

The Arts Long Term Plan (Art & D&T)

	Years 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)	Year 5/6 (B)
<b>Term 1: Citizenship</b>						
Developing Ideas						
Drawing						
Painting						
3D						
Print Making						
Texture, Pattern, Colour, Line and Tone						
Art through Technology	<p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Take photographs and explain their creative vision</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
Responding to Art						

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Term 2: Expression						
Developing Ideas	Start recording simple media explorations in a sketch book.	<p>Use a sketchbook to plan and develop simple ideas</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Build information on colour mixing, the colour wheel and colour spectrums</p> <p>Collect textures and patterns to inform other work</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject</p> <p>Make notes in a sketch book about techniques used by artists and annotate ideas for improving their work</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations</p> <p>Use a sketch book to adapt and improve original ideas</p> <p>Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook.</p>
Drawing						

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<p>Painting</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Possible artists: Klimt, Marc, Klee, Hockney</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p> <p>Possible artists: Hopper,</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Lowry, Matisse, Magritte</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
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		<p>appropriate to work. E.g. small brush for small marks.</p> <p>Possible artists: Pollock, Riley, Monet, Aboriginal.</p>	<p>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	Rembrandt.		
3D						
Print Making						
Texture, Pattern, Colour, Line and Tone						
Art through Technology						
Responding to Art						

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Term 3: Dynasties						
Developing Ideas						
Drawing						
Painting						
3D						
<b>Print Making</b>	<p>Explore printing simple pictures with a range of hard and soft materials</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Use printmaking to create a repeating pattern.</p> <p>Possible artists: Warhol, Hokusai</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Possible artists: Hiroshige, Escher</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monoprinting and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Possible artists: Morris, Labelling</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p>Possible artists: Rothenstein, Kunisada</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</p> <p>Possible artists: Advertising, Bawden</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>

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Texture, Pattern, Colour, Line and Tone						
Art through Technology						
Responding to Art						
<b>Term 4: Universe (Earth &amp; Space)</b>						
Developing Ideas						
Drawing	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings</p> <p>Begin to show consideration in the choice of pencil grade they use</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their</p>

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	<p>Possible artists: Van Gogh, Seurat</p>	<p>Possible artists: Durer, Da Vinci, Cezanne</p>	<p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Attempt to show reflections in a drawing</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Possible artists: Goya, Sargent, Holbein.</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</p>	<p>own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
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Painting						
3D						
Print Making						
Texture, Pattern, Colour, Line and Tone						
Art through Technology						
Responding to Art						
<b>Term 5: Life (Living Things)</b>						
Developing Ideas						
Drawing						
Painting						
3D	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art.</p> <p>Possible artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in model ling over an</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of</p>

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	<p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Possible artists: Moore, African, Native American.</p>		<p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p>	<p>Use recycled, natural and man-made materials to create sculptures. Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Possible artists: Egyptian Artefacts, Christo.</p>	<p>armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Use language appropriate to skill and technique.</p> <p>Possible Artists: Frink, Balla, Andre</p>	<p>different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
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Print Making						
Texture, Pattern, Colour, Line and Tone						
Art through Technology						
Responding to Art						
<b>Term 6: Dynamics</b>						
Developing Ideas						
Drawing						
Painting						
3D						
Print Making						
Texture, Pattern, Colour, Line and Tone						
Art through Technology						
Responding to Art	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p>	<p>Continue to explore 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>Discuss own and others work,</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and</p>

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	<p>and disciplines, and making links to their own work.</p>	<p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time</p>		<p>changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches</p>	<p>designers in history.</p>
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