

# Whole school Curriculum

## Art and Design Long Term Plan



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Colour mixing Painting self portraits	Van-Gogh's Starry Night inspired pictures	animal prints Collage owls Symmetrical butterflies patterns	Monet – lily pads Vegetable painting	Space painting based on Robert McCall designs	Colour mixing – underwater pictures
	<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<b>Year 1</b>	<p>What is line? Focus Artist Paul Klee</p> <p>Use pencil, chalk, charcoal and paint to make lines of different thicknesses.</p> <p>Represents things seen or imagined using lines</p> <p>Use shading to produce a tonal range of light and dark</p> <p>Describe what can be seen and give an opinion about the work of an artist</p>		<p>What is Texture? Artist - Andy Goldsworthy</p> <p>Investigate textures by describing, naming, rubbing, copying</p> <p>Create a repeated pattern using natural objects</p> <p>Use rubbings to collect different textures and patterns</p> <p>Ask questions about a piece of art</p>		<p>What is colour? Artist Kandinsky</p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix primary colours to make secondary colours</p> <p>Use a range of colours when painting including including shade.</p>	
<b>Year 2</b>	<p>What is line? What is tone?</p> <p>Describe and then draw shapes that make up an object.</p> <p>Use good observational skills to add details to their drawing</p>		<p>What is pattern? What is texture?</p> <p>William Morris</p> <p>Use drawing techniques such as hatching, scribbling, stippling, and blending to create surface texture</p>		<p>What is shape? Focused Artist Ranti Bam</p> <p>Developing understanding of sculpture to construct and model simple forms.</p>	

	<p>Create different tones – black and white only using charcoal</p>	<p>Use real life objects to create repeated patterns</p>	<p>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Developing basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Explaining their ideas and opinions about their own and other’s art work, giving reasons.</p>
<p>Year 3</p>	<p><b><u>What is line? Focused Artist Paul Horton</u></b></p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently explaining their ideas and opinions about their own and other’s art work, giving reason</p>	<p><b><u>What is Pattern? Focused Artist Ruth Daniels</u></b></p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of</p>	<p>What is colour? Focused Artist Paul Cezanne.</p> <p>Exploring the way paint can be used in different ways to create a variety of effects,</p> <p>Developing greater skill and control when using paint to depict forms, e.g.</p>

		proportion and continuing to develop use of tone and more intricate mark making.	beginning to use tone by mixing tints and shades of colours
Year 4	<p><b><u>What is line? What is tone? Focus Artust – Louise Young</u></b>  Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making</p>	<p><b><u>What is pattern? - Focused artist – Henri Matisse</u></b>  Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Building a more complex vocabulary when discussing their own and others’ art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>What is shape? Focused artist – Magdalene Odundo  Working selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Exploring how different materials can be shaped and joined, using more complex techniques such as modelling wire.</p> <p>Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D.</p>
Year 5	<p>Autumn</p> <p>Using a broader range of stimulus to draw from, such as architecture, beginning to develop drawn ideas as part of an exploratory journey.</p>	<p>Notice small details to incorporate into the drawing by observing.</p> <p>Planning a 3D artwork to communicate a concept</p>	<p>Using personal plans and ideas to design and construct sculptures and 3D forms</p> <p>Use colours to symbolise feelings</p>

	<p>Designing and making art for different purposes and begin to consider how this works in creative industries e.g. in architecture</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>		
Year 6	<p><b><u>Whole Term</u></b>  <b><u>What is line and tone?</u></b> Portrait artists          Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</p> <p>Use different marks and lines to create specific effects,</p>		<p>What is space? Focused artist – Joseph Cornell          Drawing upon their experience of creative work, and their research, to develop their own starting points for creative outcomes.</p> <p>Using personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combining materials and techniques appropriately to fit with ideas.</p> <p>Independently using their knowledge of tools, materials</p>

			and processes to try alternative solutions and make improvements to their work.
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