

# Art Long term plan outline



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
<b>2Y/YN</b>	<p><i>All about me/ Marvellous me</i> *Autumn/Harvest</p> <p><b>Curriculum links:</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Notices detailed features of objects in their environment.</p> <p><b>Focus: Awareness of the natural world</b> <b>Know that they live in Thornley.</b></p>	<p><i>Nursery rhymes/ People who Help us</i> *Christmas/ Celebrations</p> <p><b>Curriculum links:</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Focus: vocabulary of place</b> <b>Introducing different uses of their place.</b></p>	<p><i>Food, glorious food! / I wonder</i></p> <p><b>Curriculum links:</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Winter/Spring</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p><b>Focus: Awareness of the natural world</b> <b>New environments in stories</b></p>	<p><i>Things that Move/ All Creatures Great and Small</i> *Easter</p> <p><b>Curriculum links:</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Spring</p> <p>Talks about why things happen and how things work.</p> <p><b>Focus: Exploring how they can use media and materials to create.</b> Develop an awareness of how they can use media and materials for a planned purpose.</p>	<p><i>Amazing Animals/ Once Upon a Time</i></p> <p><b>Curriculum links:</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Summer</p> <p>Shows care and concern for living things and the environment.</p> <p><b>Focus: Awareness of the natural world</b> <b>New environments in stories</b></p>	<p><i>Plants and Flowers/ I do like to be beside the seaside!</i></p> <p><b>Curriculum links:</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to topic Begin to understand the effect their behaviour can have on the environment.</p> <p><b>Focus: vocabulary of place</b> <b>Introducing different uses of their place.</b></p>
<b>YR</b>	<p><b>Drawing – Marvellous Marks (Kapow)</b></p> <p><b>Curriculum links:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; They share their creations, explaining the process they have used</p> <p><b>Focus:</b> Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p>	<p><b>Painting – continuous provision</b></p> <p><b>Curriculum links:</b> Applying modelled techniques independently.</p> <p><b>Focus: Know how to use a range of tools for a purpose.</b></p>	<p><b>Painting and Mixed Media – Paint my world (Kapow)</b></p> <p><b>Curriculum links:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; They share their creations, explaining the process they have used</p> <p><b>Focus:</b> Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p>	<p><b>Printing – continuous provision</b></p> <p><b>Curriculum links:</b> Applying modelled techniques independently.</p> <p><b>Focus: Know how to use a range of tools for a purpose.</b></p>	<p><b>Sculpture and 3D – Creation Station (Kapow)</b></p> <p><b>Curriculum links:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; They share their creations, explaining the process they have used</p> <p><b>Focus:</b> Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.</p>	<p><b>Craft and Design – Let’s Get Crafty</b></p> <p><b>Curriculum links:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; They share their creations, explaining the process they have used</p> <p><b>Focus:</b> Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden</p>
	<p><b>Autumn Craft – Autumn Wreaths</b> Using natural items to create Autumnal wreaths.</p>	<p><b>Christmas Craft – Salt Dough Decorations</b> Creating and decorating Christmas tree decorations.</p>	<p><b>Winter Craft – Threaded Snowflakes</b> Using threading skills to create snowflakes with pipe cleaners and beads.</p>	<p><b>Spring Craft – Suncatchers</b> Collecting flower petals to create card suncatchers.</p>	<p><b>Easter Craft – Egg Threading</b> Threading coloured wool to create an egg pattern.</p>	<p><b>Summer Craft – Salt Painting</b> Creating bold paintings in salt and paint.</p>

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## Key Stage 1

**National Curriculum linked Disciplinary /Knowledge**  
**Children will be taught:**

- 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.

1	DT.	<p><b>Drawing – Make your mark</b></p> <p><b>Focus:</b> Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	DT	<p><b>Painting and Mixed Media – Colour Splash</b></p> <p><b>Focus:</b> Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns</p>	DT	<p><b>Craft and Design – Woven Wonders</b></p> <p><b>Focus:</b> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña</p>
2	DT	<p><b>Drawing – Tell a story</b></p> <p><b>Focus:</b> Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings</p>	DT	<p><b>Painting and Mixed Media – Life in colour</b></p> <p><b>Focus:</b> Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	DT	<p><b>Sculpture and 3D – Clay Houses</b></p> <p><b>Focus:</b> Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>

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### Key Stage 2

#### National Curriculum linked Disciplinary /Knowledge

##### Children will be taught:

- 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.

3	<p><b>Drawing – Growing Artists</b></p> <p><b>Focus:</b> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form</p>	DT	<p><b>Painting and Mixed Media – Prehistoric Painting</b></p> <p><b>Focus:</b> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	DT	<p><b>Sculpture and 3D – Abstract shape and space</b></p> <p><b>Focus:</b> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	DT
4	<p><b>Drawing – Power Prints</b></p> <p><b>Focus:</b> Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	DT	<p><b>Painting and Mixed Media – Light and Dark</b></p> <p><b>Focus:</b> Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	DT	<p><b>Craft and Design – Fabric of Nature</b></p> <p><b>Focus:</b> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	DT

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5	<p><b>Drawing – I need Space</b></p> <p><b>Focus:</b> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	DT	<p><b>Painting and Mixed Media – Portraits</b></p> <p><b>Focus:</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	DT	<p><b>Sculpture and 3D – Interactive Installation</b></p> <p><b>Focus:</b> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	DT
6	<p><b>Drawing – Make my Voice Heard</b></p> <p><b>Focus:</b> On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>	DT	<p><b>Painting and Mixed Media – Artist Study</b></p> <p><b>Focus:</b> Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>	DT	<p><b>Craft and Design – Photo Opportunity</b></p> <p><b>Focus:</b> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief</p>	DT