

<p>Intent</p> <p>Teaching of art is carried out with the intent to ensure all pupils produce creative, imaginative work. Children are provided with the opportunity to explore their ideas and record their experiences, as well as explore the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. Children are able to develop their emotional expression through art to further enhance their personal, social and emotional development.</p>
<p>Impact</p> <p>Art and design learning is loved by teachers and pupils across school. Teachers have high expectations and quality evidence can be presented in a variety of ways. All children are taught to use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.</p>
<p>Implementation</p> <p>Each key stage focuses on developing skills to ensure continued interest in the subject as well as acquiring new knowledge. The lessons taught and opportunities provided will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>

EYFS Outcomes	KS1 Outcomes	KS2 Outcomes
<p>3& 4: Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. <p>Reception:</p> <ul style="list-style-type: none"> 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>ELG:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products; 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; 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>Children will be taught to:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history

Long Term Plan (Cycle A) 2022-2023

	Foundation	Year 1	Year 2	Year 3/4	Year 5/6
Autumn	Let's Explore Build it Up!	Funny Faces and Fabulous Features	Mix it!	Mix It!	Tints, Tones & Shades
Spring	Dangerous Dinosaurs Ready, Steady, Grow!	Rain and Sunrays	Flower Head	Ammonite	Line, Light & Shadows
Summer	Animal Safari Moving On...	Street View	Portraits and Poses	Mosaic Masters	Mixed Media

Progression

Overview		Early Years	Key Stage 1		Key Stage 2			
Big Ideas	Aspect	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Kind	Human Form	AOL: PD Exp, A&D A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	A drawing, painting or sculpture of a human face is called a portrait. Represent the human form, including face and features, from observation, imagination or memory.	Artists draw, paint or sculpt human forms in active poses. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Art can be developed that depicts the human form to create a narrative. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.	A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Explore and create expression in portraiture.	In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
	Creation	AOL: PD Exp, A&D Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.	Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas.	Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Select the best materials and techniques to develop an idea.	Visual elements include colour, line, shape, form, pattern and tone. Use and combine a range of visual elements in artwork.	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Develop techniques through experimentation to create different types of art.	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Create innovative art that has personal, historic or conceptual meaning.
Creativity	Generation of ideas	AOL: Exp A&D Communicate their ideas as they are creating artwork. Share their creations, explaining the process they have used.	Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork.	A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Make simple sketches to explore and develop ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Artists use sketching to develop an idea over time. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Review and revisit ideas and sketches to improve and develop ideas.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Gather, record and develop

								information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
	Structures	Different materials have different properties and can be used for different purposes.	Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.	Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure.	A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials. Shell and frame structures can be strengthened by gluing several layers of card together, using triangular shapes rather than squares, adding diagonal support struts and using 'Jinks' corners (small, thin pieces of card cut into a right-angled triangle and glued over each joint to straighten and strengthen them).	Various methods can be used to support a framework. These include cross braces, guy ropes and diagonal struts. Frameworks can be built using lolly sticks, skewers and bamboo canes.	Strength can be added to a framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes because they are more rigid. Frameworks can be further strengthened by adding an outer cover.
	Evaluation	AOL: Exp A&D Share their creations with others, explaining their intentions and the techniques and tools they used.	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic vocabulary.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give constructive feedback to others about ways to improve a piece of artwork.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Compare and comment on the ideas, methods and approaches in their own and others' work.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Adapt and refine artwork in light of constructive feedback and reflection
Materials	Malleable Materials	AOL: PD Exp, A&D Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching, pulling,	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark,	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding	A 3-D form is a sculpture made by carving, modelling, casting or constructing. Create a 3-D form using malleable materials in the style of a significant artist,

		shapes and forms using their hands and other simple tools.	pressing, rolling, modelling, flattening, poking, squashing and smoothing.	leaves, nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints.	difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Create a 3-D form using malleable or rigid materials, or a combination of materials.	pieces of clay. Mark making can be used to add detail to 3-D forms. Use clay to create a detailed or experimental 3-D form.	sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Create a relief form using a range of tools, techniques and materials.	architect or designer.
	Paper and Fabric	AOL: PD Exp, A&D Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.	Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage.	Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Create a range of textures using the properties of different types of paper.	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Stitches include running stitch, cross stitch and blanket stitch. Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making. Make and use paper to explore traditional crafting techniques.	Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
	Paint	AOL: Exp A&D The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application.	The primary colours are red, yellow and blue. Identify and use paints in the primary colours.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours.	Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use contrasting coloured paints.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Mix and use tints and shades of colours using a range of different materials, including paint.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Use colour palettes and characteristics of an artistic movement or artist in artwork.

						picture. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.		
	Printing	AOL: PD Exp, A&D Make simple prints using a variety of tools, including print blocks and rollers.	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint.	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene, to develop a block print.	A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Make a two-colour print.	Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Combine a variety of printmaking techniques and materials to create a print on a theme.	Some artists use text or printed images to add interest or meaning to a photograph. Add text or printed materials to a photographic background.	Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Use the work of a significant printmaker to influence artwork.
	Pencil, Ink, Charcoal and Pen	AOL: PD Exp, A&D Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape.	Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Hatching, cross-hatching and shading are techniques artists use to add texture and form. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Use line, tone or shape to draw observational detail or perspective.

<p>Nature</p>	<p>Natural Art</p>	<p>AOL: Exp A&D Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.</p>	<p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials.</p>	<p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>Nature and natural forms can be used as a starting point for creating artwork. Use nature and natural forms as a starting point for artwork.</p>	<p>Natural patterns from weather, water or animals skins are often used as a subject matter. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>	<p>Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p>	<p>Environmental art addresses social and political issues relating to natural and urban environments. Create art inspired by or giving an environmental message.</p>
<p>Place and Space</p>	<p>Landscapes</p>	<p>AOL: PD, Exp A&D A painting of a place is called a landscape. Draw or paint a place from observation or imagination.</p>	<p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation.</p>	<p>A landscape is a piece of artwork that shows a scenic view. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</p>	<p>An urban landscape is a piece of artwork that shows a view of a town or city. Draw, collage, paint or photograph an urban landscape.</p>	<p>Art can display interesting or unusual perspectives and viewpoints. Choose an interesting or unusual perspective or viewpoint for a landscape.</p>	<p>Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. Use a range of materials to create imaginative and fantasy landscapes.</p>	<p>Perspective is the art of representing 3-D objects on a 2-D surface. Draw or paint detailed landscapes that include perspective.</p>
<p>Comparison</p>	<p>Compare and Contrast</p>	<p>AOL: Exp A&D Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Aspects of designing and making can be compared with others, including inspiration for making a product</p>	<p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art.</p>	<p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Describe similarities and differences between artwork on a common theme.</p>	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Compare artists,</p>	<p>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Compare and contrast artwork</p>	<p>Visual elements include line, light, shape, colour, pattern, tone, space and form. Describe and discuss how different artists and cultures have used a range of visual elements in their work</p>	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is</p>

		and the tools and techniques used.			architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	from different times and cultures.		more important than the look of the final piece. Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Significance	Significant people, artwork and movements	AOL: Exp A&D Explore artwork by famous artists and talk about their likes and dislikes.	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, piece of artwork, body of work or artist is important.	The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Work in the style of a significant artist, architect, culture or designer.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Explain the significance of art, architecture or design from history and create work inspired by it.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Investigate and develop artwork using the characteristics of an artistic movement.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.

Autumn Term

Spring Term

Summer Term