








Art and Design Long Term Plan


	Autumn		Spring		Summer	
EYFS	Significant Artist: Wassily Kandinsky		Significant Artist: Paul Klee		Significant Artist: Andy Warhol	
	<p>Drawing</p> <ul style="list-style-type: none"> -Begin to hold a pencil correctly and use it to make marks. -Attempt to use other materials to make marks (crayons, felt tips etc) -Represent their ideas and feeling through art. -Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. 	<p>Painting</p> <ul style="list-style-type: none"> -Use a brush or other tool to make marks with paint. -Choose from a range of pre-mixed colours to create painted artworks. -Paint simple shapes and images that can be recognised or explained by the child. -Use large muscle movement to paint and make marks. 	<p>Collage</p> <ul style="list-style-type: none"> -Start to use scissors appropriately to cut into materials. -Use glue and tape to fix objects together, even if not always successful. (Wool, fabric, tissue paper, paint) -Apply materials to a variety of surfaces. 	<p>Sculpture</p> <ul style="list-style-type: none"> -Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. -Use mixed media to create simple 3-D sculptures. 	<p>Printing</p> <ul style="list-style-type: none"> -Use pre-made stamps & found objects to explore printmaking. -Notice and continue simple patterns (ABAB). 	<p>Multimedia</p> <ul style="list-style-type: none"> -Experiment using aspects of a computer art package. -Record visual images using an iPad. -Develop fine motor skills through the use of a mouse or iPad.
<p>Artists and artworks (Evaluation & analysis)</p> <ul style="list-style-type: none"> -Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. -Identify colour, objects and shapes in the artwork. -Discuss their own artwork using simple language. 						

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Year 1	Significant Artist: Van Gogh, Yayoi Kusama		Significant Artist: Joan Miro		Significant Artist: Mondrain	
	<p>Drawing</p> <ul style="list-style-type: none"> -Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them. -Use charcoal, coloured pencils and wax crayons to draw. -Make simple observational drawings. Draw to express emotion using mark making (e.g. angry happy). -Record their work. 	<p>Painting</p> <ul style="list-style-type: none"> -Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. -Mix primary colours to make secondary colours. -Use poster paints and watercolours on traditional surfaces. -Explore how colour can portray mood and emotion. -Paint from observation and imagination. -Use resist techniques (e.g. Wax crayons & wash). 	<p>Printing (Printing with found objects)</p> <ul style="list-style-type: none"> -Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. -Notice more complex patterns in nature and artworks, using this to create their own (AABAAB, ABCABC). 	<p>Sculpture (Freestanding card construction)</p> <ul style="list-style-type: none"> -Mould play dough or soft materials, making round and flat shapes and adding texture. -Use scissors and different fixing methods when creating 3-D objects. -Using mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. 	<p>Collage (Paper collage exploring composition and colour)</p> <ul style="list-style-type: none"> -Use appropriate materials to create a desired texture. -Using mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. 	<p>Multimedia (Digital Collage)</p> <ul style="list-style-type: none"> -Use simple IT programmes to explore digital painting. -Use shape tools to create a variety of shapes. -Control drawing tools to add lines.
<p>Artists and artworks (Evaluation & analysis)</p> <ul style="list-style-type: none"> -Look at and discuss a range of artworks by artists, craft people and designers across time, expressing a simple opinion about an artwork (no explanation) -Notice details and familiar objects/ shapes/ colours in an artwork including light and dark. -Make simple comparisons between artists and artworks. -Make some links between their work and an artwork. -Begin to comment on how an artist/designer has used colour, pattern and shapes. -Start to ask their own questions about an artwork. -Describe and discuss their own artworks, noting key details. 						

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Year 2	Significant Artist: Frida Kahlo		Significant Artist: Henri Matisse (Paper cut out series)		Significant Artist: Anthony Caro	
	<p>Drawing (A self portrait inspired by Frida Kahlo)</p> <ul style="list-style-type: none"> -Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them. -Use charcoal, coloured pencils and wax crayons to draw. -Make simple observational drawings. Draw to express emotion using mark making (e.g. angry happy). -Record their work -Drawing from observation 	<p>Printing (Monoprint)</p> <ul style="list-style-type: none"> -Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. -Experiment with a range of mono printing techniques. 	<p>Collage (Paper collage)</p> <ul style="list-style-type: none"> -Use appropriate materials to create a desired texture. -Using mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. -Use cutting skills to cut and shape to desired shape. 	<p>Painting (Exploring colour through Fauvist landscapes)</p> <ul style="list-style-type: none"> -Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. -Mix primary colours to make secondary colours. -Use poster paints and watercolours on traditional surfaces. -Explore how colour can portray mood and emotion. -Paint from observation and imagination. -Use resist techniques (e.g. Wax crayons & wash). 	<p>Sculpture (Exploring interior and exterior through architecture)</p> <ul style="list-style-type: none"> -Mould play dough or soft materials, making round and flat shapes and adding texture. -Use scissors and different fixing methods when creating 3-D objects. -Using mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. 	<p>Multimedia (Digital mixed media collage)</p> <ul style="list-style-type: none"> -Use simple IT programmes to explore digital painting. -Explore ideas using digital sources. E.g. internet, photography, film clips. -Use eraser, shape and fill tools.
<p>Artists and artworks (Evaluation & analysis)</p> <ul style="list-style-type: none"> -Look at and discuss a range of artworks by artists, craft people and designers across time, expressing a simple opinion about an artwork (no explanation) -Notice details and familiar objects/ shapes/ colours in an artwork including light and dark. -Make simple comparisons between artists and artworks. -Make some links between their work and an artwork. -Begin to comment on how an artist/designer has used colour, pattern and shapes. -Start to ask their own questions about an artwork. -Describe and discuss their own artworks, noting key details. 						

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Year 3	Significant Artist: Quentin Blake and Roald Dahl (Illustration)	Significant Artist: Joanne Wish		Significant Artist: Paul Cezanne		
	<p>Sculpture (Mod Roc figures)</p> <ul style="list-style-type: none"> -Mould carve and cut clay or other soft materials using appropriate tools. -Build 3-dimensional shapes from 2-dimensional materials (e.g. papier mache). 	<p>Collage (Exploring composition)</p> <ul style="list-style-type: none"> -Build texture and shape using collage to create relief. -Use a range of techniques to attach and fix shapes together. -Use collage (e.g. mosaic) to create images, patterns and backgrounds. 	<p>Painting (exploring textures)</p> <ul style="list-style-type: none"> -Use different brushes and marks to gain a desired effect (e.g. large brush for large area). -Mix shades and tints. -Mix with purpose and accuracy in increasing range of colours from primary and secondary colours. -Beginning to be able to match colours effectively to portray their subject or mimic an artist. -Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. -Use cold and warm colours. -Use more resist techniques (e.g. tape and ink). 	<p>Printing (Mono type print)</p> <ul style="list-style-type: none"> -Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). -Make and use simple stencils to print (e.g. using card or paper) using 2 colours. -Find and copy complex patterns from nature and architecture. 	<p>Drawing (Exploring light and dark)</p> <ul style="list-style-type: none"> -Hold a pencil and make marks with control. -Use sketching strokes to draw and add texture, movement and depth. -Use felt tips, chalk pastels and oil pastels to add colour to their drawings. -Shade, blend and add highlights to show dimension using a range of pencil grades. -Consider the placement and composition when drawing. -Make more detailed observational drawings, beginning to capture facial expression. -Record their work and add it to their sketchbook, annotating with simple analysis and evaluation. -Using sketchbook to practise techniques and skills. 	<p>Multimedia (Animate mark making)</p> <ul style="list-style-type: none"> -Use a range of IT programmes to explore digital painting. -Recoding visual information using ipad -Stop motion (Link to computing)
<p>Artists and artworks (Evaluation & analysis)</p> <ul style="list-style-type: none"> -Continue to develop their knowledge of artists and artwork, expressing an opinion about an artwork, expressing an opinion about an artwork, giving simple reasons why. -Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. -Make links between their work and the more of more than one artist. -Recognise when and where an artwork was created (timeline and map). -Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern). -Ask their own questions about artworks, developing them and sharing in class discussion. -Describe and discuss their own artworks, explaining choices with appropriate vocabulary. 						

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Year 4	Significant Artist: Henri Rousseau		Significant Artist: Alberto Giacometti		Significant Artist: Kurt Schwitters	
	<p>Printing (Dry point etch)</p> <ul style="list-style-type: none"> -Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). -Make and use simple stencils to print (e.g. using card or paper) using 2 colours. -Find and copy complex patterns from nature and architecture. 	<p>Sculpture (Papier Mache mask)</p> <ul style="list-style-type: none"> -Mould carve and cut clay or other soft materials using appropriate tools. -Build 3-dimensional shapes from 2-dimensional materials (e.g. papier mache). 	<p>Drawing (Exploring figurative forms)</p> <ul style="list-style-type: none"> -Hold a pencil and make marks with control. -Use sketching strokes to draw and add texture, movement and depth. -Use felt tips, chalk pastels and oil pastels to add colour to their drawings. -Shade, blend and add highlights to show dimension using a range of pencil grades. -Consider the placement and composition when drawing. -Make more detailed observational drawings, beginning to capture facial expression. -Record their work and add it to their sketchbook, annotating with simple analysis and evaluation. -Using sketchbook to practise techniques and skills. 	<p>Painting (Exploring painterly strokes)</p> <ul style="list-style-type: none"> -Use different brushes and marks to gain a desired effect (e.g. large brush for large area). -Mix shades and tints. -Mix with purpose and accuracy in increasing range of colours from primary and secondary colours. -Beginning to be able to match colours effectively to portray their subject or mimic an artist. -Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. -Use cold and warm colours. -Use more resist techniques (e.g. tape and ink). 	<p>Collage (Combining several techniques in a mixed media piece)</p> <ul style="list-style-type: none"> -Build texture and shape using collage to create relief. -Use a range of techniques to attach and fix shapes together. -Use collage (e.g. mosaic) to create images, patterns and backgrounds. 	<p>Multimedia (Create a photo montage)</p> <ul style="list-style-type: none"> -Use a range of IT programmes to explore digital painting. -Combine digital media with collage to create a photo montage. -Record and collect images. -Edit, select, cut out using computing tools.
<p>Artists and artworks (Evaluation & analysis)</p> <ul style="list-style-type: none"> -Continue to develop their knowledge of artists and artwork, expressing an opinion about an artwork, expressing an opinion about an artwork, giving simple reasons why. -Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. -Make links between their work and the more of more than one artist. -Recognise when and where an artwork was created (timeline and map). -Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern). -Ask their own questions about artworks, developing them and sharing in class discussion. -Describe and discuss their own artworks, explaining choices with appropriate vocabulary. 						

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Year 5	Significant Artist: Norman Foster (Architect)		Significant Artist: Cornelia Parker		Significant Artist: Richard Shilling	
	<p>Multimedia (Image manipulation through photo editing)</p> <p>-Being able to break down images into its lines, flat areas of colour and layers.</p> <p>-Create an abstract artwork using a graphics package.</p>	<p>Printing (Collagraph print)</p> <p>-Create relief prints (e.g. Lino, polystyrene or collagraph print)</p> <p>-Make increasingly complex stencils (e.g. screen printing) using then to print in multiple layers and colours.</p> <p>-Print onto a range of materials to explore texture and layers.</p> <p>-Use colour and print to create simple repeating and non-repeating patterns (e.g. wallpaper).</p>	<p>Drawing (Exploring composition within still life)</p> <p>-Draw with precision and control.</p> <p>-Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel).</p> <p>- Use appropriate software to draw and design digitally.</p> <p>-Create texture using a single medium.</p> <p>-Shade, blend and add highlights to describe light and dark, contrast and shadow.</p> <p>-Make increasingly accurate observational drawings, using formal elements.</p> <p>-Explore and begin to understand perspective.</p> <p>-Draw human bodies, showing movement and emotion.</p> <p>-Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of skills.</p>	<p>Painting (Exploration of water colour techniques)</p> <p>-Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for textures, sponges for mottled effect).</p> <p>-Mix with increasing purpose and accuracy in a wide range of colours.</p> <p>-Increasingly confident with matching colours effectively to portray their subject or mimic an artist,</p> <p>-Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</p> <p>-Paint on non-conventional surfaces.</p> <p>-Use mixed media to make collages including paint.</p> <p>-Explore the use of a limited colour palette and the effect of this.</p> <p>-Use resist techniques (e.g. batik, silk painting, making fluid and paint).</p>	<p>Sculpture (Land art)</p> <p>-Sculpt clay and other materials with precision, including joining clay parts.</p> <p>-Combine techniques and materials to create sculptures (e.g. wire or Modroc).</p> <p>-Work on a small scale with precision.</p> <p>-Work on a large scale, ensuring their work is balanced and secure.</p>	<p>Collage (Exploring abstract collage).</p> <p>-Work on a small scale with precision.</p> <p>-Work on a large scale, ensuring their work is balanced and secure.</p> <p>-Building texture and shape using a wide range of collage materials to create a desired effect</p>

Artists and artworks (Evaluation & analysis)

- Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion with increasing confidence, expressing an opinion about an artwork, support with reasons.
- Compare multiple artworks and recognise patterns and key concepts between art movements.
- Make clear links between their work and the work of others, noting specific influences and techniques.
- Explain how key artworks contribute to cultural development and historical events.
- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.
- Use a question matrix to develop an increasingly complex range of questions about the artwork they study.
- Describe and discuss with confidence their own artwork, justifying their choices with appropriate vocabulary.



	Autumn		Spring		Summer	
Year 6	Significant Artist: William Turner		Significant Artist: Ben Eine		Significant Artist: Anthony Gormley	
	<p>Drawing (Horizon and focal points)</p> <ul style="list-style-type: none"> -Draw with precision and control. -Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel). - Use appropriate software to draw and design digitally. -Create texture using a single medium. -Shade, blend and add highlights to describe light and dark, contrast and shadow. -Make increasingly accurate observational drawings, using formal elements. -Explore and begin to understand perspective. -Draw human bodies, showing movement and emotion. -Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of skills. 	<p>Collage/ Mixed media (Mixed media approach to land scape using gestural shapes and mono printing)</p> <ul style="list-style-type: none"> -Work on a small scale with precision. -Work on a large scale, ensuring their work is balanced and secure. -Building texture and shape using a wide range of collage materials to create a desired effect 	<p>Multimedia (Flip book animation)</p> <ul style="list-style-type: none"> -Explore flip book animation -Explore the power of language in art 	<p>Printing (Screen printing)</p> <ul style="list-style-type: none"> -Create relief prints (e.g. Lino, polystyrene or collagraph print) -Make increasingly complex stencils (e.g. screen printing) using then to print in multiple layers and colours. -Print onto a range of materials to explore texture and layers. -Use colour and print to create simple repeating and non-repeating patterns (e.g. wallpaper). 	<p>Sculpture (Casting and moulding)</p> <ul style="list-style-type: none"> -Sculpt clay and other materials with precision, including joining clay parts. -Combine techniques and materials to create sculptures (e.g. wire or Modroc). -Work on a small scale with precision. -Work on a large scale, ensuring their work is balanced and secure. 	<p>Painting (Urban landscapes)</p> <ul style="list-style-type: none"> -Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for textures, sponges for mottled effect). -Mix with increasing purpose and accuracy in a wide range of colours. -Increasingly confident with matching colours effectively to portray their subject or mimic an artist, -Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. -Paint on non-conventional surfaces. -Use mixed media to make collages including paint. -Explore the use of a limited colour palette and the effect of this. -Use resist techniques (e.g. batik, silk painting, making fluid and paint).

Artists and artworks (Evaluation & analysis)

- Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion with increasing confidence, expressing an opinion about an artwork, support with reasons.
- Compare multiple artworks and recognise patterns and key concepts between art movements.
- Make clear links between their work and the work of others, noting specific influences and techniques.
- Explain how key artworks contribute to cultural development and historical events.
- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.
- Use a question matrix to develop an increasingly complex range of questions about the artwork they study.
- Describe and discuss with confidence their own artwork, justifying their choices with appropriate vocabulary.