

Art Long Term Plan 2023-2024

rubbings

-Cut own shapes and create own

prints

CEEP -					
Early Years Foundation Stage			Nu		
				ears old)	
	EYFS Development M	atters and ELG's:		lay, using an object to represent	-Explore, use and r
			_	ough they are not similar.	
Creating with Materials:				es using small world equipment like	-Return to and bu
-Safely use and explore a variety of materials, tools and techniques,				and dolls houses, etc.	develo
	erimenting with colour, desigr			ex 'small worlds' with blocks and	- Create collab
	are their creations, explaining			with different buildings and a park.	-Listen attentively
-Make use	of props and materials when	role playing characters in narratives	-Explore different materials freely,	to develop their ideas about how to	
	and stor	ies.	use them and	d what to make.	-Watch and talk ab
			-Develop their own ideas and the	en decide which materials to use to	
	Being Imaginative a	and Expressive	expre	ss them.	-Sing in a group or o
-Invent, ada	pt and recount narratives and	stories with peers and their teacher.	-Join different materials ar	nd explore different textures.	
	-Sing a range of well-known n	ursery rhymes and songs.	-Create closed shapes with conti	nuous lines, and begin to use these	-Deve
-Perfo	rm songs, rhymes, poems and	stories with others, and (when	shapes to rep	present objects.	Explore and engage
	appropriate) try to move	in time with music.	-Draw with increasing complexity a	nd detail, such as representing a face	
			with a circle and	d including details.	
	Fine Motor	Skills:		as like movement or loud noises.	
-1	Hold a pencil effectively in pre	paration for fluent writing.	•	rawings and paintings, like happiness,	
	– Use the tripod grip ir			, fear, etc.	
-Use a ra		cissors, paint brushes and cutlery.		and colour-mixing.	
	-Begin to show accuracy ar		-	ed attention to sounds.	
				ard, expressing their thoughts and	
				lings.	
				l sing entire songs.	
				y another person ('pitch match').	
				melody, such as up and down, down	
				amiliar songs.	
			. ,	0	
				ovise a song around one they know.	
			Play instruments with increasing o	control to express feelings and ideas.	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Group					
Year 1	DT	Drawing- Spiral	DT	Painting- Printing	DT
		Skills:		Skills:	
		-Use whole body to create		-Children to use their bodies to	
		movement and create large scale		create prints	
		spiral drawings		-Explore simple prints using found	
		-Draw on different surfaces from		materials, such as	
		observations.		-Explore the environment and take	

observations. -Develop fine motor skills and

create small scale spiral drawings,

with precision.

Reception

d refine a variety of artistic effects to express their ideas and feelings.

build on their previous learning, refining ideas and eloping their ability to represent them.

aboratively, sharing ideas, resources and skills.

ely, move to and talk about music, expressing their feelings and responses.

about dance and performance art, expressing their feelings and responses.

r on their own, increasingly matching the pitch and following the melody.

velop storylines in their pretend play.

ge in music making and dance, performing solo or in groups.

1	Summer 2
	Sculpture- 3D Creativity Medals
	Skills:
	-Know when things are made in 3
	dimensions, they are called
	sculptures
	-Use imagination to generate
	creativity and exploration
	-Reflect upon finished result,
	describe what they like/could
	improve on next time

-Draw a continuous line for a prolonged period of time -Make marks with different tools (pencil, writing pen, chalk, paint) -Identify primary and secondary colours. -Make decisions about their own art work (choosing colours) and expressing why. -Discuss likes/dislikes. -Introduction to sketch books. -Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk. -Begin to control the types of marks made with the range of media. -Draw on different surfaces with the range of media. -Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light and dark. Artist: **Key Artist: Molly Haslund**

Key vocabulary:

-Spiral -Line -Pattern

Tools: -Chalk -Handwriting pens -Pastels -Crayons -Felt tips -Pencils

<mark>Links:</mark>

-Maths: Exploring shapes and symmetry -PSHE: Peer discussion, collaboration, discusses likes/dislikes

-Make a repeated pattern, using print -Use sketchbook to collect my prints and try new ideas -Use rollers to create a print -Experiment with paint media using a range of tools e.g. different brush sizes, hands, feet, rollers and pads etc. -Explore different techniques such as lightning and darkening paint with and without using black or white. -Begin to control the types of marks made. -Paint on different surfaces with a range of media. -Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.

Artist:

Key Artist: Andy Warhol William Morris, Paul Klee

Key vocabulary:

-Rubbing -Texture -Print -Repeated pattern

Tools:

-Ready mixed paint -Collected natural resources to print (shells, leaves, twigs) -Printing foam -Crayons -Printed rolling pins -Playdough cutters (different shapes)

Links:

-Science: Seasonal change. -Forest school: Exploring outdoors. -PSHE: peer discussion -Manipulate materials to create own sculpture 'creativity medals' -To bend, fold, cut and fasten materials by exploration -Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. -Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. -Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. -Impress and apply simple decoration techniques, including painting.

-Use tools and equipment safely and in the correct way.

Artist:

Key Artist: Michelle Reader Faith Bebbington

Key vocabulary:

artists who made the "Interactive Cloud -Sculpture -Sculptor -Shape -Invent -Recycle

Tools:

-Coloured paper/card -Junk modelling materials (cereal boxes, cardboard, felt cut offs, bottle tops, pom poms, ribbons) -Glue, scissors -Tape

Links:

-Geography: Eco-Warriors link, caring for the environment -Science: Uses language to support understanding of properties and manipulation of materials. -PSHE: Collaboration, responsibility to the planet.

		Examples:		Examples:	
Year 2	DT	Drawing- Explore and Draw	Painting- Emotive	DT	Sculpture-Stic
		Skills:	Skill:		Skill:
		Skills: -Observe materials in the environment and collect materials that inspire children to create their own artwork -Understand that materials found can be used to draw from, using close observational looking -Take creative risks, through trial and error -Explore composition by arranging things that have been collected -Create work at different scales (small in sketchbook, large using outdoor materials) -Continue to investigate tone (light and dark) using a pencil using a variety of drawing techniques (e.g. hatching, scribbling, stippling) -Draw lines/marks from observations. -Demonstrate control over types of marks using a range of media (pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk) -Understand tone through the use of different grades of pencils (HB, 2H, 4B) Artist: Key Artist: Alice Fox Rosie James Key vocabulary: -Observation -Trial and error -Precision -Composition -Scales	Skill: -Explore different painting techniques: action painting, flicking, splatter. -Share opinions to the work of other artists -Use sketchbooks to explore different marks/brush strokes inspired by artists -Recognise primary colours and experiment with colour mixing -Use tools to manipulate paintwork (fountain pens, cocktail sticks, toothbrush, paperclip) -Be imaginative and select colours that are linked to feelings and why. -Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media and adding textures etc. -Use different techniques such as lightning and darkening paint with and without using black or white and build confidence in mixing shades and tones. -Understand the colour wheel and colour spectrums and be able to mix all secondary colours using primary colours. -Use a suitable brush to produce marks appropriate to work e.g. small brush for small marks. Key Artist: Winston Branch Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne		Skill: -Use a familiar obje imagination to the what it might be- Use a sketchbook if and test id -Continue to de construction techne as cutting, tying all -Use a variety of me transform an object form and coll -Cut materials with tools and fasten the construct a 3D se -Use equipment are with increasing coll -Use clay, modrown malleable material an imaginary or real e.g. clay pot, figure etc -Explore carving all 3D art Artist: Key Artist: Susant Chris Kent -Sticks -Different soft matt wool, pom pom -Glue Links: -Science: Animalse humanse
					- PSHE : Collabora Discussion, Ethni

	Examples:
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pject and use think about become to generate deas develop iniques, such and sticking materials to ect, including colour with simple together to sculpture and media confidence. oc or other ial to create ealistic form – re, structure	
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i nna Bauer nny	
: s aterials (felt, ms, foam) e	
ls including ns ation, Peer	
nic Identity.	

		Tools:	Tools:		Key vocabulary:	
		-White wax crayons	-Ready mixed paint		-Sculpture	
		-Ready mixed paint	-Paper		-Form	
		-Paper	-Tools to manipulate paint		-Structure	
		-Charcoal	(fountain pens, cocktail sticks,			
			toothbrush, paperclip)		Examples:	
		Links:	Links:			
		-Geography: Exploring natural	PSHE: Keeping myself safe,		A Ph A	
		materials.	exploring emotions and regulating			
		-Science: Identifying natural	feelings safely.			
		materials and habitats.	Fuenales		, ,	
			Examples:			
		-PSHE: Peer discussion,				
		Collaboration.				
		-Forest school: Building Habitats.				
		Examples:				
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			A STATE OF A			
Year 3	Drawing: Charcoal	DT	Painting: Cloth, Thread, Paint	DT	Sculpture: Making Animated	DT
	Skills:		Skills:		3D Drawings	
	-Explore how artists use		-Experiment with mark making		Skills:	
	charcoal in their work.		using alternative tools.		-Name the tools and	
			-Explore painting over different		materials they have	
	-Discuss the marks		surfaces.		used	
	produced, and how I feel		-Transfer drawn marks into		-Experiment with a range of	
	about their work.		thread on fabric.		media e.g. overlapping,	
	- Experiment with various		-Continue developing colour		layering etc.	
	pencils when drawing from		mixing skills to create a wash.		-Talk about the work of other	
	observation and		-Explore how artists combine		animators.	
			media and use them in unusual		-Use sketchbook to gather	
	imagination.		ways to create art.		ideas and think about simple	
	-Continue developing skills		-Share opinions on work.		moving drawings.	
	in colour mixing.		-Use sketchbook effectively to		-Use observational skills to	
	- Explore how a range of		make visual notes, test/explore		look and source materials to	
	media can create colour		colour and mark making.		inspire own character and drawings	
			-Use thread/stitching techniques		drawings.	
	and show increasing control		to create textural marks, which reflect desired landscape.		-Use imagination and inspiration from other artists,	
	over the marks made to		-Mix a variety of colours and		to think about how the	
	create certain effects.		know which primary colours make		character might move.	
			secondary colours.		-Create a background.	

-Develop intricate patterns/marks with a variety of media.
-Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
-Begin to show some consideration in the choice of pencil grade chosen.

Artist:

Key Artist: Picasso Heather Hansen, Laura McKendry, Edgar Degas, Chauvet Cave inspired art

Key vocabulary:

-Pigment -Tint -Shade -Colour wheel -Contrast

Tools: - Sugar paper -Charcoal -White chalk (for contrasting) -Hairspray (to set work)

Links:

 Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal".
 Humanities: Stone Age.

Examples:



-Work confidently on a range of scales. -Use a range of brushes to demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickening paint creating textural effects etc. -Mix colour, shades and tones with increasing

Artist:

Key Artist: Alice Kettle Hannah Rae Tools: - Pencils -Fabric -Paint -Needles -Thread

Key vocabulary:

-Stitch -Mark Making -Free Motion Embroidery -Translucent



-Share moving du others. -Reflect and ar thoughts about ow and other -Use equipment a with confide -Learn to secure continue at a lat -Join two parts su

-Produce more surface patterns/ to use them when ap -Continue to explor a form of 3E -Use language app skill and tech

Artist:

Key Artist: Lucinda Lauren Child, Ste Andrew Fox, Lucino

> Tools: -Paper -Different ma -Split pin -Pencils -Paint -Colours -Paper cli -Kebab stic -Masking t -Paint

Links:

 -English: Bring char literature to
 -History: Industria figures.
 Science: Animals, body, habitats, r
 -Music & Drama drama to collabora out short narr

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through DrawingSkill:Skill:-Explore contemporary and modern artists and share opinions within the still life geneTake creat -Take creat -Develop-Use line, shape, colour and composition to develop-Talk about the meanings of objects as artists present themDevelop three -Construction objects as artists present themDevelop three -Developevocative and characterful imageryJake about the meanings of objects as artists present themUse aran modern artists and bhare opinions within the still life geneUse aran make explored otoms-Begin to understand that stories can be told through drawingsDorw from observation and think about how to use line, colour, shape, texture, form and composition to make artwork interestingUse make explored otoms-Drawings that are sequenced help viewers to respond to the storyExplore composition, foreground, background, and negative spaceBegin to objects a composition donegative spaceUse a variety of materials to test ideasUse skills to create still life art in many media: drawing, painting, collage, reliefDeco marks made and experiment with made mater						Key vocabulary: -Illustrator -Illustration -Animation Examples: Image: Ima	
through Drawing Skill:Skill:	Year 4	Drawing: Storytelling	DT	Painting: Exploring Still Life	DT	DT	Scul
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dimension and perspective.		dimension and perspective.					

Key vocabulary: -Illustrator -Illustration -Animation	
Examples:Image: Constraint of the second of the seco	
DT	Sculpture: Birds Nests
	Skill:-Take creative risks and experiment with materialsDevelop a resilience for challenge through trial and errorConstruct a 3D sculpture, using a range of materialsUse a range of drawing materials to make experimental drawings, based upon observationsUse materials, tools and ideas to explore line, shape, form, balance and structureBegin to show an awareness of objects having a third dimension and perspective-Decorate, coil, and produce

-Further develop drawing a range of tones, lines using a pencil.
-Begin to show awareness of representing texture through the choice of marks and lines made.

Artist:

Key Artist: Shaun Tan Laura Carlin

Tools:

-Soft B pencils -Handwriting pen -Coloured pencils -Oil/chalk pastels -Charcoal, graphite, ink, paints -Paper

Links:

English: Inspiration from class novel "The Great Chocoplot" innovate the story through art. History: Create your own sequenced story inspired by an event in history (The Vikings.) PSHE: Supports Collaboration, Peer Discussion.

Key vocabulary:

-Drawing -Portrait -Illustrator -Illustrations -Contrast -Tones -Shade

Artist:

Key Artist: David Hockney Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato, David Hockney

> Tools: -Paper -Paint -Pencils -Paint brushes

Links:

 Humanities: Inspired still life art from rainforests.
 Science: (Living things) Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).

Key vocabulary:

-Still life -Space -Shape -Colour -Tint -Shadow -Contemporary -Modern -Texture -Form -Composition -Foreground/Background

Examples:

Artist:

Key Artist: Marcus Coates

Tools: -A3 cartridge paper -Soft B and hard H pencils -Ink, graphite sticks, water soluble graphite -Wax crayons -Water colour -Construction Materials

Links:

-PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.

Key vocabulary:

-Texture -3D -Sculpture -Sculptor

Examples:







Examples:			
	Skill: -To know when artists work with fonts and layout it is called: Typography - Create own typography and combine it with other visual elements to make artwork about chosen themes. -Use previously taught drawing skills for purpose. For example, tone, pencil pressure, pattern, line work, composition. -Begin to show awareness of representing texture through the choice of marks and lines made -Begin to develop an awareness of composition, scale and proportion in their drawings. -Use drawing techniques to work from a variety of sources including	City Scapes Skill: -Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickening paint creating textural effects etc. -Mix and match colours to create atmosphere and light effects. -Mix colour, shades and tones with increasing confidence building on previous experience. -Start to develop their own style whilst using tonal contrast and mixed media. -Develop confidence in taking creative risks and reflect upon what worked and what to improve on next time. -Observe how artists work outside	
	observation, photographs and digital images. -Share thoughts on another artists work. -Can explore creativity and produce own letters, using drawing, cutting, collage. Artist: Key Artist: Salima Hashmi Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the placeShare responses to their work. <u>Artist:</u> Key Artist: Vincent Van Gogh Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	

Sculpture: Set Design Skill:

Show experience in combining pinch, slabbing and coiling to produce end pieces.
Develop understanding of different ways of finishing work: glaze, paint, polish
-Gain experience in model ling over

an armature: newspaper frame for modroc.

 -Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
 -Show increasing confidence to

carve a simple form. -Use language appropriate to skill and technique.

-Use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.

Artist:

Key Artist: Tim Yip Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson

		Tools:		Tools:	
		-Soft B pencils		-Paper	
		-Handwriting pens		-Graphite stick	
		-Cartridge paper, black sugar		-Soft B pencil	
		paper, assorted papers/cards		-Handwriting Pen	
		-Old maps or newspapers		-Pastels & Chalk	
		-Assorted small objects and plants		-String	
		-PVA glue		-Elastic bands	
		-Tape		-Glue	
		-Scissors			
				Links:	
		Links:		-Geography: Link your landscapes to	
		-Geography: Trade links, digital		chosen topic: America.	
		mapping, ordinance survey maps,		- Science: Earth and space.	
		detailed sketching of maps.		-Eco Warriors: Responsibility to the	
		-History: Create maps inspired by		planet.	
		ancient Egypt.		- PSHE : Collaboration, Peer	
		-PSHE: Collaboration, Peer		Discussion.	
		Discussion.		Key vocabulary:	
		Key vocabulary:		-Colour blocking	
		-Typography		-Wax	
		-Fonts		-Watercolour	
		-Layout		-Experimentation	
		-Composition		-Landscape	
		-Foreground/Background		-Washing	
		Examples:		Examples:	
Year 6	DT	Drawing: 2D to 3D Graphic	Painting: Exploring Identity	DT	Sculpture: Shadow Puppets
	וס	Designers and Food Packaging	Skill:		Skill:
		Skill:	-Demonstrate experience in a		-Model and develop work
		-Work in a sustained and	range of printmaking techniques.		through a combination of
		independent way to develop their	-Describe techniques and		pinch, slab, and coil.
		own style of drawing.	processes.		-Work around armatures or
		-This style may be through the	-Adapt their work according to		over constructed foundations.
		development of: line, tone,	their views and describe how they		
		pattern, texture.	might develop it further.		-Demonstrate experience in
					the understanding of different
			1	1	

	Tools:
	-Paper
	-Card
	-Construction Media
	-Mixed Media
	-Paint
	-Drawing Materials
	-Boxes
	Links:
	-English: Create set designs inspired
	by book (The Boy at the Back of the
	Class)
	Music & Drama: Link to projects in
	Music and Drama.
	PSHE: Collaboration, Peer
	Discussion.
	Key vocabulary:
	-Form
	-Structure
	-Materials
	-Balance
	-Scale
	-Interior
	-Exterior
	-Context
	-Context
	-Location
	Examples:
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-Draw for a sustained period of -Develop their own style using time over a number of sessions tonal contrast and mixed media. working on one piece. -That artists embrace the things -Use different techniques for which make them who they are: different purposes i.e. shading, their culture, background, hatching within their own work, experiences, passions – and use understanding which works well in their work and why. these in their work to help them -Develop their own style using create work which others can tonal contrast and mixed media. relate to. -Have opportunities to develop -Use techniques such as working further simple perspective in their work using a single focal point and with layers to help create imagery horizon. which reflects the complex nature -Develop an awareness of of identity. composition, scale and proportion -That as viewers we can then in their paintings. "read" imagery made by other Drawing can be used to transform people, unpicking imagery, line, a two dimensional surface, which shape, colour to help us can be manipulated to make a understand the experience of the three dimensional object. artist. Artist: -Work in a sustained and independent way to develop their Key Artist: Lubaina Himid own style of painting. Claire Harrup -Purposefully control the types of marks made and experiment with Tools: different effects and textures -Packaging: Cardboard food including blocking in colour, packaging, ink, brushes, washes, thickening paint creating textural effects etc. handwriting pens, sharpies, acrylic -Mix colour, shades and tones paint/poster paint mixed with PVA, with increasing confidence coloured paper, coloured crayons, building on previous experience. scissors, string, big needles, glue, -Understand what works well in tape, wires their work and why. Links: Artist: -English: Create characters inspired Key Artist: Jean-Michel Basquait by literature, Night Bus Hero. Njideka Akunyili Crosby, Yinka -Eco Warriors: Using recycled Shonibare, Thandiwe Muriu, Mike products. Barrett -PSHE: Collaboration, Peer Discussion.

ways of finishing v paint, poli -Demonstrate exp relief and freestar using a range o Recognise sculptu the environment: buildings -Confidently carv form. -Solve problems as -Use language app skill and tech

Artist:

Key Artist: Wayan Puppet Lotte Reiniger, Phillipp Otto Rur Dyrlaga, Thoma

Tools:

-Soft B pencils, ha pens (black/co -For the puppets and black card, colo paper, doilies, fak wire, feathers, acc paper fasteners/ wooden skewers, tape, large whit

Links:

-English: Use lite inspire narrative, Tower. -History: Create around area o -Science: Huma animals, light an -Music & Drama: or make a creativ to, existi productions/t

work: glaze, lish. perience in nding work of media. Iral forms in : Furniture, s. ve a simple s they occur. propriate to	
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t s Matisse, nge, Pippa as Witte	
andwriting bloured). S: Coloured loured tissue bric, string, cetate card, /split pins, S, PVA glue, ite sheet.	
erature to	
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a narrative	
of focus.	
an body,	
d shadow.	
Be Inspired,	
ve response ing	
themes.	

Key vocabulary:

-2D Drawing -3D Object -Packaging -Negative space -Grid method -Scaling up -Net -Typography -Graphic Design -Collage -Structure -Balance

Examples:



Tools:

-Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.

Links:

-History: Explore the identity of a figure the Mayons. -PSHE: Collaboration, Peer Discussion. -RE: Different Religions, Ethnic Identity.

Key vocabulary:

-Identity -Layer -Constructed -Portraiture -Layering -Digital Art -Physical -Similarities -Differences

Examples:



-PSHE: Responsibility to the planet, Collaboration, Peer Discussion. -RE: Different Religions, Ethnic Identity. Key vocabulary: -Paper cutting -Cut Outs -Shadow puppets -Performance -Narrative -Character Examples:

