

## Art and Design Long Term Plan

### **What are the aims of our curriculum?**

Art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

### **How will teachers deliver the curriculum?**

The skills and knowledge that children will develop throughout each art topic are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

### **National Curriculum:**

#### **Year Reception:**

During the Early Years Foundation Stage, children have constant access to areas of provision, which enable them to develop and extend their artistic skills. This includes the painting area, craft area and loose parts area. Various artistic skills and forms will be explored during the context of story-led projects throughout the year including colour mixing, relief work and modelling.

A large emphasis will be placed upon children's physical development to improve their control when drawing and using artistic tools e.g. scissors. The development of these artistic skills will prepare children for creating more complex artwork using a variety of processes as they progress onto the National Curriculum in Year 1.

#### **Early Years Foundation Stage Framework (2021) Educational Programmes:**

**Expressive Arts and Design** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### **ELG: Fine Motor Skills**

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paintbrushes and cutlery; - Begin to show accuracy and care when drawing.

#### **ELG: Creating with Materials**

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

### **KS1 Pupils should be taught:**

#### **Exploring and Developing Ideas**

##### **Drawing**

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

##### **Painting**

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

##### **Sculpture**

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

##### **Collage**

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

##### **Textiles**

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

##### **Printing**

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture,

##### **Work of Other Artists**

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

### **KS2 Pupils should be taught:**

#### **Exploring and Developing Ideas**

**LKS2** Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

**UKS2** Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

##### **Drawing**

**LKS2** Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

**UKS2** Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

##### **Painting**

**LKS2** Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

**UKS2** Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

## **Sculpture**

**LKS2** Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

**UKS2** Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

## **Collage**

**LKS2** Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

**UKS2** Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

## **Textiles**

**LKS2** Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

**UKS2** Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

## **Printing**

**LKS2** Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

**UKS2** Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

## **Work of Other Artists**

**LKS2** Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

**UKS2** Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

## **What are the intended outcomes for pupils?**

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression. This also supports children in achieving age related expectations at the end of their cohort year.

Displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment. The Art curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

Each unit of work taught should contain the 4 main principles:

- **Generate ideas: Skills of Designing & Developing Ideas**
- **Making: Skills of Making Art, Craft and Design**
- **Evaluate: Skills of Judgement and Evaluation**
- **Knowledge and Understanding: Acquiring and applying knowledge to inform progress**

**Year: Reception**

<p><b>Drawing</b>            *To hold a pencil etc. correctly, showing control.            *Experiment/play freely with different drawing tools.            *Try different pressures.            *try different lines (wiggly, straight etc.)            *Draw on a variety of papers and surfaces.            *Draw in response to feelings, imagination, observation and memory.            *Draw to support work in other areas.</p> <p><b>Painting to be taught through provision:</b>            *To hold a paintbrush correctly, showing control.            *Play freely and explore with paint.            *paint from observation, memory and in response to feelings.            *Mix powders to different consistencies.            *Mix primary colours freely, experimenting with colour mixing.            *Use a variety of tools to apply paint (e.g. sponges, brushes, fingers etc).            *Make own decisions about which tools to use and which papers to paint on.            *Choose from warm and cold blues, reds and yellows in colour mixing.</p> <p><b>Printing</b>            *Use a variety of found objects to explore printing.            *Print with hands/fingers/vegetables etc.            *Make simple blocks using small objects/buttons/ strings etc. Make simple mono-prints.            *Add print to painting.            *Print to make images.</p>	<p><b>Collage to be taught through provision:</b>            *Experiment with ways of cutting and applying materials: tearing, cutting, gluing, overlapping, folding, scrunching, pleating.            *Freely choose and use materials in response to feeling.            *Respond and talk about materials and their properties – colour/pattern/ texture/thickness.</p> <p><b>Textiles/Weaving</b>            *Make large scale weaving through open weave hessian netting.            *Weave paper strips on large scale.            *Freely choose colours and items to weave.            *Sort wool into colours.            *Cut materials and wools to weave.            *Freely explore and experiment with fabrics (sewing, weaving, joining, cutting sticking etc.)            *Large scale weaving.</p> <p><b>3D work (Clay/play dough/plasticine)</b>            *Explore properties of clay with hands.            *Use objects to make impressions in clay.            *Investigate pulling, twisting, rolling, squeezing and shaping clay.</p>
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**KS1 Year A**

<p><b>Term 1</b></p>	<p><b>Mix it Y1</b>            Colour theory; Colour wheel; Primary and secondary colours  <b>Memorable Experience:</b> Colour challenge  <b>Innovate Challenge:</b> Colour theory; Colour wheel; Primary and secondary colours            Basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p>	<p><b>Funny Faces and Fabulous Features</b>  <b>Memorable Experience:</b> Exploring portraits  <b>Innovate Challenge:</b> Collage creators            This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</p>
<p><b>Term 2</b></p>	<p><b>Rain and Sunrays</b>            Motifs; Line and shape; Texture; Collagraphy</p>	

	<b>Memorable Experience:</b> <b>Innovate Challenge:</b> Calligraphy printing, including how to develop a motif to make single and repeated prints.	
<b>Term 3</b>	<b>Mix it Year 2</b> This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	<b>Still Life</b> Still life; Colour study; Compositions <b>Memorable Experience:</b> Gallery visit <b>Innovate Challenge:</b> Still life artists The work of significant still life artists and still life techniques exploring a wide variety of still lifes and learn about the use of colour and composition. Create still life arrangements and artwork.

<b>KS1 Year B</b>		
<b>Term 1</b>	<b>Mix it Y1 (Revision)</b> Colour theory; Colour wheel; Primary and secondary colours <b>Memorable Experience:</b> Colour challenge <b>Innovate Challenge:</b> Colour theory; Colour wheel; Primary and secondary colours Basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	<b>Street View</b> 3-D murals; Buildings; Significant people – James Rizzi <b>Memorable Experience:</b> Exploring street views <b>Innovate Challenge:</b> Mural makers This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.
<b>Term 2</b>	<b>Portraits and Poses</b> Portraiture; Royal portraits; Sketching; Digital artwork <b>Memorable Experience:</b> Analysing paintings <b>Innovate Challenge:</b> Royal portraits This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo-editing software to create royal portraits.	
<b>Term 3</b>	<b>Mix it Year 2 (Revision)</b> This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	<b>Flower Head</b> Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms <b>Memorable Experience:</b> Flowers and flower art <b>Innovate Challenge:</b> Creating flower sculptures This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods,

		including drawing, printmaking and 3-D forms, using paper and clay.
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<b>KS2 Year A</b>		
<b>Term 1 Textiles</b>	<p style="text-align: center;"><b>Distortion and Abstraction</b></p> <p><b>Memorable Experience:</b> <b>Innovate Challenge:</b> This project teaches children about portraiture and how distortion, composition and colour add emotion or narrative to artwork. They develop a suite of work, including photography, sketching and digital collage.</p>	<p style="text-align: center;"><b>Beautiful Botanicals</b></p> <p>This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit. <b>Memorable Experience:</b> Botanical weavers <b>Innovate Challenge:</b> Botanical exhibition Weaving with natural materials; Botanical art and illustration; Observational drawing; Unit and lino printing; Botanical study</p>
<b>Term 2</b>	<p style="text-align: center;"><b>Statues Figures and Figurines</b></p> <p>Figure drawing; Statues, statuettes and figurines; Sculptures from ancient civilisations; Clay work and sculpting <b>Memorable Experience:</b> Figure drawing <b>Innovate Challenge:</b> Making Sumer-style figurines This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.</p>	<p style="text-align: center;"><b>Islamic Art</b></p> <p><b>Memorable Experience:</b> <b>Innovate Challenge:</b> This project teaches children about geometric shapes used in Islamic art. They use their clay skills to create relief sculptures based on geometric motifs.</p>
<b>Term 3 Food</b>	<p style="text-align: center;"><b>Line, Light and Shadows</b></p> <p>Continuous line drawing; Significant artists – Pablo Picasso and Rembrandt; Shading techniques; Drawing on black paper; Black and white photography <b>Memorable Experience:</b> Line up! <b>Innovate Challenge:</b> Creating artwork with line, light and shadows This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</p>	<p style="text-align: center;"><b>Nature's Art</b></p> <p>Land art; Natural materials; Relief sculpture; Installations <b>Memorable Experience:</b> Working outdoors <b>Innovate Challenge:</b> Creating an installation This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.</p>

**KS2 Year B**

<p align="center"><b>Term 1</b></p>	<p align="center"><b>Bees Beetles and Butterflies</b></p> <p>This project teaches children about illustrators and scientific drawings. They sketch insects and combine materials to create detailed illustrations.</p> <p><b>Memorable Experience:</b> <b>Innovate Challenge:</b></p>	<p align="center"><b>Mosaic Makers</b></p> <p>History of mosaics; Sketching; Mosaics <b>Memorable Experience:</b> Exploring mosaics <b>Innovate Challenge:</b> Mosaic masters The colours, patterns and themes found in Roman mosaics. The techniques to help design and make a mosaic border tile.</p>
<p align="center"><b>Term 2 Food</b></p>	<p align="center"><b>Contrast and Compliment Y4</b></p> <p>Colour theory by studying the colour wheel and colour mixing. An exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p> <p><b>This project is taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</b></p>	<p align="center"><b>Warp and Weft</b></p> <p>The art form of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products. <b>Memorable Experience:</b> Textiles through time <b>Innovate Challenge:</b> Creating wall hangings This project teaches children about the art form of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.</p>
<p align="center"><b>Term 3 Textiles</b></p>	<p><b>Vista</b> Landscape; Perspective</p> <p><b>Memorable Experience:</b> What a view! <b>Innovate Challenge:</b> My landscape The techniques that artists use when composing landscape images, such as colour and atmosphere.</p>	<p align="center"><b>Animal</b></p> <p>Significance of animals in art; Drawing; Printing, Clay sculpture <b>Memorable Experience:</b> Animals in art <b>Innovate Challenge:</b> Making Bankura horse sculptures The historical and cultural portrayal of animals in art. The visual qualities of animals through sketching, printmaking and clay modelling.</p>

**KS2 Year C**

<p align="center"><b>Term 1</b></p>		
<p align="center"><b>Term 2</b></p>	<p align="center"><b>Inuit</b></p> <p>Printmaking; Carving <b>Memorable Experience:</b> Inuit art <b>Innovate Challenge:</b> My print This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.</p>	<p align="center"><b>Environmental Artists</b></p> <p>Environmental art; Recycled, reused and repurposed materials <b>Memorable Experience:</b> Exploring environmental art <b>Innovate Challenge:</b> Creating environmental art This project teaches children about the genre of environmental art. They study how artists create artwork</p>

		that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.
<b>Term 3</b>	<p align="center"><b>Tints Tones and Shades Y6</b></p> <p><b>Memorable Experience:</b> <b>Innovate Challenge:</b> This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p>	<p align="center"><b>Trailblazers Barrier Breakers</b></p> <p>Significant black artists; Analysing artwork; Creating artwork with meaning <b>Memorable Experience:</b> Exploring trailblazers <b>Innovate Challenge:</b> Inspired artwork This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p>

<b>KS2 Year D</b>		
<b>Term 1</b>	<p align="center"><b>Contrast and Compliment Y3</b></p> <p>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>	<p align="center"><b>Prehistoric Pots</b></p> <p><b>Memorable Experience:</b> Bell Beaker pottery <b>Innovate Challenge:</b> Making Bell Beaker-style pots This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>
<b>Term 2</b>	<p align="center"><b>Ammonite</b></p> <p><b>Memorable Experience:</b> Exploring ammonites <b>Innovate Challenge:</b> Sculpting ammonites This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</p>	<p align="center"><b>People and Places</b></p> <p>This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school. <b>Memorable Experience:</b> Drawing figures <b>Innovate Challenge:</b> Creating LS Lowry-style artwork Figure drawing; Urban landscapes; Significant artist – LS Lowry</p>
<b>Term 3</b>	<p align="center"><b>Mix Media</b></p> <p><b>Memorable Experience:</b> <b>Innovate Challenge:</b> This project teaches children about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.</p>	<p align="center"><b>Expression</b></p> <p><b>Memorable Experience:</b> <b>Innovate Challenge:</b> This project teaches children about expression in portraiture. They develop a detailed large-scale drawing or painting that expresses an emotion or feeling.</p>