



ART Long Term Plan

NC aims:

The national curriculum for art and design aims to ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art Extension

These are additional opportunities for the children Oakthorpe.

- Art linked to festivals e.g. Harvest, Diwali, Black History month, Christmas, Easter, Chinese New year etc
- Art week- Spring one
- Visiting artists
- Displays
- Cross curricular art
- Sketch books

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of learning	Reception	<p>Through continuous and enhanced provision children in Reception will:</p> <p>CL - Develop social phrases. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary and use throughout the day in different contexts.</p> <p>PSED – Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships.</p> <p>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>M - Compose and decompose shapes so that children recognise a shape can have other shapes within it, Select, rotate and manipulate shapes to develop spatial reasoning skills. Count objects</p> <p>KUW - Explore the natural world around them.</p> <p>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Continuous provision areas and activities that support learning and skill development that relate to Art are: Indoors – art and craft , construction, book corner, investigation, Outdoors – construction , mark making, mud kitchen,</p>					
	Expressive Arts and Design	Creating With Materials	<p>Enjoys experimenting with different mark making materials.</p> <p>Enjoys experimenting with different construction materials.</p> <p>Enjoys exploring different materials freely, developing their own ideas of what to make.</p> <p>Recognises and names colours.</p>	<p>Creates simple representations of people and objects.</p> <p>Uses colours for a particular purpose.</p> <p>Enjoys sharing their creations with the class.</p> <p>Understands how to safely use tools such as scissors and knives.</p> <p>Is able to create a collage piece of artwork.</p>	<p>Takes part in colour mixing and predicts what colours they can make.</p> <p>Uses some cooking techniques such as mixing, spreading, rolling.</p> <p>Can name an artist (art week).</p> <p>Creates work inspired by a piece of art (art week).</p> <p>Uses new malleable materials such as clay.</p>	<p>Explains their process of creating something.</p> <p>Can return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Discusses the texture of different objects.</p>	<p>Shows problem solving skills when building and creating.</p> <p>Can adapt their work where necessary.</p> <p>Able to create collaboratively, sharing ideas, resources and skills.</p> <p>Uses tools such as hammers and drills safely</p>
	Fine Motor Skills	<p>Has a dominant hand.</p> <p>Using a comfortable grip when holding pens.</p> <p>Mark make using different tools including pens, pencils, brushes.</p> <p>Threads large beads Can use tweezers to pick up objects.</p>	<p>Holds scissors and is able to make more accurate snips in paper.</p> <p>Trying to hold a knife correctly and attempts to cut food.</p> <p>Uses tweezers to transfer objects.</p>	<p>Uses a tripod grip in most instances when holding a pencil.</p> <p>Creating more recognisable shapes, drawing, pictures when using make making tools.</p> <p>Holds scissors with more control and can cut along lines.</p>	<p>Hold scissors correctly and can cut out large shapes.</p> <p>Uses smaller resources like lego with accuracy to achieve a goal.</p> <p>Creates drawings with detail and takes care.</p>	<p>Shows confidence using all types of tools for creating and mark making.</p> <p>Uses scissors confidently and with competency.</p> <p>Independently uses a knife and fork when eating.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;"><u>SPIRALS</u></p> <p>Content: Children are introduced to sketchbooks as a place of personal exploration, and make their own sketchbook</p> <p style="text-align: center;"><u>Disciplines:</u></p> <p style="text-align: center;">Drawing, Collage, Sketchbooks</p> <p>Key Concepts:</p> <p>That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</p> <p>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>That we can draw from observation or imagination.</p> <p>That we can use colour to help our drawings engage others.</p>	<p style="text-align: center;"><u>EXPLORING WATERCOLOUR</u></p> <p>Content: Exploring watercolour and discovering we can use accidental marks to help us make art.</p> <p>Skill: Watercolour Introduction</p> <ul style="list-style-type: none"> • That watercolour paint has special characteristics. • That we can use the elements of surprise and accident to help us create art. • That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. 	<p style="text-align: center;"><u>SCULPTURE</u></p> <p>Content: Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.</p> <p>Skill: Sculpture, Drawing, Collage</p> <ul style="list-style-type: none"> • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork.

	<p><u>Skills-Drawing with a variety of materials- pencil, charcoal, paint and oil pastels</u></p> <p>Children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make</p>		
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	<p><u>Focus Artists:</u></p> <p>Molly Hauslund</p>	<p><u>Focus Artists:</u></p> <p>Paul Klee, Emma Burleigh</p>	<p><u>Focus Artists:</u></p> <p>Various artists</p>
<p>Key Vocabulary</p>	<p>Line, colour blending, spiral, mark making, sketchbook,</p>	<p>Watercolour, wash, wet on dry, wet on wet, mark making, Primary colours, secondary colours, Colour mixing, Fluid,</p>	<p>Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil,</p>

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	Autumn	Spring	Summer
Year 2	<p style="text-align: center;"><u>EXPLORE & DRAW</u></p> <p>Content: Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills</p> <p>Skills: Drawing, Sketchbooks, Collage</p> <p>Artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.</p> <p>Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.</p>	<p style="text-align: center;"><u>EXPRESSIVE PAINTING</u></p> <p>Content: Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes.</p> <p>Skills: Painting, Sketchbooks</p> <p>That artists sometimes use loose, gestural brush marks to create expressive painting.</p> <p>Expressive painting can be representational or more abstract.</p> <p>Artists sometimes use colour intuitively and in an exploratory manner.</p> <p>That we can enjoy, and respond to, the way paint and colour exist on the page.</p>	<p style="text-align: center;"><u>MUSIC & ART</u></p> <p>Content: Explore how we can make art inspired by the sounds we hear.</p> <p>Skills: Drawing, Making, Sketchbooks</p> <ul style="list-style-type: none"> • That artists sometimes use sound to inspire their work. • That artists sometimes work in partnership with musicians. • That we can use both aural and visual senses to make art. • That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.

	<p><u>Focus Artists:</u></p> <p>Lorna Crane , Alice Fox, Nicola White</p> <p>William Morris Andy Goldsworthy Joseph Cornell Hassan Hajjaj</p>	<p><u>Focus Artists:</u></p> <p>Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p>	<p><u>Focus Artist:</u></p> <p>Kandinsky</p>
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<p>Key Vocabulary</p>	<p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p>	<p>Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect,</p>	<p>Music, Rhythm, Gesture, Mark Making, Listen, Respond, Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Line, Shape, Colour, Form, Texture, Balance,</p>
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 3</p>	<p style="text-align: center;"><u>DRAWING WITH CHARCOAL</u></p> <p>Content: Children discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p>Skills: Drawing with charcoal, Sketchbooks</p> <ul style="list-style-type: none"> • That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<p style="text-align: center;"><u>WORKING WITH SHAPE & COLOUR</u></p> <p>Content: "Painting with Scissors": Collage and stencil in response to looking at artwork.</p> <p>Skill: Printmaking (Stencil/ Print), Collage</p> <ul style="list-style-type: none"> • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints. 	<p style="text-align: center;"><u>EXPLORING STILL LIFE</u></p> <p>Content: Explore artists working with the genre of still life, contemporary and more traditional. Create own still life inspired artwork.</p> <p>Skill: Painting, Drawing, Collage, Sketchbooks, Relief</p> <ul style="list-style-type: none"> • That when artists make work in response to static objects around them it is called still life. • That when artists work with still life, they bring their own comments and meaning to the objects they portray. • That we can make a still life creative response in many media: drawing, painting, collage, relief... • That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background and negative space.

	Focus Artists: Heather Hansen, Laura McKendry, Edgar Degas	Focus Artists: Henri Matisse, Claire Willberg	Focus Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato
Key Vocabulary	charcoal, gestural, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape. Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback,	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Background, Foreground, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

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	Autumn	Spring	Summer
Year 4	<p align="center"><u>STORYTELLING THROUGH DRAWING</u></p> <p>Context: Children learn & explore how we can create sequenced imagery to share and tell stories.</p> <p>That we can tell stories through drawing.</p>	<p align="center"><u>EXPLORING PATTERN</u></p> <p>Context: Explore how we can use colour, line and shape to create patterns, including repeating patterns</p> <p>Skill: Drawing, Collage, Design</p> <ul style="list-style-type: none"> That the act of making drawings can be mindful. 	<p align="center"><u>PAINT, CLOTH, THREAD</u></p> <p>Context: Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p>Skill: Painting, Sewing, Drawing, Sketchbooks</p> <ul style="list-style-type: none"> That artists can combine art and craft

	<p>That we can use text within our drawings to add meaning.</p> <p>That we can sequence drawings to help viewers respond to our story.</p> <p>Skill: Drawing</p> <ul style="list-style-type: none">• That we can use line, shape, colour and composition to develop evocative and characterful imagery.	<ul style="list-style-type: none">• That we can use line, shape and colour to create patterns.• That we can use folding, cutting and collage to help us create pattern.• That we can create repeated patterns to apply to a range of products or outcomes.	<p>using painting and sewing together to make art.</p> <ul style="list-style-type: none">• That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.• That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.• That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.
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	<u>Focus artists:</u> Laura Carlin, Shaun Tan	<u>Focus artists:</u> Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	<u>Focus artists:</u> Alice Kettle, Hannah Rae
Key Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design,	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect,
	Autumn	Spring	Summer
Year 5	<u>TYPOGRAPHY & MAPS</u> <u>Content:</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. <u>Skill:</u> Typography, Drawing, Collage, Sketchbooks That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions.	<u>LANDSCAPES & CITYSCAPES</u> <u>Content:</u> Explore how artists use a variety of media to capture the spirit of the place. Focus upon exploratory work to discover mixed media combinations. <u>Skill:</u> Painting, Drawing, Sketchbooks Artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. That as artists we are able to experiment	<u>MAKING MONOTYPES</u> <u>Content:</u> Explore how artists use the monotype process to make imagery. <u>Skill:</u> Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks <ul style="list-style-type: none"> • Monotype is a process where we make images by transferring ink from one surface to another to make a single print. • That we can combine monotype with other disciplines such as painting and

	That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.	with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.	collage.
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	<u>Focus artists:</u> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	<u>Focus artists:</u> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	<u>Focus artist:</u> Kevork Mourad
Key Vocabulary	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory , Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Test, Experiment, Try Out, Reflect, composition, format,	

	Autumn	Spring	Summer
Year 6	<u>2-D DRAWING TO 3-D MAKING</u> <u>Content:</u> Consider and learn how 2 dimensional drawing relates to 3 dimensional making.- Graphic Design – Explore typography, line, shape, colour and composition to recreate food packaging, turning the flat graphics into 3d nets.	<u>ACTIVISM</u> <u>Content:</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. <u>Skills:</u> Printing, Collaging, Drawing	<u>EXPLORING IDENTITY</u> <u>Content:</u> Explore how artists embrace aspects of their experience of life – using their background, culture, race, gender, and interests to inform and shape their artwork.

	<p>Skill: drawing and making</p> <ul style="list-style-type: none"> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. 	<ul style="list-style-type: none"> That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together. 	<p>Skills: Collage, Drawing, Sketchbooks</p> <p>That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p>That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>
	<p>Focus artist:</p> <p>Claire Harrup</p>	<p>Focus artist:</p> <p>Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p>Focus artists:</p> <p>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>
<p>Key Vocabulary</p>	<p>Gesture, movement, proportion, line, tone, shade, expressions, figure, form, colour, shades, montage, collage, tints.</p>		