





Art and Design Long Term Plan





EYES


	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"> • Exploring mark making on a variety of surfaces and with a range of tools • able to outline and record shape. • able to work from imagination, to illustrate stories, etc. • Able to create a range of marks with a paintbrush 	<p>Painting</p> <ul style="list-style-type: none"> • able to recognise and name the primary colours. • able to mix primary colours together to form new colours. • Able to create a range of marks with a paintbrush (Explore, impasto, sgraffito, inscribing and repeated mark making to create energy and movement) 	<p>Collage</p> <ul style="list-style-type: none"> • fabric collage. (tearing paper, cutting paper, layering, piecing patterns together) • Able to include a variety of materials in a large scale collage (Wool, fabric, tissue paper, paint) • Apply materials to a variety of surfaces 	<p>Sculpture</p> <p>(Use of play dough, salt dough and plasticine to develop manipulating skills and awareness of 3D fom)</p> <ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model 	<p>Printing</p> <ul style="list-style-type: none"> • able to take a print from object: leaf, hand, onion, etc. • Able to use appropriate language for colours, equipment and techniques. (Print, Press, Push, Pattern) • Use more than one print to create a repetitive pattern • able to produce simple pictures by printing objects. 	<p>Multimedia</p> <ul style="list-style-type: none"> • Experienced in using aspects of a computer art package: RM Colour Magic. • Record visual images using ipad • Develop fine motor skills through the us of a mouse or ipad app.


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Year 1	Significant Artist: Leonardi Da Vincis water exploration	Significant Artist: Joan Miro	Significant Artist: Mondrian
	<p>Drawing (Water studies exploring movement in mark making)</p> <ul style="list-style-type: none"> Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk Explore diverse mark making to broaden horizons and possibilities of drawing Observe and draw shapes from observations 	<p>Printing (Found objects printing)</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Roll printing ink over found objects to create patterns - Stencils, leaves, mesh. Build repeating patterns and recognise pattern in the environment Explore the effects of overprinting and repeated printing of objects Combine a range of printing objects together in one print Overlap prints 	<p>Collage (Paper collage exploring composition and colour)</p> <ul style="list-style-type: none"> Materials to different backgrounds Shape materials to desired effect through cutting or tearing Fold, crumple, tear, cut, layer and overlap to explore possibilities within collage as a medium Explore composition by creating different arrangements <p>Multimedia (Digital Collage)</p> <ul style="list-style-type: none"> Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas Use shape tools to create a variety of shapes Able to resize and move shapes to create different arrangements Control drawing tools to add lines Create several different arrangement exploring composition

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Year 2	Significant Artist: Frida Kahlo		Significant Artist: Henri Matisse Paper cut out series		Significant Artist: Anthony Caro	
	<p style="text-align: center;">Drawing</p> <p style="text-align: center;">(A self portrait inspired by Frida Kahlo)</p> <ul style="list-style-type: none"> • from observation • Explore continuous line drawing as a means to capture an observation • Create a range of different lines and marks with pencil increasing pressure where needed to add different tones • mark making to explore three dimensional form • Explore the medium of pastel as means of blocking in and mixing colour through blending and smudging 	<p style="text-align: center;">Printing (Monoprint)</p> <ul style="list-style-type: none"> • Experiment with a range of mono printing techniques • Explore mono printing using carbon paper and plasticine prints to explore textures) • Explore and create textures with printing • Apply mark making techniques with printing and draw links to drawing technique 	<p style="text-align: center;">Collage (Paper collage)</p> <ul style="list-style-type: none"> • for different purposes e.g. colour, texture • Create and arrange shapes appropriately with inspiration or purpose • Using cutting skills to cut and shape to desired shape • Explore found objects and materials as a resource for collage 	<p style="text-align: center;">Painting (Exploring colour through Fauvist landscapes)</p> <ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours • Explore the concept of complimentary colours • Explore Fauvism and its exploration of colour • Select appropriate colours to match their objects • Explore directional brushstrokes to add a third dimension • Select and apply appropriate techniques of impasto, sgraffito, inscribing and repeated mark making to create energy and movement 	<p style="text-align: center;">Sculpture (Explore interior and exterior through architecture)</p> <ul style="list-style-type: none"> • Explore the concept of structural through the introduction of architecture • Explore the concept of interior and exterior spaces • Explore cutting and shaping techniques using scissors • Explore methods of attachment using slots, wires and tape • a 3D construction • Explore a range of natural and man made materials 	<p style="text-align: center;">Multimedia (Digital mixed media collage)</p> <ul style="list-style-type: none"> • Explore ideas using digital sources e.g. Internet, photography, film clips • Record visual information using ipad • Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas • Use eraser, shape and fill tools • Combine a range of digital sources in one digital collage

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Year 3	Significant Artist: Quentin Blake and Roald Dahl (Illustration)		Significant Artist: Robert Perry (Local Artist Study)		Significant Artist: Paul Cezanne	
	<p>Sculpture (Mod Roc figures)</p> <ul style="list-style-type: none"> Explore the use of an armature in building and shaping form Revisit card and paper construction and attachment techniques to add further detail Explore mod roc as a material for creating three dimensional form Explore figurative work and the importance of proportion and posture 	<p>Collage (Exploring composition)</p> <ul style="list-style-type: none"> Apply the technique of wax resist as part of a mixed media work and explore different textures and materials using a variety of drawing tools Be selective in using a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Explore the idea of incorporating a range of media into collage (Photography, text, paint, fabric, paper) Begin to make decisions about the composition of their collage 	<p>Painting (Exploring textures)</p> <ul style="list-style-type: none"> Develop ability to mix shades of colours and make choices about colours to use Explore landscapes artwork Explore textures within painting and their effect on the artwork and viewer Create different effects and textures with paint to suit their task i.e gravel floor—sand and paint <p>Bark—Thick paint and swirls</p> <ul style="list-style-type: none"> Explore the use of a palette knife in applying paint and the effect this gives Explore directional brushstrokes and the effect this has about marks and textures Make considered choices made with paint according to observation 	<p>Printing (Mono type print)</p> <ul style="list-style-type: none"> Create a Mono type print using an aluminium plate Explore negative and positive printmaking in and masking tape to block using 'etching' techniques our space and adding directly to the plate with cotton buds Further develop understanding of print altering original design by making decisions to remove further or add to their mono-type Experiment and make choices printing on different backgrounds 	<p>Drawing (Exploring light and dark)</p> <ul style="list-style-type: none"> Explore continuous line drawing to gain first observations Investigate Chiaroscuro (in art, is the use of strong contrasts between light and dark) by drawing light/dark lines, light/dark patterns, light/dark shapes Identify and draw shadows formed by a three dimensional form Experiment with different grades of pencil for tone Explore charcoal as medium to add texture and tone means to block colour and Explore Oil pastel as a identify colours to be used to show contrasts between light and dark 	<p>Multimedia (Animate mark making)</p> <ul style="list-style-type: none"> Record visual information using ipad Create consecutive frames to explore stop motion animation a series of photographs of an object moving it each time to explore stop motion Explore stop motion animation Use stop motion animation app to create an animation from a 2D image Animate and inanimate object

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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"> Explore dry point etch as a form of printing Explore a range of marks and etching techniques and the different effects they create techniques to a print to add texture and tone Over print in a second colour 	<p>Sculpture (Papier Mache Mask)</p> <ul style="list-style-type: none"> Create and use a template to create a 3D structure Use papier mache as a material to support a 3D form Explore mod roc as a means of adding texture to a sculpture Use and build upon previous techniques of selecting, attaching and joining materials to extend the 3D form. 	<p>Drawing (Exploring figurative forms)</p> <ul style="list-style-type: none"> Explore the figurative form Introduce life drawing Apply observational skills to the human form Explore 'sighting method' and getting the right proportions Explore free and flowing movements and how they can support figurative drawing of scale and filling the page 	<p>Painting (Exploring painterly strokes)</p> <ul style="list-style-type: none"> Explore 'Painterly' brush strokes to support the painting of figurative forms Explore the texture of Acrylic paint Mix and use skin colours and skin tones Mix dark tones and apply to show form and shadow Mix and apply tints to highlight lighter areas of the form 	<p>Collage (Combine several techniques in a mixed media piece)</p> <ul style="list-style-type: none"> Able to use and source desired textures or colours for desired effect from existing images (Photographs, magazines,) Able to give materials new meaning and context (e.g For example the colour and texture of a woman's hair might become a field, or a blue grey coat become a stormy sky.) Able to plan and develop collage in sketchbook using swatches and sketches a range of materials Incorporate and display several skills and techniques to form a mixed 	<p>Multimedia (Create a photo-montage)</p> <ul style="list-style-type: none"> Combine digital media with collage to create a photo montage Record and collect images using ipad Explore and sources photographs Edit, select and cut out desired areas using tools on Photoshop or similar graphics package Move around and position chosen images Work with several layers at a time moving between background and foreground

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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> <ul style="list-style-type: none"> • Able to break down an image into its lines, flat areas of colour and layers • Create an abstract artwork using Photoshop or a similar graphics package • Understand what hue, saturation. Contrast are and explore what happens when we adjust their level • Use the colour picker and bucket to fill areas of the image with different colour • Use filter tools to apply filters to change the original image into a 2D abstract piece • series of pixels which can be manipulated and altered 	<p>Printing (Collagraph print)</p> <ul style="list-style-type: none"> • Create and print a collagraph print • Apply understanding of abstract are to create abstract shapes for collagraph print • Apply a combination of relief techniques and intaglio to give depth and texture to the final print • Able to make alteration to original printing plate to create a secondary print • Able to add a secondary colour to create a different print and effect 	<p>Drawing (Exploring composition within still life)</p> <ul style="list-style-type: none"> • Develop close observation skills using a variety of view finders. • Explore composition within drawing • Explore objects from different angles • Make a connection between drawing and making • Apply colour as a means to highlight and show areas of darkness and shadow 	<p>Painting (Exploration of water-colour techniques)</p> <ul style="list-style-type: none"> • Explore watercolour as a medium • Explore watercolour washes • Further secure the link between drawing and sculpture to form an installation from final mark makings • Mix and apply colours to match observations • Explore experimental painting • Explore the concept of 'drawing into space' with found objects, materials 	<p>Sculpture (Land Art)</p> <ul style="list-style-type: none"> • Explore land art as a form of sculpture • Identify and source natural materials with which to form a sculpture • Use and select materials based on their suitability and purpose (E.g heavy materials as a strong foundation, long, wiry materials to form structures and tie together) • balance and foundation within sculpture 	<p>Collage (Exploring Abstract Collage)</p> <ul style="list-style-type: none"> • Further develop understanding of composition through abstract art • Explore the importance of balance within a collage • Explore positive and negative space in collage • Develop stencil skills through careful cutting of shapes

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Year 6	Significant Artist- William Turner	Significant Artist: Ben Eine	Significant Artist: Antony Gormley			
	<p>Drawing (Horizon and focal points)</p> <ul style="list-style-type: none"> • Begin to use 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 e.g. foreground, middle ground and background. • Beginning to develop an individual drawing style incorporating learned techniques and other artists styles. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours to make personal decisions and choices 	<p>Collage/Mixed Media (Mixed media approach to landscape using gestural shapes and mono printing)</p> <ul style="list-style-type: none"> • Source and apply a range of mark making techniques independently • Use a viewfinder to identify areas of pattern and texture • Create gestural shapes • Apply collage techniques such as tearing, layering, scrunching etc independently choosing which is most appropriate • Apply techniques of mono printing independently to add another layer of detail and texture to a collage 	<p>Multimedia (Flip book animation)</p> <ul style="list-style-type: none"> • Explore flip book animation • Explore the power of language in art • Understand that animation is a series of drawings which alter slightly each frame • Record an audio soundtrack for a film • of frames to create a soundtrack 	<p>Printing (Screen print)</p> <ul style="list-style-type: none"> • Explore positive and negative space with stencilling • Create a stencil • Apply a screen mesh to screen print • Cut further shapes from design to alter original design and show an understanding of how this will alter design • Work into the print choosing own method to apply added pattern and texture 	<p>Sculpture (Casting and moulds)</p> <ul style="list-style-type: none"> • casting in creating a sculpture • Create a clay mould to form a sculpture • Develop understanding of creating an inverse to form a sculpture • Independently collect visual information from a range of sources and draw inspiration from the significant artist • Use the sketch book to plan a sculpture to include details on attaching, materials and techniques to be applied • relief and freestanding work using a range of media. 	<p>Painting (Urban Landscapes)</p> <ul style="list-style-type: none"> • Mix and match colours to observations • Apply areas of darkness through mixing of dark shades • Mix and apply tints and highlights to indicate light • Combine a range of mark making methods to give depth and movement (dabbing, blending, stamping, brushing) • Apply atmospheric perspective to give the impression of distance