

# Art and Design Long Term Plan



Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (Nurture)	<p>They can explore a variety of materials, tools and techniques, experimenting with line, colour, design, texture, form, pattern and function.</p> <p>They know there are 3 Primary colours and begin to make the secondary colours.</p> <p>They can use different colours in their work and choose appropriate or match colours.</p> <p>They can experiment with a variety of ways of applying paint e.g. fingers, objects, different sized brushes, shapes, sponges etc.</p>	<p>Self portraits and portraits</p> <p>Mark making exploration</p> <p>Exploration and use of a variety of materials and tools</p> <p>They begin to have more control over the types of marks made with a range of media.</p> <p>They begin to experiment with a range of techniques using a pencil.</p> <p>They can create simple observational drawings of objects and people and animals.</p> <p>They can explore and use a variety of materials in a variety of ways.</p>	<p>Drawing and painting techniques - Queen Elizabeth I Portraits by various artists <a href="https://www.npg.org.uk/research/programmes/making-art-in-tudor-britain/case-studies/the-queens-likeness-portraits-of-elizabeth-i">https://www.npg.org.uk/research/programmes/making-art-in-tudor-britain/case-studies/the-queens-likeness-portraits-of-elizabeth-i</a></p> <p>They can control the types of marks made and can explore tone, patterns, shape and space with a range of media.</p> <p>They can observe and make drawings of landscapes and people.</p> <p>They can mix primary colours to create secondary colours (using the colour wheel to support them) and begin to mix tones and</p>	<p>Drawing and printing skills - Gustav Klimt (Tree of life)</p> <p>They begin to have an awareness of objects having a third dimension and perspective.</p> <p>They develop accuracy when completing observational drawings.</p> <p>They produce more intricate surface patterns/ textures on a sculpture and explore different printing techniques.</p> <p>They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media.</p> <p>Painting techniques - Claude Monet</p>	<p>Drawing and sculpture techniques - Architecture/ artefacts etc and Leonardo da Vinci</p> <p>They create lines, marks and develop tone using a range of media.</p> <p>They can control marks and experiment with different effects and textures.</p> <p>They begin to draw for an appropriate sustained period of time.</p> <p>They begin to develop an understanding of how to combine materials through different techniques (e.g. pinching, slabbing, coiling) to produce end pieces.</p>	<p>Drawing and painting techniques - Frida Kahlo</p> <p>They can fluently control types of marks made and experiment with different effects and textures.</p> <p>They can work in a sustained and independent way to create a detailed drawing.</p> <p>They can mix and match colours to create atmosphere and light effects.</p> <p>They understand they should use different techniques and materials to create effects in their own artwork.</p> <p>They can name a variety of artists and different art movements and begin to comment on its influence and impact on history and culture.</p>	<p>Drawing and painting techniques - L S Lowry</p> <p>They can understand which colour, shade and tone works well in their own work and can explain why.</p> <p>They know, can show and explain a variety of art techniques to others.</p> <p>They are able to name a variety of artists and different art movements and can comment on its influence and impact on history and culture.</p> <p>They can talk about similarities and differences between different art movements and can explain how and why this is.</p> <p>They can talk about great artists, architects and designers in history.</p>

			<p>shades from single colours (e.g. adding white or black).</p> <p>They understand that a variety of colours can be mixed to make different colours, shades and tones.</p>	<p>They begin to be aware of how to use light and dark within painting and begin to explore complimentary colours.</p> <p>They can choose and use equipment for different techniques and media.</p> <p>They begin to record media explorations and experimentations as well as try out ideas, plan colours and collect ideas for future works.</p> <p>They begin to understand that different colours and media can be used to make you feel a range of different feelings.</p> <p>They can name some famous artists. They are able to recognise and name 1 or 2 significant art movements that they have been exposed to and created pieces in the style of.</p> <p>They can notice differences between different art movements.</p>		<p>They begin to talk about similarities and differences between different art movements and begin to explain how and why this is.</p> <p>They understand when and how to adapt their artwork appropriately and begin to develop their own style.</p>	<p>They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style.</p> <p>They draw for a sustained period of time over a number of sessions working on one piece.</p> <p>They work in a sustained and independent way to develop their own style of painting through colour, tone and shade.</p>
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Autumn 2  
(Equality)

They can explore a variety of materials, tools and techniques, experimenting with line, colour, design, texture, form, pattern and function.

They can create simple representations of events, people and objects.

Drawing animals and colour mixing and painting skills - Franz Marc

Sculpture and clay techniques - Rembrandt Bugatti

They understand that a variety of colours can be mixed to make different colours (Primary and Secondary).

They start to mix a range of secondary colours, moving towards predicting resulting colours.

They can shape and model materials for a purpose.

They can explore and produce a range of patterns and textures using a variety of media.

They can explore and use a variety of materials in a variety of ways.

They can begin to select and use a variety of brushes effectively.

They can use tools and equipment competently and appropriately.

Space pictures - pastel skills

They can mix and match colours to create atmosphere and light effects. They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture.

		<p>They begin to understand there are a variety of different artists that complete different styles of artwork.</p> <p>They can say if they do or do not like a piece of art and give a reason.</p> <p>They can say what art techniques they enjoy completing.</p>					
<p>Spring 1 (Curiosity)</p>	<p>They can explore a variety of materials, tools and techniques, experimenting with line, colour, design, texture, form, pattern and function.</p> <p>They can safely explore and use a variety of materials.</p>	<p>Printing techniques (stencil and collograph) - Brian Pollard</p> <p>They can explore and produce a range of patterns and textures using a variety of media.</p> <p>They can explore and use a variety of materials in a variety of ways.</p> <p>They begin to understand there are a variety of different artists that complete different styles of artwork.</p> <p>They can say if they do or do not like a piece of art and give a reason.</p> <p>They can say what art techniques they enjoy completing.</p>		<p>Drawing and pastel skills - Cave Paintings</p> <p>They begin to have an awareness of objects having a third dimension and perspective.</p> <p>They develop accuracy when completing observational drawings.</p> <p>They begin to be aware of how to use light and dark within painting and begin to explore complimentary colours.</p> <p>They can choose and use equipment for different techniques and media.</p> <p>They begin to record media explorations</p>	<p>Painting techniques - Ann Palmer (Local Coastal Artist) and Angel Planells</p> <p>They use light and dark within painting and show understanding of complementary colours.</p> <p>They understand that using different techniques with the same medium will create different effects.</p> <p>They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills.</p>	<p>Painting techniques - Emil Nolde</p> <p>Sculpture and pattern techniques - Viking ships/shields etc</p> <p>They can mix and match colours to create atmosphere and light effects.</p> <p>They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture.</p> <p>They can use a variety of techniques to create different textural and patterned effects (including Batik).</p>	<p>Sculpture, drawing and photography - Andy Goldsworthy (with link to the golden ratio and rule of thirds)</p> <p>They collect and record visual information from different sources, plan and execute how to join parts of the sculpture and annotate their work.</p> <p>They use different techniques for different purposes in their own work, understanding which works well and why.</p> <p>They adapt their work according to their views and describe how they might develop it</p>

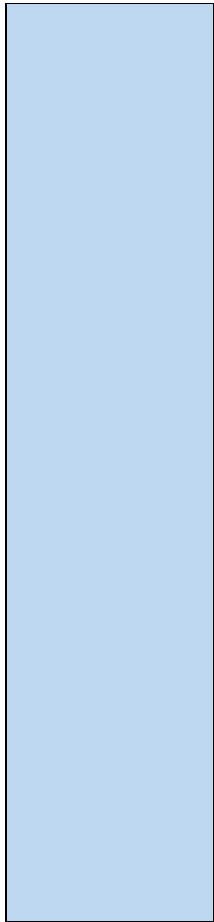
				<p>and experimentations as well as try out ideas, plan colours and collect ideas for future works.</p> <p>They begin to understand that different colours and media can be used to make you feel a range of different feelings.</p>	<p>They begin to use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbooks.</p> <p>They can name some famous artists and art movements. They can explain an artist and their style of artwork in detail (For example Dali and surrealism).</p> <p>They can talk about differences between different art movements (comparison).</p>	<p>They can use different techniques for different purposes.</p> <p>They can plan a design and choose how to execute it.</p> <p>They use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbooks.</p>	<p>further, annotating their work.</p> <p>They begin to solve problems as they occur independently.</p> <p>They confidently use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbook</p>
<p>Spring 2 (Autonomy)</p>	<p>They can create their own designs and patterns.</p> <p>They can explore a variety of materials, tools and techniques, experimenting with line, colour, design, texture, form, pattern and function.</p> <p>They explore creating lines of different thickness and tone using a range of media (focusing on drawing and dark and light colours)</p>	<p>Drawing and sketching skills - Paleort (Mark Hallett, John Conway, Steve White, Emily Willoughby)</p> <p>Observational drawing and painting techniques - Vincent Van Gogh</p> <p>Digital drawing comparison (computing)</p> <p>They begin to have more control over</p>	<p>Colour mixing and printing techniques - Roy Lichtenstein and Warhol (Pop Art)</p> <p>They can mix primary colours to create secondary colours (using the colour wheel to support them) and begin to mix tones and shades from single colours (e.g. adding white or black).</p> <p>They understand that a variety of colours can be mixed to make different</p>	<p>Drawing and printing techniques - Hieroglyphics (Ancient Egypt)</p> <p>They can independently choose appropriate materials and begin to develop more intricate patterns/marks with a variety of media.</p>		<p>Drawing and painting techniques - Nicholas Hilliard, Levina Teerline, Hans Holbein, Luca Horenbout</p> <p>They can fluently control types of marks made and experiment with different effects and textures.</p> <p>They can work in a sustained and independent way to create a detailed drawing.</p>	<p>Printing and textiles techniques - William Morris</p> <p>They demonstrate experience in a range of printmaking techniques and develop their own style using mixed media.</p>

	<p>They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect.</p> <p>Explore cutting, sticking, joining, wrapping, weaving etc.</p>	<p>the types of marks made with a range of media.</p> <p>They begin to experiment with a range of techniques using a pencil.</p> <p>They can create simple observational drawings of objects and people and animals.</p> <p>They understand that a variety of colours can be mixed to make different colours (Primary and Secondary).</p> <p>They start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>They can begin to select and use a variety of brushes effectively.</p> <p>They begin to understand there are a variety of different artists that complete different styles of artwork.</p> <p>They can say if they do or do not like a piece of art and give a reason.</p> <p>They can say what art techniques they enjoy completing.</p>	<p>colours, shades and tones.</p> <p>They use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>They can identify different forms of textiles, textures and materials and experiment with techniques (e.g. arranging, folding, repeating, overlapping, regular and irregular patterning).</p> <p>They can use equipment and media correctly to produce a printed image.</p>			<p>They can mix and match colours to create atmosphere and light effects.</p> <p>They understand they should use different techniques and materials to create effects in their own artwork.</p> <p>They can name a variety of artists and different art movements and begin to comment on its influence and impact on history and culture.</p> <p>They begin to talk about similarities and differences between different art movements and begin to explain how and why this is.</p> <p>They understand when and how to adapt their artwork appropriately and begin to develop their own style.</p>	
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<p>Summer 1 (Creativity)</p>	<p>They can explore a variety of materials, tools and techniques, experimenting with line, colour, design, texture, form, pattern and function.</p> <p>They begin to describe different textures and use language associated with joining, painting, mark making etc.</p>	<p>Observational drawing and pastel techniques - Paul Cezanne</p> <p>They begin to have more control over the types of marks made with a range of media.</p> <p>They begin to experiment with a range of techniques using a pencil.</p> <p>They can create simple observational drawings of objects and people and animals.</p> <p>They can explore and produce a range of patterns and textures using a variety of media.</p> <p>They can explore and use a variety of materials in a variety of ways.</p> <p>They begin to understand there are a variety of different artists that complete different styles of artwork.</p> <p>They can say if they do or do not like a piece of art and give a reason.</p>	<p>Drawing/sketching /charcoal skills and sculpture techniques - Henry Moore</p> <p>They can control the types of marks made and can explore tone, patterns, shape and space with a range of media.</p> <p>They can observe and make drawings of landscapes and people.</p> <p>They can shape, form, construct and model from observation and imagination.</p> <p>They use a range of materials creatively to design and make products.</p> <p>They can identify different forms of textiles, textures and materials and experiment with techniques (e.g. arranging, folding, repeating, overlapping, regular and irregular patterning).</p>	<p>Drawing painting and sculpture techniques - Exekias and Phidias (Ancient Greece)</p> <p>They can join two parts successfully and secure work to continue at a later date.</p> <p>They produce more intricate surface patterns/ textures on a sculpture and explore different printing techniques.</p> <p>They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media.</p>	<p>sculpture and creating pattern using a variety of materials -metal/ wood/paper - Architecture/ artefacts etc</p> <p>They begin to develop an understanding of how to combine materials through different techniques (e.g. pinching, slabbing, coiling) to produce end pieces.</p> <p>They begin to modify and adapt prints, patterns and textures.</p> <p>They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills.</p>		<p>Drawing and painting techniques -John Singer Sargent, Paul Nash</p> <p>They can understand which colour, shade and tone works well in their own work and can explain why.</p> <p>They know, can show and explain a variety of art techniques to others.</p> <p>They are able to name a variety of artists and different art movements and can comment on its influence and impact on history and culture.</p> <p>They can talk about similarities and differences between different art movements and can explain how and why this is.</p> <p>They can talk about great artists, architects and designers in history.</p> <p>They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to</p>
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<p>Summer 2 (Collaboration)</p>	<p>They can talk about creative learning they enjoyed completing.</p> <p>They can talk about what they have made and how they have made it.</p> <p>They understand that someone that creates art is called an artist.</p> <p>They can say if they do or do not like a piece of art.</p>		<p>Painting techniques - JW Turner</p> <p>They can observe and make drawings of landscapes and people</p> <p>They can plan their artwork and begin to adapt it with some support.</p> <p>They can name 1 or 2 famous artists and recognise a variety of art pieces.</p> <p>They can say which art piece they prefer between 2 pieces and give a reason.</p> <p>They can say which art technique they enjoy and do not</p>	<p>Sculpture techniques - Ice sculptures by various artists as inspiration</p> <p><a href="https://arthive.com/news/2807~6_artists_who_create_with_ice_and_snow">https://arthive.com/news/2807~6_artists_who_create_with_ice_and_snow</a></p> <p>They can Join two parts successfully and secure work to continue at a later date.</p> <p>They can say what art techniques they are good at and which they find more difficult.</p>	<p>Printing and textiles techniques - Bayeux Tapestry</p> <p>They begin to develop an understanding of how to combine materials through different techniques (e.g. pinching, slabbing, coiling) to produce end pieces.</p> <p>They begin to modify and adapt prints, patterns and textures.</p> <p>They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills.</p> <p>They begin to understand that they</p>	<p>Printing Batik (Hinduism link) - Sarkasi Said, Thetis Blacker, Chuah Thean Teng</p> <p>They can use a variety of techniques to create different textural and patterned effects (including Batik).</p> <p>They can use different techniques for different purposes.</p> <p>They can plan a design and choose how to execute it.</p> <p>They use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbooks.</p>	





	<p>enjoy and attempt to explain why.</p> <p>They know 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.</p> <p>They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>are better at some art techniques than others.</p> <p>They begin to understand artwork can be adapted but does not always need to be.</p>		
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