



## Art Long Term Overview



	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Pre-School</b>  <b>Learning in Art in Pre-School will develop as the year progresses from children's interests. (See Ex Art &amp; Design floor book)</b>	<b>All About me!</b>  Starting Pre- School Who is in my family? What makes me special?  I can take a print from an object (hand/ foot/vegetable)  I can engage in imaginative based play on own ideas or first hand or peer experiences	<b>Celebrations!</b>  Birthdays Christmas Bonfire Night The Nativity Story Halloween Celebrations What do others celebrate? (RE) Dinosaurs (linking to personal interests)  I can name primary colours while exploring how they can be changed ( <b>Pre- learning colour mixing</b> )  I am beginning to make imaginative small worlds using resources available to me	<b>MARVELLOUS MINIBEASTS!</b> <b>David Attenborough (Pre-Learning for Reception)</b>  Minibeasts Who am I? describing minibeasts Comparing animals- jungle, arctic Cold and hot countries Planting flowers to attract minibeasts <u>Rising 3's</u> New topics based on children's interests  I can develop simple joining techniques (glue sticks/ PVA glue/ sellotape)	<b>People who help us! Construction</b>  How does Fireman Sam help people? 999, what's your emergency? Cars and different modes of transport Trains Aero planes Baby clinic and nurses What does the Easter Bunny do? Dentist visit? Teeth brushing and oral health <u>Rising 3's</u> New topics based on children's interests  I can use various construction materials to join, stack, balance and create spaces during play	<b>Let's grow!</b>  Growing sunflowers Nature walks and looking at the weather Making a rain catcher Rainbows Planting and growing own fruit and vegetables Fruit salads <u>Rising 3's</u> New topics based on children's interests  I can draw with increasing complexity such as representing a face with a circle and including key details	<b>FANTASY LAND!</b>  Graduation ceremony Personal interests – Sooty, Elsa, Peppa, Toy story Castles, knights and Dragons Sleeping Beauty Frozen- Elsa Pirates <u>Rising 3's</u> New topics based on children's interests  I can make a simple collage using materials such as paper, pasta or beans ( <b>Pre learning collages Y1</b> )
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<b>ELGs</b>	<p><b>Exploring and using media and materials:</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
<b>Reception</b>  <b>Learning in Art in</b>	Join in with songs; beginning to mix colours, join in with role play games	Use different textures and materials to make	Rousseau's Tiger / animal prints	Make different textures; make patterns using different colours Shadow Puppets	Design and make rockets. Design and make objects they may need in space, thinking	Dinosaur fossils- salt dough  Puppet shows: Provide a wide range of props for play

<p><b>Reception will develop as the year progresses from children's interests. (See Ex Art &amp; Design floor book)</b></p>	<p>and use resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Superhero masks.</p>	<p>houses for the three little pigs.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons</p>	<p>about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>which encourage imagination- dinosaurs</p> <p>Minibeast crafts</p> <p>Salt dough fossils</p> <p>Colour mixing</p> <p>Father's Day Crafts</p> <p>Junk modelling dinosaurs</p>
<p><b>Personalisation and Subject Links</b></p>						
<p><b>Key Stage 1 National Curriculum</b></p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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><b>Digital Media to be covered during Art weeks related to the project where appropriate.</b></p>					
<p><b>Year 1- Oak</b></p>	<p><b>Printing</b></p> <p>Animal patterns- using printing blocks</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. mono-print,</p>		<p><b>DT Unit- Textiles</b></p> <p><b>Art- weaving</b></p> <p><b>Creating a pair of Knickers for Queen Elizabeth.</b></p> <p>Use a variety of techniques, inc. weaving, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p><b>Collage</b></p> <p>Cityscapes –</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p><b>Megan Coyle</b></p> <p><b>Andy Burgess</b></p>		<p><b>Drawing / Painting</b></p> <p>Observational drawing to use drawing, and to develop and share their ideas, experiences and imagination</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales</p>

	block, relief and resist printing Make rubbings.					Mix secondary colours and shades using different types of paint.  <b>Van Gogh- Sunflowers- Oak</b>
<b>Personalisation and Subject Links</b>	Science link to Animals- grouping and sorting Geog- animals from different continents.		History- Queen Victoria English- The Queens Hat- London landmarks	History- Queen Victoria English- The Queens Hat- London landmarks		Sci- Seasonal Changes- Summer flowers
<b>Vocabulary</b>	materials tools technique match mix brush size rubbings pattern shape primary/secondary colours natural/ man-made printing (block)		Stitch Knot Weaving Tie-dyeing Fabric crayons Wax/Oil resistant Malleable Recycled	recycled layering tearing overlapping		primary/secondary colours Paint (poster, powder, water colour) materials tools technique match mix brush size colour pattern form space line shading pattern
<b>Year 1 - Elm</b>	<b>Drawing &amp; Painting Animals</b> 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 Learn about the work of a range of artists, craft makers and designers,			<b>Collage Cityscape</b> Learn 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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively to design and make products.  <b>Andy Burgess</b>	<b>Drawing /Painting – Observational drawings/paintings of plants and flowers around the school grounds.</b> 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.	

	describing the differences and similarities between different practices and disciplines, and making links to their own work.  <b>Olga Shuartsur</b>				<b>Van Gogh &amp; George Seuret</b>	
<b>Personalisation and Subject Links</b>	Geog- animals from different continents. Drawing animals linked to the UK Sci- Seasonal Changes- Autumn hedgehog/squirrels			Geog- London landmarks English- The Queens Hat-London	Sci- Seasonal Changes- Summer flowers	
<b>Vocabulary</b>	materials tools technique match mix brush size pattern shape primary/secondary colours Paint (poster, powder, water colour) colour wash colour pattern form space line shading pattern			Join Natural Man-made Manipulate Collage Texture tear rip overlay overlap recycled	colour pattern form space line shading pattern materials tools technique match mix brush size pattern shape primary/secondary colours Paint (poster, powder, water colour)	
<b>Year 2</b>	<b>Sculpture/ Drawing</b> Proportions of human form  Layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point.  Understand the basic use of a sketchbook and work out ideas for drawings.	<b>Digital Media</b> Create poppies and poppy field using a computer programme.		<b>Painting / Digital Media</b> Water Experiment with the visual elements: line, shape, pattern and colour.  Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.  Name different types of paint and their properties.		<b>Collage</b> Seaside theme  Create textured collages from a variety of media.  Create images from a variety of media  Arrange and glue materials to different backgrounds.  Sort and group materials for different purposes.

	<p>Draw for a sustained period of time from the figure and real objects, including single and group objects.</p> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials and tools.</p> <p><b>Keith Haring</b></p>			<p>Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p> <p><b>Claude Monet</b></p>		<p>Colour: collect, sort, name match colours appropriate for an image.</p> <p>Shape: create and arrange shapes appropriately.</p> <p>Texture: create, select and use textured paper for an image.</p> <p><b>Serena Hall</b></p>
<b>Personalisation and Subject Links</b>	Science – Animals including Humans			Computing- paint program		History- Victorian Seaside Holidays
<b>Vocabulary</b>	malleable sculpt squeeze stretch shape recycled Layer Smudge Blend Tone Figure Object Single Group			Shade Tone Brush Mark Artefacts Objects Layering Scale Acrylic paint Water colour paint Poster Paint		Malleable recycled over lapping textured natural man made tear rip

## Key Stage 2 – Art Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Stage 2 National Curriculum</b>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p> <p style="background-color: yellow;">Digital Media to be covered during Art weeks related to the project where appropriate.</p>					
<b>Year 3</b>	<p><b>Sculpture-</b> natural resources</p> <p>Plan, design and make models.</p> <p>Select and use a variety of natural materials to make a sculpture.</p> <p>Adapt design to suit the materials available.</p> <p>Discuss shape and form.</p> <p><b>Andy Goldsworthy</b></p>			<p><b>Printing</b></p> <p>Rocks</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p> <p><b>Robert Hooke</b></p>		<p><b>Painting/ Digital Media</b></p> <p>silhouette style</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. colour washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture.</p> <p><b>Jan Pienkowski</b></p>
<b>Personalisation and Subject Links</b>	Use the outdoor area to gather natural resources			Science links to Rocks. Geography links		Stimulus - A necklace of Rain Drops Science- Light and shadows
<b>Vocabulary</b>	Creative process Plan Design contrast inspire/ inspiration natural environment symmetry alter refine adapt			repeating rotate overlap print impression pattern shade contrast printing overlapping layering imprint		tertiary colours colour wash blend light shadow silhouette

<p><b>Year 4</b></p>	<p>Portraits – <b>Drawing</b> with pastels</p> <p>Make informed choices in drawing including paper ad media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketch book.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p><b>Picasso</b></p>			<p><b>Painting/ Digital Media –</b></p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects ad textures with paint according to what they need for the task.</p> <p>Show increased independence and creativity with the painting process.</p>		<p><b>Sculpture</b></p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p> <p><b>Thomas Dagnell</b></p>
<p><b>Personalisation and Subject Links</b></p>	<p>Changing style of Picasso</p>					<p>Local Artist- Links to Local History unit</p>
	<p>sketchbook grades of pencil scale sketch overlap reflected vocab for shapes &amp; lines texture tone blend smudge shadow</p>			<p>Tint Hue Marbling Silkscreen Coldwater paste</p>		<p>Carving Surface Tactile</p>

<p><b>Year 5</b></p>	<p><b>Collage</b> Landmarks</p> <p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p><b>Robin Brooks</b></p>			<p><b>Painting/Digital Media</b> Still life</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours,</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a range of sources.</p> <p><b>Georgia O’Keeffe</b> <b>George de la Tour</b></p>		<p><b>Sculptures</b> Food</p> <p>Develop skills in using clay inc. slabs, coils, slips etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p> <p><b>Claes Oldenburg</b></p>
<p><b>Personalisation and Subject Links</b></p>						
	<p>Tapestry</p>			<p>Warm colours Cold colours Complementary colours Contrasting colours Relief Resist Inks Overlay</p>		<p>Slabs Coils Mould Plaster</p>
<p><b>Year 6</b></p>	<p><b>Painting-</b> Camouflaged animals</p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to</p>			<p><b>Printing</b> <b>Congo Rainforest</b></p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p>		<p><b>Drawing</b></p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p>



	<p>adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p><b>Abbot H Sayer</b></p>			<p>Alter and modify work. Work relatively independently.</p> <p><b>Henri Rousseau Ruth Daniels</b></p>		<p>Develop ideas using different or mixed media, using a sketch book.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<b>Personalisation and Subject Links</b>	<p>Link- Tiger, Tiger Poem</p> <p>Science- Animal/ adaptation</p>					
<b>Vocabulary</b>	<p>Harmony</p> <p>Composition</p> <p>Mood</p> <p>Abstract</p>			<p>Harmony</p> <p>Composition</p> <p>Mood</p> <p>Abstract</p>		