcome: Clay tile Link: Local History (Pit boots & a snap tin)</p> <ul style="list-style-type: none"> • Use tools and equipment safely and in the correct way. • Use equipment to roll, pinch and knead with increasing confidence. • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure • Explore carving as a form of 3D art. 	<p style="text-align: center;">Painting and Printing Artist: Michael Tompsett Outcome: Painting / Silhouette of the London Skyline Link: History (Fire of London)</p> <ul style="list-style-type: none"> • Be able to mix all the secondary colours using primary colours confidently. • Understand how to make tints using white and tones by adding black to make darker and lighter shades. • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. • Investigate textures and produce an expanding range of patterns using a 	<p style="text-align: center;">Drawing and Sketching Artist: Van Gough Outcome: Still life drawing of a sunflower Link: Science (plants)</p> <ul style="list-style-type: none"> • Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Experiment with lines of varying thickness, shape and colour. • Use dots and lines to demonstrate pattern and texture. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects

		<p>range of techniques; rolling, pressing, stamping, rubbing.</p> <ul style="list-style-type: none"> Express links between colour and emotion. Use a range of techniques to copy an original print selecting the correct colours and equipment. 	
	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Express thoughts and feelings about a piece of art. Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Reflect and explain the successes and challenges in a piece of art created. Identify changes they might make or how their work could be developed further. 		
Lower Key Stage Two	<p><u>National Curriculum KS2</u> Pupils should be taught:</p> <ul style="list-style-type: none"> 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 		
	<p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Use a sketchbook to record and develop ideas. Explore ideas from first-hand observations. Question and make observation about starting points and respond positively to suggestions. Adapt and refine ideas. Use key vocabulary to demonstrate knowledge and understanding. 		
Year Three	Digging Up The Past	Tomb Raiders	Welcome To The Empire
	<p style="text-align: center;">Painting and Printing Artist: Banksy Outcome: Cave Painting Link: History (Britain Before the Romans)</p> <ul style="list-style-type: none"> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different 	<p style="text-align: center;">Drawing and Sketching Outcome: Detailed sketch self portrait Link: History (The Egyptians) Mask of Tutankhamun</p> <ul style="list-style-type: none"> Experience in different grades of pencil and other implements to show line, tone and texture. 	<p style="text-align: center;">Sculpture A variety of Ceramic Designers Outcome: Make a piece of Roman pottery Link: History (The Romans)</p> <ul style="list-style-type: none"> Use equipment and media with confidence.

	<p>effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Begin to choose appropriate media to work with. • Print simple pictures using different printing techniques. • Increase awareness of mono and relief printing by using printing blocks. • Demonstrate experience in 3 colour printing. <p>Replicate patterns from observation.</p>	<ul style="list-style-type: none"> • Begin to show consideration in the choice of pencil grade they use to demonstrate light and shadow effect. • Begin to use media and techniques (line, tone and colour) to show representation of movement in figures and forms. 	<ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use recycled, natural and man-made materials to create sculptures. • Produce more intricate surface patterns/textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. •
<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> • Continue to explore 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. • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time. 			
<p>Year Four</p>	<p>Smashing Saxons</p>	<p>Vile Vikings</p>	<p>Sparks Might Fly</p>
	<p>Collage Historical stain glass windows Outcome: Anglo-Saxon stained glass Link: History (Anglo-Saxons)</p> <ul style="list-style-type: none"> • Use complimentary and contrasting colours for effect giving reasons why. 	<p>Drawing and Sketching A variety of tribal designers Outcome: Norse & Tribal designs Link: History (The Vikings)</p> <ul style="list-style-type: none"> • Draw for a sustained period of time at an appropriate level. 	<p>Painting and Printing Artist: Roy Lichtenstein Outcome: Create their own piece of Pop Art based on onomatopoeias e.g. crash Link: Science</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and

	<ul style="list-style-type: none"> Confidently use a variety of techniques; overlapping, tessellation, mosaic and montage and explain why this technique was chosen. Refine work to ensure precision. 	<ul style="list-style-type: none"> Further develop their experiences in different grades of pencil and other implements to show line, tone, and texture. Attempt to show reflections in a drawing. Include in their drawing a range of technique and begin to understand why they best suit. Have opportunities to develop further drawings featuring the third dimension and perspective. 	<p>textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying). Understand how to create a background using a wash. Confidentially use both mono and relief printing to create repeating patterns with precision. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Replicate patterns from observation.
	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history. 		
Upper Key Stage Two	<p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Use a sketchbook to record and develop ideas. Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by famous, notable artists and the development of their art skills. Express an opinion on the work of famous notable artists and refer to techniques and effect. Use a sketchbook to record and develop ideas. 		
Year Five	The Marvellous Mayans	Our Natural World	There's No Place Like Home
	<p>Drawing and Sketching Explore historical Mayan architecture</p>	<p>Collage</p>	<p>Painting and Printing Artist: Claude Monet</p>

	<p>Outcome: Sketches of a Mayan temple Link: History (The Mayans)</p> <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use different techniques for different purposes i.e. shading, reflection, hatching and cross-hatching within their own work. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their drawings. • Develop close observation skills using a variety of view finders, using a variety of tools, selecting the most appreciate. 	<p>Artist: Kurt Schwitters Outcome: Collage using natural materials Link: Science (Materials)</p> <ul style="list-style-type: none"> • Begin to add collage to a painted or printed background. • Show confidence in creating and arranging accurate patterns. • Show experience in using a range of mixed media. • Use a sketchbook to plan, collect and develop ideas. 	<p>Outcome: Painting of a railway station Link: History (Transport)</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Start to develop their own style using tonal contrast and mixed media. • Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. Show experience in a range of mono print techniques.
	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches. 		
<p>Year Six</p>	<p>We'll Meet Again</p>	<p>At The Heart Of It All</p>	<p>Who let the Gods Out</p>
	<p>Drawing and Sketching Artist: Henry Moore Architect: Daniel Libeskind Outcome: Perspective drawings linked to WWII Shelters Link: History (WWII) and visit to Imperial War Museum North</p> <ul style="list-style-type: none"> • Develop their own style using tonal contrast and mixed media. • Use different techniques for different purposes i.e. shading, reflection, hatching and cross- 	<p>Painting and Printing Artist: Pablo Picasso Outcome: Self portraits Link: Science</p> <ul style="list-style-type: none"> • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 	<p>Sculpture Explore Ancient Greek Figurines Outcome: Greek Figurines Link: History (The Greeks)</p> <ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a combination of pinch, slab, and coil.

	<p>hatching within their own work, understanding which works well in their work and why.</p> <ul style="list-style-type: none"> • To confidently use composition, scale and proportion in their drawings. • Draw for a sustained period of time over a number of sessions working on one piece. 	<ul style="list-style-type: none"> • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. • Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Work around armatures or over constructed foundations. • Demonstrate experience in relief and freestanding work using a range of media. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique.
<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers 			