





# ART & DESIGN

## LONG TERM PLAN

KSI	Cycle 1	Cycle 2
Autumn 1	Drawing - Self-portraits	Drawing - Still life: Giorgio Morandi
Autumn 2	Printing - Arctic project	Painting - Vincent van Gogh's Starry Night
Spring 1	Painting - David Hockney inspired local landscape	Printing - Here Comes Frankie (& Kandinsky)
Spring 2	Sculptures - Barbara Hepworth	Sculptures - Andy Goldsworthy nature project
Summer 1	N/A	N/A
Summer 2	Mixed Media - Catching Dreams	Mixed Media - Henri Matisse & Tony Cragg

LKS2	Cycle 1	Cycle 2
Autumn 1	Drawing - Portraits of a familiar person	Drawing - Still life: Paul Cezanne
Autumn 2	Printing - William Morris	Painting - Claude Monet
Spring 1	Painting - LS Lowry inspired local landscape	Printing - Inspired by Andy Warhol
Spring 2	Sculptures - Henry Moore	Sculptures - Inspired by Pablo Picasso
Summer 1	N/A	N/A
Summer 2	Mixed Media - Fab Felting	Mixed Media - Frida Karlo & Yinka Shonibare

UKS2	Cycle 1	Cycle 2
Autumn 1	Drawing - Portraits of a fictional character	Drawing - Still life: Audrey Flack
Autumn 2	Printing - Pete McKee	Painting - Kehinde Wiley & Chris Ofili
Spring 1	Painting - Ashley Jackson inspired local landscape	Printing - Bee Beautiful
Spring 2	Sculptures - Environmental project	Sculptures - Birds & Nature
Summer 1	N/A	N/A
Summer 2	Mixed Media - Gustav Klimt	Mixed Media - Roy Lichtenstein



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Year	Drawing
EYFS	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>- Use drawings to tell a story from retelling or from imagination.</li> <li>- Investigate different lines - thick, thin, wavy, straight.</li> <li>- Ensure sensitivity and visual awareness.</li> <li>- Make simple representations of objects familiar to them e.g. my house, my cat, my family.</li> </ul>
KSI	<ul style="list-style-type: none"> <li>- Experiment with a variety of drawing media. Use thick felt tip pens/chalks/charcoal/wax crayon.</li> <li>- Control the types of marks made. Continue to add detail to picture and begin to use side of pencil to add shading to detail.</li> <li>- Draw on different surfaces with a range of media.</li> <li>- Observe and draw shapes from observations.</li> <li>- Investigate tone by drawing light/dark lines. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</li> <li>- Make rubbing to collect textures and pattern.</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>- Experiment with ways in which surface detail can be added to drawings using various media.</li> <li>- Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it. Introduce the concepts of scale and proportion.</li> <li>- Draw for a sustained period of time at an appropriate level.</li> <li>- Experiment with different grades of pencil and other implements to create lines, marks and different forms and shapes.</li> <li>- Begin to show an awareness of objects having a third dimension. Identify and draw the effect of light (shadows) on a surface, on objects and people.</li> <li>- Apply tone in a drawing in different ways.</li> <li>- Create textures with a wide range of drawing implements and apply a simple use of pattern and texture in drawing.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>- Independently select materials and techniques to use to create a specific outcome.</li> <li>- Work from a variety of sources including observation, photographs and digital images. Develop close observation skills.</li> <li>- Work in a more sustained and independent way.</li> <li>- Draw with precision using different gradient pencils or other mediums for effect. Show shape, proportion and perspective in drawings and artwork.</li> <li>- Start to develop their own style using tonal contrast and mixed media</li> <li>- Produce increasingly detailed preparatory sketches for painting and other work.</li> <li>- Use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour and techniques such as hatching in their work.</li> <li>- Develop the use of simple perspective in their work. Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground / background</li> <li>- Evaluate and analyse creative works.</li> </ul>



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Year	Painting
EYFS	<ul style="list-style-type: none"> <li>- Name colours.</li> <li>- Experiment with using primary colours.</li> <li>- Explore how colours can be changed.</li> <li>- Explore what happens when colours are mixed together.</li> <li>- Use painting tools and techniques to explore colour.</li> <li>- Explore using paint on different surfaces and in different ways e.g. coloured, sized and shaped paper.</li> </ul>
KSI	<ul style="list-style-type: none"> <li>- Identify primary colours by name.</li> <li>- Mix, use and apply secondary colours.</li> <li>- Use a variety of tools and techniques including different brush sizes.</li> <li>- Develop ability to control the types of marks made.</li> <li>- Work on different scales (large brush on large paper)</li> <li>- Create tints with paint by adding white.</li> <li>- Create tones with paint by adding black and darken colours without using black.</li> <li>- Make as many tones of one colour as possible using white.</li> <li>- Name different types of paint and their properties.</li> <li>- Mix and match colours to artefacts and objects.</li> <li>- Experiment with tools and techniques (layering, mixing media, scraping through).</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>- Know and mix tertiary colours and make colour wheels, using a developed colour vocabulary.</li> <li>- Use a range of brushes to create different effects (blocking in colour, washes, dotting, scratching, splashing, thickened paint creating textural effects).</li> <li>- Understand how to create a background using a wash.</li> <li>- Use light and dark within painting.</li> <li>- Explore complimentary colours and mix colour, shades and tones with increasing confidence.</li> <li>- Experiment with styles used by artists.</li> <li>- Show understanding of complimentary colours.</li> <li>- Begin to choose appropriate media to work with.</li> <li>- Start to develop a painting from a drawing.</li> <li>- Experiment with water colour techniques.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>- Use tertiary colours in paintings.</li> <li>- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>- Mix and match colours to create atmosphere and light effects.</li> <li>- Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>- Develop water colour techniques.</li> <li>- Work in a sustained and independent way to develop their own style of painting, using tonal contrast and mixed media .</li> <li>- Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>- Work from a variety of sources.</li> <li>- Show an awareness of how paintings are created (composition).</li> <li>- Purposely control the types of marks made</li> <li>- Introduce acrylic paint.</li> </ul>



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Year	Printing
EYFS	<ul style="list-style-type: none"><li>- Make rubbings showing a range of textures and patterns.</li><li>- Print with block colours.</li><li>- Print with a variety of objects.</li><li>- Imprint onto a range of textures - newspaper, coloured paper, clay etc.</li></ul>
KSI	<ul style="list-style-type: none"><li>- Experiment with marbling, investigating how ink flows and changes with movement.</li><li>- Print with a range of hard and soft materials e.g. corks and sponge</li><li>- Roll inks/paints over found objects to create patterns.</li><li>- Create a repeated pattern in print</li><li>- Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics</li><li>- Create a printed piece of art by pressing, rolling, rubbing and stamping.</li></ul>
LKS2	<ul style="list-style-type: none"><li>- Create printing blocks using a relief or impressed method, with card, string and polystyrene.</li><li>- Use sketch books to record ideas and patterns.</li><li>- Explore colour mixing through overlapping two colour prints deliberately..</li><li>- Modify and adapt print as work progresses</li></ul>
UKS2	<ul style="list-style-type: none"><li>- Design and create prints for fabrics, book covers and wallpaper.</li><li>- Make connections between own work and patterns in their local environment e.g. curtains and wallpaper.</li><li>- Explore printing techniques used by various artists.</li><li>- Work into prints with a range of media, including pens, coloured pencils and paint.</li></ul>



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Year	Sculpture
EYFS	<ul style="list-style-type: none"> <li>- Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</li> <li>- Impress and apply simple decoration.</li> <li>- Cut shapes using scissors and other modelling tools.</li> <li>- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> <li>- Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>
KSI	<ul style="list-style-type: none"> <li>- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>- Impress and apply simple decoration techniques: impressed, painted, applied.</li> <li>- Use tools and equipment safely and in the correct way.</li> <li>- Explore the work of a range of artists, craft makers and designers.</li> <li>- Look at and talk about own work and that of other artists and the techniques they had used.</li> <li>- Shape, form, construct and model from observation and imagination.</li> <li>- Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>- Demonstrate experience in surface patterns/ textures and use them when appropriate.</li> <li>- Explore carving as a form of 3D art.</li> <li>- Identify changes they might make or how their work could be developed further.</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>- Learn to secure work to continue at a later date.</li> <li>- Join two parts successfully.</li> <li>- Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>- Produce larger ware using pinch/ slab/ coil techniques.</li> <li>- Make a slip to join two pieces of clay.</li> <li>- Decorate, coil, and produce maquettes confidently when necessary.</li> <li>- Model over an armature: eg. newspaper frame for Modroc.</li> <li>- Use recycled, natural and man-made materials to create sculptures.</li> <li>- Gain more confidence in carving as a form of 3D art.</li> <li>- Demonstrate awareness in environmental sculpture and found object art.</li> <li>- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>- Further explore a range of great artists, architects and designers in history.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>- Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>- Develop understanding of different ways of finishing work: glaze, paint, polish.</li> <li>- Confidently carve a simple form.</li> <li>- Compare the style of different styles and approaches: eg. Moore vs Aztec sculpture.</li> <li>- Work around armatures or over constructed foundations.</li> <li>- Demonstrate experience in relief and freestanding work using a range of media.</li> <li>- Recognise sculptural forms in the environment: Furniture, buildings.</li> </ul>



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Year	Mixed Media
EYFS	<ul style="list-style-type: none"> <li>- Handle, manipulate and enjoy using various materials</li> <li>- Create simple collages using paper, pasta, beans and larger tactile things</li> <li>- Select, sort, tear and glue items down to create an image</li> <li>- Use simple techniques appropriately</li> <li>- Experiment to create different textures using appropriate equipment</li> </ul>
KSI	<ul style="list-style-type: none"> <li>- Build on previous knowledge of materials to create collages, using some smaller items</li> <li>- Arrange and glue materials to different backgrounds</li> <li>- Use various collage materials to create a picture</li> <li>- Develop skills of overlapping to create effect</li> <li>- Use paints, dyes, crayons and other media to make individual and group designs on different surfaces.</li> <li>- Discuss how textiles can create household items.</li> <li>- Use simple paper and/or material (such as ribbons, chunky threads) when weaving using a card loom</li> <li>- Stitch using large eyed needles e.g. Running stitch.</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>- Show increased confidence with cutting and tearing paper.</li> <li>- Experiment using different colours and textures and combining these to create an image</li> <li>- Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent different texture</li> <li>- Use collage as a means of collecting ideas and information to build a visual vocabulary</li> <li>- Develop more advanced printing and dyeing techniques, combining different processes.</li> <li>- Use colour to express an idea in weaving, such as the weather, seasons, moods or to create a specific picture</li> <li>- Make use of applique to attach fabric shapes by using various stitches.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>- Display greater precision in work.</li> <li>- Use a range of resources to create art pieces</li> <li>- Experiment with techniques and colours that create a contrasting texture such as light and dark, rough and smooth, plain and patterned</li> <li>- Apply knowledge of various techniques to express feelings and evoke emotions</li> <li>- Choose the most appropriate materials to fit the purpose.</li> <li>- Develop ability to embellish, using applique, stitching, drawing, sticking, cutting, paint, weaving and layering</li> <li>- Use different grades of threads and needles to add embellishments and a range of stitches</li> <li>- Use and select a range of printing/resist techniques e.g. Tie dye and Batik</li> </ul>



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Year	Vocabulary	
EYFS	<p>mark make, drawing, thick, thin, wavy, straight, paint, mix, primary colours, thick/thin paintbrushes, bristles, printing, rubbing, imprint, press, roll, cut, shape, clay/plasticine/dough, build/make/construct, scissors/tools, glue/pix/stick, smooth/bumpy, select, sort, tear, texture, equipment, colour</p>	
KSI	<p><b>Drawing:</b> portrait, self-portrait, artist, line, sketch, reflection, control, shade, position, shape, light/dark lines</p> <p><b>Painting:</b> primary, secondary, experiment, lighter/darker tints/tones, brush stroke, observe</p> <p><b>Printing:</b> marbling, ink, pattern, roll, glow change, repeated pattern, form, pressing, rolling, stamping</p>	<p><b>Sculpture:</b> papier mache/ModRoc., pinching, kneading, decoration, pattern, artist, designer, model, form, sketch, plan, texture, surface pattern, carving, three dimensional, improve, develop</p> <p><b>Mixed Media:</b> experiment, arrange, textiles, weave, overlap, background, foreground, fabrics, thread, running stitch</p>
LKS2	<p><b>Drawing:</b> texture, value, observe/observational drawing, realistic, shadow, three dimensional, emphasis,, form, tonal range</p> <p><b>Painting:</b> tertiary, palette, colour wheel, warm/cold colours, texture, shades, washes, perspective</p> <p><b>Printing:</b> printing block, relief, impressed, overlapping, record, modigy, adapt</p>	<p><b>Sculpture:</b> join, blend, match, pinch, slab, coil, carve, scrape, gouge, subtractive vs additive, slip, scoring, maquette, miniature, frame, armature, support, mesh, net, natural v.s manmade, recycled, reclaimed, environmental sculpture, found object art, modigy, adapt, architect, classical, modern</p> <p><b>Mixed Media:</b> manipulate, combine, small-eyed needle, tearing, overlaying, layering, seasonal, applique, back stitch, cross stitch</p>
UKS2	<p><b>Drawing:</b> cast shadow, hatching, cross hatching, highlight, symmetry, mood/atmosphere, pointillism, focal point, horizon, evaluate, reflected light, contrast, perspective, composition</p> <p><b>Painting:</b> complimentary/contrasting colours, atmosphere, blended washes, reflective thinking</p> <p><b>Printing:</b> design, evaluate, techniques, media</p>	<p><b>Sculpture:</b> glaze, firing, coats, finish, statue, bust, kouros, compare, contrast base, foundation, relief, frieze, freestanding, plinth, mould, cast, pillar, column, buttress</p> <p><b>Mixed Media:</b> contrast textures, embellish, evoke emotion, resist techniques, batik, tie dye, wadding</p>