

Art Long Term Plan

Long Term Coverage							
Through a high-quality Art and Design education, pupils will be engaged, inspired and challenged; equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We endeavour for pupils to be keen to learn new skills and work hard to perfect those shown to them. Learning will often be cross-curricular, helping to express feelings and emotions through art. Through creative learning experiences, pupils will develop resilience and ambition to do well and inspire others.							
	Reception	KS1		KS2			
<b>National Curriculum Objectives</b>	<p><b>Creating with Materials</b></p> <p>*Safe use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of gross and materials when role playing characters in narratives and stories.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>Learn about great artists, architects and designers in history.</p>			
<b>Autumn Term</b>							
	Reception	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
<b>Theme</b>	To give meaning to the marks that are made. (Au1) To be able to mix colours to create a desired effect	Study of artists- Critical and contextual skills  Suggested Artist: Lowry, Van Gogh	Printing  Suggested media: (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, Linoc print, mono-print, string) Possible artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothensien, Kunitada, Advertising, Bawden	Study of artists- Critical and contextual skills  Suggested Artists: Pollock, Georgia O'Keefe	Printing  Suggested media: (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, Linoc print, mono-print, string) Possible artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothensien, Kunitada, Advertising, Bawden	Study of artists- Critical and contextual skills  Suggested Artists: Klee, Warhol	Printing  Suggested media: (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, Linoc print, mono-print, string) Possible artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothensien, Kunitada, Advertising, Bawden
<b>Objective</b>	(Au1) To design a Rangoli pattern. (Au2) Uses simple tools and techniques competently and appropriately. (Au2) To know which materials to select for a purpose (Au2)	Learn 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.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Learn about great artists, architects and designers in history.	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]	Learn about great artists, architects and designers in history.	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]
<b>Coverage</b>	To learn the names of different tools and techniques that can be used to create Art. (Au2) To experiment with creating different things and to be able to talk about their uses. (Au2) To know how to use primary colours to make tertiary ones (Au1)	To identify different art forms and develop a wide range of techniques in using form. (in the style of chosen artist) To explore and suggest reasons for the artist's intention or meaning of the work. To look at and describe what they see, think and feel when looking at images and artefacts. To create art in the style of chosen artist. To talk about similarities and differences between different practices and disciplines in their own work and the style of chosen artist. To use their consideration of the artist's work to improve their own.	To explore printing pictures with a range of techniques using textures - hard and soft materials e.g. cork, pen barrels, sponges. To experiment printing with a range of colours available. To investigate properties of printing materials onto paper/ fabrics. (Different textured printing materials) To experiment space using a variety of printing techniques. Inc. carbon printing, relief, press and fabric printing and rubbings. To design a repeated print using pattern. To print a repeated pattern using printing techniques taught.	To observe the work of artists, craftspeople and designers to build understanding and record observations in sketch books to review and revisit ideas. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To make thoughtful observations about starting points and select ideas to use in their work. To create art in the style of chosen artist with some accurate representation. To compare ideas, methods and approaches in their own and others' work. To adapt their work according to their views. To annotate work in sketchbook.	To experiment printing with a variety of materials, objects and techniques including layering. To explore pattern and shape, creating designs for printing. To explore the work of a range of artists, craft makers and designers annotating the differences and similarities between different practices and disciplines. To investigate the kinds of material to print with in order to get the effect they want. To research, create and refine a print using a variety of techniques. To use printing techniques to produce an end piece.	To observe the work of artists, craftspeople and designers to build understanding and record observations in sketch books to review and revisit ideas. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures and use the work of other cultures as a stimulus to develop ideas, ways of making and decoration. To question and make thoughtful observations about starting points and select ideas to use in their work. To create high quality art in the style of chosen artist. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To adapt their work according to their views and describe how they might develop it further. To annotate work in sketchbook.	To evaluate existing products to develop a range of ideas from different sources. To explore overlaying colours and overlaying print with different media. To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. To create printing blocks by simplifying an initial sketch book idea and use relief or impressed method. Create prints with three colour/print overlay. To use printing techniques to produce an end piece. To evaluate and modify work against their own design brief.
<b>Progression</b>	Drawing/Painting EYFS	KS1 Study of artists- Critical and contextual skills	KS1 Printing	LKS2 Study of artists- Critical and contextual skills	LKS2 Printing	LKS2 Study of artists- Critical and contextual skills	LKS2 Printing
<b>Vocabulary</b>	create, describe, observe, control, identify, explore, print, pattern, mixing	Artist, explore, create, describe, interior/ meaning, style	Printing, fabric, texture, colour, pattern, techniques	Artist, explore, create, style, observe, purpose, compare, adapt, accurate, annotate.	Printing, texture, pattern, layering, effect, research, techniques, colour, materials	Artist, explore, create, style, observe, annotate, compare, methods, approaches, adapt, accurate, purpose.	Printing, texture, pattern, layering, overlaying, simplifying, effect, research, techniques, colour, materials, evaluate, relief, impressed (methods), adapt, annotate.
<b>Cultural Capital</b>	Non-fiction books/ visitors-Diwali	Van Gogh Museum, Amsterdam app with virtual tour	Tate Online Challenges	Firework art in the style of J Pollock	Tate Online Challenges	Firework art in the style of J Pollock (recap learning LKS2)	Cooper Gallery Trip
<b>Spring Term</b>							
		Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
<b>Theme</b>	To explore and recreate Aboriginal Art. To draw a range of plants and fruits. (Sp1) To talk about the work of an artist (Colour, lines, movement) (Sp1) To understand that pictures can be created by making observations or by using imagination. (Sp1) To use paints, pastels and other resources to create observational drawings. (Sp1) To know about different artist (Sp1) Manipulates materials to achieve a planned effect. (Sp2) To identify and select resources and tools to achieve a particular outcome. (Sp2)	Drawing techniques and skills  Suggested media: (pencils, rubbers, chalks, pastels, felt pen, charcoal ink) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	Painting Skills  Suggested media: (powder, watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivers, Indian Miniatures, O'Keefe, Hopper, Rimbart, Lowry, Matisse, Margritte	Drawing techniques and skills  Suggested media: (pencils, rubbers, chalks, pastels, felt pen, charcoal ink) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	Painting Skills  Suggested media: (powder, watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivers, Indian Miniatures, O'Keefe, Hopper, Rimbart, Lowry, Matisse, Margritte	Drawing techniques and skills  Suggested media: (pencils, rubbers, chalks, pastels, felt pen, charcoal ink) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	Painting Skills  Suggested media: (powder, watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivers, Indian Miniatures, O'Keefe, Hopper, Rimbart, Lowry, Matisse, Margritte
<b>Objective</b>	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	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]	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]
<b>Coverage</b>	To experiment with a variety of media. To control the types of marks made with the range of media. To draw on different surfaces with a range of media. To investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. To draw carefully in line from observation, recording shapes and positioning all marks/features with some care. To use a viewfinder to select shape and visual clues in an image and then record what is selected within the frame. To use a sketchbook to develop and share their ideas, experiences and imagination, recording what they see and collecting and recording new processes and techniques.	To investigate mark-making using thick brushes, sponge brushes for particular effects. To select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques. To spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context. To experiment in lighten and darken without the use of black or white. To develop a wide range of techniques using colour, beginning to mix colour shades and tones. To investigate, experiment, mix and apply colour for purpose to share their ideas, experiences and imagination. To use colour and painting skills and apply surface techniques to create or suggest a place, time or season.	To use a sketchbook to explore a range of drawing tools with control and dexterity using a variety of media to improve their mastery of art and design techniques (Pencil/Charcoal) To draw in line with increasing control when taking a line for a walk, or in scale applying rules of simple perspective. To develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone with increasing control and dexterity. To collect and record visual information from different sources as well as planning and collecting source material for future works in sketchbooks (e.g. artist style studies) To draw for a sustained period of time over a number of sessions using techniques taught. To develop further drawings featuring the third dimension and perspective.	To understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. To mix and use primary and secondary colours with the addition of black and white and tints. To experiment using different brush types for specific purposes to improve their mastery of art and design techniques. To explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. To represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes. To create a painting from designs and research to communicate an idea or emotion.	To select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation to improve their mastery of art and design techniques (Pencil/Charcoal) To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. To use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. To draw for a sustained period of time over a number of sessions working on one piece. To express their ideas and observations responding to advice from others to rework and improve design ideas. To draw for a sustained period of time over a number of sessions working on one piece. To express their ideas and observations responding to advice from others to rework and improve design ideas to develop further simple perspective in their work using a simple	To research artist styles and cultures to analyse a variety of sources. To explore different effects by using a variety of tools and techniques such as dots, scratches and sponges, and applying paint in layers to improve their mastery of art and design techniques. To experiment in selecting from different methods to apply colour using a variety of tools and techniques to express mood or emotion To plan by drawing symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting plan. To carry out preliminary studies, test media and materials and mix appropriate colours to explore the effects of light and colour, texture and tone on natural and manmade objects. To create a painting from drawing. (using the plan designed)	
<b>Progression</b>	Drawing/Painting EYFS	KS1 Drawing techniques  KS1 Drawing skills	KS1 Painting skills	LKS2 Drawing techniques  LKS2 Drawing skills	LKS2 Painting skills	LKS2 Drawing techniques  LKS2 Drawing skills	LKS2 Painting skills
<b>Vocabulary</b>	create, describe, observe, control, identify, explore, print, pattern, mixing	Observation, control, tone, media, light/ dark, pattern, shape, marks, features, viewfinder, frame, image, plan.	Particular effects, mixing, wet/dry techniques, backgrounds, context, mood, represent, bushes	Observation, control, tone, media, light/ dark, pattern, shape, positioning, marks, features, viewfinder, frame, image, plan, techniques.	Particular effects, mixing, warm/cool colours, express, hues, texture, observed, remembered, primary/secondary colours, specific, represent, appropriate	Observation, tone, intricate pattern, shape, techniques, perspectives, source material, composition, grades, dexterity, third dimension, Control, media, scale, adapt, sketching, hatching, improve, adapt.	Composition, Research, analysis, Particular effects, mixing, warm/cool colours, express, hues, textures, tone, observed, emotion, primary/secondary colours, specific, represent, appropriate, natural/ manmade
<b>Cultural Capital</b>	Use of books to explore Arts around the world	Tate Online Challenges	Pottery Café visit	Van Gogh Museum, Amsterdam app with virtual tour	Celebration theme- borifire/ Diwali/ christmas	Drawing workshops	Celebration theme- borifire/ Diwali/ christmas
<b>Summer Term</b>							
		Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
<b>Theme</b>	To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)	3D work skills  Suggested Architects: Norman Foster, Denise Scott Brown, Robert Venturi Suggested media: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists: Moore, African, Native American, Hopper, Arp, Newson, Gable, Calder, Segal, Leach, Kinetic, recycled found object sculptures, Egyptian Artists, Christo, Frank, Bala, Andrej	Textiles  Suggested media: fabric dye/print, batik, threads, decorations, tie dye Possible Artists: Ashley, Fassett, African/Indian, Adre.	3D work skills  Suggested Architects: Norman Foster, Denise Scott Brown, Robert Venturi Suggested media: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists: Moore, African, Native American, Hopper, Arp, Newson, Gable, Calder, Segal, Leach, Kinetic, recycled found object sculptures, Egyptian Artists, Christo, Frank, Bala, Andrej	Textiles  Suggested media: fabric dye/print, batik, threads, decorations, tie dye Possible Artists: Ashley, Fassett, African/Indian, Adre.	3D work skills  Suggested Architects: Norman Foster, Denise Scott Brown, Robert Venturi Suggested media: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists: Moore, African, Native American, Hopper, Arp, Newson, Gable, Calder, Segal, Leach, Kinetic, recycled found object sculptures, Egyptian Artists, Christo, Frank, Bala, Andrej	Textiles  Suggested media: fabric dye/print, batik, threads, decorations, tie dye Possible Artists: Ashley, Fassett, African/Indian, Adre.
<b>Objective</b>	Selects appropriate resources and adapts work where necessary. (Su1) To know the different uses and purposes of a range of media and materials. (Su1) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)	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.	To use a range of materials creatively to design and make products.	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].	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].	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].	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].
<b>Coverage</b>	To identify different forms of sculpture (Suggested Architects), describing the differences and similarities between different practices and disciplines to make links to their own work. To explore modelling in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features. To feel, recognise and control surface experimenting with basic tools on soft/clay materials (e.g. playdough/salt dough) To respond to sculptures and craft artists to develop and share their ideas, experiences and imagination through adapting and making their own designs. To use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care. To explore different ways of finishing work e.g. paint/ pva glue/gloss.	To explore a range of materials and discuss what materials products are made from. To design purposeful, functional, appealing products for themselves and other users based on design criteria. To begin to measure, mark out, cut and shape materials and components identified in their design. To use the knowledge, understanding and skills to assemble, join and combine materials and components to create their design. To evaluate their ideas and products against design criteria.	To observe the work of sculptors and architects to build understanding and discuss this with others. To explore joining methods to join materials adequately to improve their mastery of art and design techniques. To plan and develop ideas and making informed choices in media to create a 3D model. To construct and adapt their model using their design criteria. To demonstrate using tools safely to develop surface patterns/ textures and use them when appropriate. To explore different ways of finishing work with some decorative detail e.g. paint/ pva glue/gloss.	To explore and evaluate a range of existing products and discuss their functional properties. To study 3D work and techniques from a variety of architects. To use research and design criteria to design purposeful, functional, aesthetically appealing products for themselves and other users. To measure, mark out, cut and shape materials and components identified in their design with some accuracy. To use the knowledge, understanding and skills to assemble, join and combine materials and components to create their design with some accuracy. To evaluate their ideas and products against design criteria and consider the views of others to improve their work.	To explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. To use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design strategies. To make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings to improve their mastery of art and design techniques. To use different ways of finishing work to a high standard based on their design criteria: glaze, paint, polish.	To explore and evaluate a range of existing products based on their functional properties and aesthetics qualities To explore methods to join materials accurately using permanent joining techniques. To use research and design criteria to design purposeful, functional, aesthetically appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To measure and mark out, cut and shape materials and components accurately as identified in their design. To use the knowledge, understanding and skills to assemble, join and combine materials and components to create their design to achieve a quality product making modifications as they go along. To evaluate their products identifying strengths and areas for development, and carrying out appropriate tests, suggesting how their product could be improved.	
<b>Progression</b>	Drawing/Painting EYFS	KS1 3D work skills	KS1 Textiles	LKS2 3D work skills	LKS2 Textiles	LKS2 3D work skills	LKS2 Textiles
<b>Vocabulary</b>	create, describe, observe, control, identify, explore, print, pattern, mixing	Sculpture, identify, explore, experiment, malleable, functional, smoothing, joining, finishing	Printing, fabric, texture, colour, pattern, techniques	Identify, explore, observe, demonstrate, plan and develop, 3D model, construct, adapt, design criteria, surface pattern, texture, decorative.	Printing, texture, pattern, layering, effect, research, techniques, colour, materials	Identify, explore, observe, demonstrate, experimentation, plan and develop, stimuli 3D model, construct, adapt, design criteria, surface pattern, texture, decorative.	Printing, texture, pattern, layering, overlaying, simplifying, effect, research, techniques, colour, materials, evaluate, relief impressed (methods), adapt, annotate.
<b>Cultural Capital</b>	Art study from a variety of cultures	Local sculptor visitor/ talk (Yorkshire Sculpture Park)	Global Textiles Project	Local Artist Visit	Global Textiles Project	Yorkshire Sculpture Park Trip	Global Textiles Project