



Art Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|--|---|---|--|
| Nursery | Process Art Self Portraits | Seasonal crafts A craft for each season, including Easter and Christmas | Observational drawings - chicks and flowers Using clay | Seasonal crafts A craft for each season, including Easter and Christmas | Mark making Self Portraits | Collective artwork (group projects) Outdoor Artwork |
| Reception | Drawing: <u>Marvellous marks</u> Children will explore mark making through different drawing materials. Children will begin to draw from observation using faces and self-portraits as a stimulus. | | Painting and mixed media: <u>Paint my world</u> Children will explore paint and painting techniques through nature, music and collaborative work. Children will explore creativity through child-led exploration of mixed-media, making collages and transient art. | | Sculpture and 3D: <u>Creation Station</u> Children will explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. | Craft and design: <u>Let's get crafty</u> Children will develop cutting, threading, joining and folding skills through fun, creative craft projects. |
| | <p>By the end of Foundation Stage children will fulfill the Early Learning Goals : Creating with Materials- Children at the expected level of development will: - 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.</p> | | | | | |
| Year 1 | Drawing: <u>Make your mark</u> Children will explore mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. They will describe and compare features of their own work and others artwork. | | Painting and mixed media: <u>Colour splash</u> Children will begin to explore colour mixing as well as selecting colours, shapes and materials to suit ideas and purposes. Children will identify similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. | | Sculpture and 3D: <u>Paper play</u> Children will explore how to join and fix materials in place. They will create 3D forms to make things from their imagination or recreate things they have seen, selecting colours, shapes and materials to suit ideas and purposes. Children will develop skills such as measuring materials, cutting, and adding decoration. | Craft and design: <u>Woven Wonders</u> Children will explore their own ideas using a range of media. They will begin to develop skills such as measuring materials, cutting, and adding decoration. |

| | | | | | | |
|----------------------|--|--|--|--|---|---|
| <p>Year 2</p> | <p>Drawing: <u>Tell a story</u></p> <p>Children will experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grades to show form; drawing light/dark lines, patterns and shapes. They will begin to talk about how they could improve their own work.</p> | | <p>Painting and mixed media: <u>Life in colour</u></p> <p>Children will begin to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. They will create a range of secondary colours by using different amounts of each starting colour or adding water. Children will make choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</p> | | <p>Sculpture and 3D: <u>Clay houses</u></p> <p>Children will develop an understanding of sculpture to construct and model simple forms. They will practice using their hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. They will develop basic skills for shaping and joining clay, including exploring surface texture.</p> | <p>Craft and design: <u>Map it out</u></p> <p>Children will respond to a simple design brief with a range of ideas. They will apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. They will follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> |
| <p>Year 3</p> | <p>Drawing: <u>Growing Artists</u></p> <p>Children will practice drawing with expression and begin to experiment with gestural and quick sketching. They will develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> | | <p>Painting and mixed media: <u>Prehistoric painting</u></p> <p>Children will use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task. They will practise mixing colours with greater accuracy and beginning to consider how colours can be used expressively. They will use mixed media techniques to make different surfaces for painting and drawing.</p> | | <p>Sculpture and 3D: <u>Abstract shape</u></p> <p>Children will practice trying different ways to make card shapes three dimensional and make a structure that holds its 3D shape. Children will discuss the difference between 2D and 3D art, identifying familiar 2D shapes in photographs. Children will draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</p> | <p>Craft and design: <u>Ancient Egyptian scrolls</u></p> <p>Children will draw with expression and begin to experiment with gestural and quick sketching. They will develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. They will use mixed media techniques to make different surfaces for painting and drawing as well as investigating the history of a craft technique and sharing that knowledge in a personal way.</p> |

| | | | | | | |
|----------------------|---|--|---|--|---|--|
| <p>Year 4</p> | <p>Drawing: <u>Power Prints</u> Children will use their growing knowledge of different drawing materials, combining media for effect. They will practice demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> | | <p>Painting and mixed media: <u>Light & Dark</u> Children will practice developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. They will use subject vocabulary confidently to describe and compare creative works.</p> | | <p>Sculpture and 3D: <u>Mega Materials</u> Children will explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. They will be able to make choices about materials and techniques used to work in 3D.</p> | <p>Craft and design: <u>Fabric of nature</u> Children will apply their observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. They will use their growing knowledge of different drawing materials, combining media for effect. They will demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> |
| <p>Year 5</p> | <p>Drawing: <u>I need space</u> Children will use a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. They will design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> | | <p>Painting and mixed media: <u>Portraits</u> Children will apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. They will explore how collage can extend original ideas. Combining a wider range of media, e.g. photography and digital art effects.</p> | | <p>Sculpture and 3D: <u>Interactive installation</u> Children will combine a wider range of media, e.g. photography and digital art effects. They will investigate how scale, display location and interactive elements impact 3D art. They will plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Children will design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> | <p>Craft and design: <u>Architecture</u> Children will use a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Children will research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> |
| <p>Year 6</p> | <p>Drawing: <u>Making my voice heard</u> Children will push the boundaries of mark-making to explore</p> | | <p>Painting and mixed media: <u>Artist study</u> Children will describe, interpret and evaluate</p> | | <p>Sculpture and 3D: <u>Making memories</u> Children will discuss the work of artists that appreciate different</p> | <p>Craft and design: <u>Photo opportunities</u> Children will describe, interpret and evaluate the work, ideas and</p> |

| | | | | | | |
|--|--|--|---|--|---|---|
| | <p>new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. They will analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>They will develop personal, imaginative responses to a design brief, using sketchbooks and independent research and justify their choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p> | | <p>the work, ideas and processes used by artists across a variety of disciplines, and describe how the cultural and historical context may have influenced their creative work. They will give reasoned evaluations of their own and other's work which takes account of context and intention. They will independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | | <p>artistic styles.</p> <p>They will create a sculpture to express themselves in a literal or symbolic way and reflect verbally or in writing about Children will discuss ways to represent memories through imagery, shapes and colours and draw a composition of shapes developed from initial ideas to form a plan for a sculpture. They will translate plans to a 3D sculpture.</p> | <p>processes used by artists across a variety of disciplines, and describe how the cultural and historical context may have influenced their creative work. They will give reasoned evaluations of their own and other's work which takes account of context and intention. They will independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
|--|--|--|---|--|---|---|

*Topics in art may be moved within each year group to a different term in line with class topics taught.