



Long Term Plan – Art & Design

	KS1		KS2			
National Curriculum objectives	<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. 		<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. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Experiment with a variety of media on different surfaces; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with a range of media.</p> <p>Patterns around us and on animals (Paws, claws Aut 1)</p> <p>Fireworks patterns (Aut 2)</p> <p>Investigate various textures and patterns from observation, imagination and illustration (by describing, naming, rubbing and copying).</p> <p>Patterns around us and on animals (Paws, claws Aut 1)</p> <p>Fireworks patterns (Aut 2)</p> <p>Drawing using 2D geometric shapes.</p> <p>Rockets (Space Spr)</p> <p>London landmarks (Big lights, Big City Sum 1)</p> <p>Beatriz Milhases circles (Rio Sum 2)</p> <p>Observe and draw nature objects. Science link observational drawings of Autumn leaves (Aut 1) and parts of a plant (Sum 1)</p>	<p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Sea scape</p> <p>Use a sketchbook to record media exploration as well as to plan and develop simple ideas. Dragon eye</p> <p>Continue to investigate textures and produce an expanding range to patterns. Indian patterns</p> <p>Develop observational drawing. Seaside objects (shells, starfish, bucket, spade...)</p> <p>Drawing using 2D geometric shapes. Maths art</p> <p>Observe and draw facial features. Self portraits</p> <p>Use drawing to help with planning and writing a story. English story writing</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns, shapes using different grades of pencils (HB, 2B, 4B) and charcoal. introduce positive and negative shape. Pyramid drawing</p> <p>Use sketchbooks record media exploration as well as plan ideas, colours and collect source material for future works. Austin’s butterfly project</p> <p>All art planning for units of work</p> <p>Develop intricate patterns/ marks with a variety of media. Sketch book</p> <p>Develop still life (observational) drawing skills. Draw pyramid from observation</p> <p>Begin to indicate facial expressions in drawings. Comic illustrations (think about how wearing masks has affected facial communication and expression). Drawing cartoon characters on the theme of heroes</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone, texture and line. Attempt to show effects of light in a drawing (shade and shadow).</p> <p>Use sketchbooks record media exploration as well as plan ideas, colours and collect source material for future works.</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Develop further drawings featuring the third dimension and perspective. Mountain scape</p> <p>Observe and produce accurate portraits.</p> <p>Still Life drawing. Mother’s Day Card (Vase of flowers in water colour)</p> <p>Use drawing to help with planning and writing a story. English story writing</p>	<p>Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading, hatching within their own work. Include shade and shadow. Still life</p> <p>Use sketchbooks record media exploration as well as plan ideas, colours and collect source material for future works.</p> <p>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 paintings.</p> <p>Begin looking at the scale and proportions of the human body. Di Vinci</p> <p>Use drawing to help with planning and writing a story. English story writing</p>	<p>Work in a sustained and independent way to develop their own style of drawing through the development of: line, tone, pattern, texture. Observe what works well in their work and why. Annotate work in sketchbook. Still life</p> <p>Develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p> <p>Observe and produce increasingly accurate drawings of people.</p> <p>Use drawing to help with planning and writing a story. English story writing</p>



	<p>Observe anatomy (face and limbs). Self-portrait paintings (Aut 1) Draw around and label body (Spr 1 Science/ PSHE)</p> <p>Use drawing to tell a story. English story recall Comic strip (Superheroes)</p>		<p>Use drawing to help with planning and writing a story. English T4W</p>			
Painting	<p>Experiment with different brush sizes, sponges and hands. Begin to show control over the types of marks made.</p> <p>Explore techniques such as lightening and darkening paint. Self-portrait paintings (Aut 1)</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Create an art piece inspired by music. Space – The Planets (spring 1) <i>Twinkling stars the music of David Phillips</i></p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Make as many tones as possible using white and black (record in sketch book).</p> <p>Be able to mix all the secondary colours using primary colours confidently. Sea scene</p>	<p>Use a single brush to show how you can make thin and thick lines (record in sketch book). Pointillism</p> <p>Begin creating different effects and textures with paint (record in sketch book). Pointillism</p> <p>Understand how to create a background using a wash. Mother's day cards</p> <p>Experiment with the colour wheel. Encourage children to mix the colours themselves (record in sketch book). Pointillism</p> <p>Experiment with creating mood with colour. Mother's Day cards</p>	<p>Start to develop a painting from a drawing showing confident control of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</p> <p>Use sketch book to annotate artists work and style and prepare own ideas. Express likes and dislikes through annotations</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Work in the style of a selected artist (not copying). Use sketch book to annotate artists work and style and prepare own ideas.</p> <p>Keep notes which consider how a piece of work may be developed further.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Work in the style of a selected artist (not copying). Use sketch book to annotate artists work and style and prepare own ideas.</p> <p>Keep notes which consider how a piece of work may be developed further.</p>
Sculpture	<p>Play dough or salt dough Experiment in a variety of malleable media in a variety of ways including rolling, pinching and kneading. Food (Tiger came to Tea Paws, claws Aut 1)</p> <p>Shape and model materials for a purpose (pots, tiles). Impress and apply simple decoration techniques, including painting.</p> <p>Use recycled, natural and manmade materials to</p>	<p>Clay and modroc</p> <p>Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form. Dragons eye</p> <p>Explore carving as a form of 3D art. Ephemeral art Goldsworthy – pipe cleaners</p> <p>Use recycled, natural and manmade materials to create sculptures,</p>	<p>Clay and modroc</p> <p>Explore clay techniques such as pinch, slab and coil. Learn to join two parts successfully (slip). Ancient Egyptian amulets</p> <p>Decorate by producing more intricate surface patterns/ textures. Continue to explore carving as a form of 3D art. Ancient Egyptian amulets</p> <p>Use a sketchbook to plan, collect and develop ideas.</p>	<p>Clay on armature</p> <p>Decorate, coil, and produce marquettes confidently when necessarily. Try modelling over an armature (wire sculpture) https://www.youtube.com/watch?v=2qD-kVfRB2E&list=UUj7YYDG9R3oAII1FnxFwxA&index=21&t=0s&app=desktop</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p>	<p>Modroc on armature</p> <p>Gain experience in modelling over an armature and newspaper frame for modroc. https://www.youtube.com/watch?v=O_f-2Qm-aSQ</p> <p>https://younganimatorsclub.com/stop-motion-animation-puppet-armatures/</p> <p>Use sketch book to record ideas as well as to adapt and improve original work. Make annotations and explain why.</p>	<p>Own style</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop own style of work showing a combination of skills. Work around armatures or over constructed foundations.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p>



	<p>create sculptures and begin thinking about joining. Alien sculptures (Space Spr 1) Rockets (Space Spr 1)</p> <p>Use tools and equipment safely and in the correct way. Alien sculptures (Space Spring 1)</p>	<p>confidently and successfully joining.</p> <p>Use a sketchbook to plan, collect and develop ideas. Dragons eye sketches and ideas</p>	<p>Use language appropriate to skill and technique. Ancient Egyptian amulets</p>	<p>Use sketch book to record ideas as wells as to adapt and improve original work. Make annotations and explain why.</p> <p>Use language appropriate to skill and technique.</p> <p>Use sketch book to look at and annotate the works of a sculpture artist.</p>	<p>Use language appropriate to skill and technique.</p> <p>Use sketch book to look at and annotate the works of a sculpture artist.</p>	<p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>
<p>Printing</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience relief and impress printing (design raised on surface of block and printing from objects).</p> <p>Use printmaking to create a repeating pattern.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Animal patterns (Paws, claws Aut 1 and Rio Sum 2) Buildings surfaces (Big lights, Big city Sum 1)</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge (record in sketch book) sea scene</p> <p>Explore mono - printing. Chocolate bar wrapper design https://www.youtube.com/watch?v=xOMWjWLAypQ https://www.youtube.com/watch?v=2eMakkwNk5U</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Continue to explore both mono- printing and relief printing. Demonstrate experience in 3 colour printing. Record in sketch books. Golden Thread. Summer</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece. Experiment with printing motifs and colour.</p>	<p>Increase awareness of mono and relief printing. Expand experience in 3 colour printing. Record in sketch books.</p> <p>Demonstrate experience in fabric printing.</p> <p>Experience combining prints taken from different objects to produce an end piece. Create repeating patterns.</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media. Use sketch book to look at and annotate the works of a print artist.</p>	<p>Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Develop their own style using tonal contrast and mixed media. Adapt their work according to their views and describe how they might develop it further. Record in sketch book. Use sketch book to look at and annotate the works of a print artist.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texture/Textiles</p>	<p>Begin to identify different textures.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Rousseau camouflaged tiger (paws, claws)</p> <p>Use cut and torn papers and other materials to make simple patterns and images.</p>	<p>Begin to identify different textures.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Demonstrate experience in looking at patterns and textures from other countries. India</p> <p>Recognise that materials look and feel different, choosing the most suitable materials for an effect. Mix paper and other materials with different textures and appearances. Seaside collage Dioramas habitats</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p>	<p>Show an awareness and name a range of different fabrics and textures.</p> <p>Use a variety of techniques* to create a collage (think about textures used). Summer Golden Thread</p> <p>Gain experience in applying colour by making dyes using natural materials. i.e. onion skins, tea, coffee.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Science?</p> <p>*Tearing paper, cutting shapes, scrunching up.</p>	<p>Plan a collage design in a sketchbook and execute it. Introduce the idea of composition (move objects in collage around).</p> <p>Explore tie dye Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned).</p> <p>Continue to experiment applying colour with printing, tie dye. Create and use dyes.</p> <p>Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use a variety of techniques to create a collage. Use collage to explore wider art themes.</p> <p>Explore resist paste and batik.</p> <p>Produce two colour tie dye.</p> <p>Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>Use language appropriate to skill and technique.</p>	<p>Batik jumper or bag</p> <p>Create a collage and experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Design, plan and decorate a fabric piece. Adapt their work according to their views and describe how they might develop it further using glue batik. Annotate work in sketchbook End of year jumper design or a material shoulder bag</p> <p>https://www.youtube.com/watch?v=w7DTMJoc8uw https://www.youtube.com/watch?v=C4MBRZIQxXI https://www.youtube.com/watch?v=zjbW9GC14cQ</p> <p>Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>Use language appropriate to skill and technique.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Art</p>	<p>Take a self-portrait or a photograph. Use a simple computer paint program to create a picture</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it. Dragon eye</p> <p>Observational drawing</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce art work. Computing-Photo story Summer Golden Thread Have opportunity to explore modern and traditional artists using ICT and other resources</p>	<p>Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint Have opportunity to explore modern and traditional artists using ICT and other resources</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Have opportunity to explore modern and traditional artists using ICT and other resources.</p>	<p>Compose a photo with thought for textural qualities, light and shade. Combine a selection of images using digital technology considering colour, size and rotation. Create fun and inspirational art using photography, photomontage and drawing methods. Represent memories and experiences of their time at school Have opportunity to explore modern and</p>



						traditional artists using ICT and other resources.
Artists	Rousseau Romero Britto John Piper	Edvard Munch Andy Warhol Antoni Gaudi Andy Goldsworthy	George Seurat- pointillism -primary colours, secondary colours Dan Pyle- charcoal	Paul Cezanne- watercolours Revisit - Antoni Gaudí M.C. Escher	Holbein- Tudors Joseph Cornell	George Seurat- pointillism -primary colours, secondary colours, tertiary colours & shading Monet-watercolours Da Vinci-sketching faces
Vocabulary	Primary colours Secondary colours Tints Tones Collage Texture Sculpture Moulding	Textures Rubbings Weaving Pattern Ceramics Tones Cultural	Shading Line Brush strokes Tints Moulding Carving Cultural	3D forms Mediums Line Form Mood board Geometric Sketching Shading Light	Dark / light Sculptural Observation Key Features Charcoal Templates Illustrator Prehistoric	Perspective Abstract Interpretations Digital Media Influences Styles Palette Watercolour