

Art overview – Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Painting		Collages		Textiles	
Year 2			Drawing	3D	Print making	
Year 3	Painting		Printing		Collage	
Year 4		Drawing		3D		Textiles
Year 5	Painting		Printing		Textiles	
Year 6	Drawing			3D		Painting or Collage

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	Year R Development Matters statements applicable to Art Curriculum
	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> To explore what happens when we mix colours Begin to combine media to create different effects To explore form in 3D. Creates simple representations of people or objects using pens, pencils or paint To know that colours can be mixed to create new colours Create arts and crafts from different cultures i.e Rangoli patterns, divas, Christmas and Hanukah cards etc To understand that different media can be combined to achieve new effects. Return to previous constructions, art and design products to add more to them <p><u>Physical Development</u></p> <ul style="list-style-type: none"> To begin to achieve small scale fiddly finger tasks (threading, snipping, pegging). Draws lines and circles using gross motor movements. Uses simple tools to effect changes to materials such as scissors for cutting To develop the ability to pick up mark making tools using a tripod grip To develop fine motor control, using tools to cut, thread, mark, form and join. To control a pencil to make controlled and accurate marks for drawing and writing. Progress towards a more fluid style of moving. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Create simple representations of events, people and objects selecting from a range of suitable media. To independently represent their own ideas, thoughts and feelings through design and art. Return to previous constructions, art and design products to develop, refine and improve them. To use materials for a purpose and create an observational representation of an object using construction, junk modelling and arts and craft. Explore art from different places around the world, making comparisons about location, climate, people and ways of life. Create simple representations of animals, plants, people and living things, including lifelike details. Selects appropriate resources and tools, and adapt work where necessary to create a finished end product or piece. Create collaborative pieces of art and/or design work, sharing ideas, resources and skills and evaluate what has been created. Adapt where necessary <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Uses simple tools to effect changes to materials. To hold my pencil using a tripod grip Progress towards a more fluent style of moving, with developing control To show an understanding of the need for safety when tackling new challenges and using new tools and equipment. Considering the need for safety. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> To select tools and techniques needed to shape, assemble and join materials. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning designs and art work, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. To use what they have learnt about media and materials in original ways, thinking about uses and purpose. Construct with purpose. Draw observational pictures at will. To use a variety of tools, materials and imagination to create images and constructions, including models and constructions, from known events including those in familiar stories and from the world around us. To explore shape, space, form and texture in 2D and 3D. To express and communicate ideas, thoughts and feelings in a variety of ways through art, design and the creative processes. To construct purposefully using a range of tool and materials. To represent their own thoughts, feelings and ideas through design and technology, art, music, dance and role play. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> To hold a pencil near point with first two fingers and thumb and uses it with control and coordination Use a range of small tools and cutlery with developing skill, including painting with brushes, cutting with scissors and using a knife and fork with some success to eat food. Use large scale blocks and equipment to build, balance and climb; demonstrating core body strength and control as well as an awareness of space, form and design. To show appropriate control when making small and large movements. 	<p><u>Physical Development:</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p><u>Expressive Arts and Design:</u></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 style="text-align: center;">Early Learning Goals applicable to D&T Curriculum</p> <p><u>Physical Development - Fine Motor Skills:</u></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p><u>Expressive Arts and Design - Creating with Materials:</u></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.

Year 1 – Medium Term Plans

<p>Term 1 Painting</p>	<p>To explore the use of thick and thin paint. To use an 'artist's rag'. To talk about what they and others have done and say what they think and feel about it.</p>	<p>To respond to story as a starting point for developing painting techniques.</p>	<p>To develop painting techniques using different brush strokes. To use visual elements of line, shape and colour in their developing work.</p>	<p>To make imaginative responses to story stimulus through the use of colour.</p>	<p>To develop an understanding of and make responses to the work of artist Jasper Johns. To identify what they might change or develop in their future work.</p>	<p>To work from the imagination in responding to a story. To use experience of tools and media in producing an imaginative image.</p>
<p>Term 3 Collages</p>	<p>To respond to the work of Andy Goldsworthy. To tear, overlap and stick materials.</p>	<p>To respond to the work of Richard Long. To identify what they might change in their current work.</p>	<p>To respond to the work of the artist Patrick Heron. To identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron.</p>	<p>To record from the imagination and explore ideas. To represent ideas and feelings.</p>	<p>To select and sort contrasting materials.</p>	<p>To discuss and develop work as it progresses. To use ICT to develop ideas.</p>
<p>Term 5 Textiles</p>	<p>To investigate weaving materials and processes.</p>	<p>To investigate materials and processes to embellish strips of fabric and use these to produce a weaving.</p>	<p>To ask and answer questions about starting points for work and develop ideas. To review what they and others have done and identify what they might develop in future work.</p>	<p>To try out tools and techniques in producing a fabric resist piece of work. To review work and discuss ideas.</p>	<p>To investigate wrapping and knotting techniques and processes. To ask and answer questions about starting points for their work.</p>	<p>To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture.</p>

Year 2 – Medium Term Plans

Term 3 Drawing	LO To be able to create a winter inspired picture from observations – link to Science Winter Watch walk	LO To find out about a Victorian significant artist – William Morris LO To use a range of techniques to create a picture – in the style of William Morris	LO To try out a range of marks on different surfaces using different media To use a range of techniques to create a picture	LO To explore ideas and use imagination to respond to music as a stimulus for mark making To try out tools and techniques To explore line and mark	LO To investigate and use the expressive marks from previous session on a range of different surfaces To use ICT as a tool for mark making	LO To work from the imagination in response to a story
Term 4 3D	LO To investigate and respond to Aboriginal Art. To ask and answer questions about starting points for their work.	LO To select and develop ideas into 3D work in response to Aboriginal Art.	LO To review what they and others have done, say what they think and feel about it and identify what they may like to change. To use different tools for decorating surfaces.	LO To roll clay to an even thickness. To make coils and apply these as surface decoration. To respond to a story as a starting point for 3D work.	LO To roll clay to an even thickness. To make forms from small pieces of clay and apply these as surface decoration. To respond to a story as a starting point for 3D work.	LO To change the form of clay by pulling, pinching and smoothing. To use imagination to produce 3D form.
Term 5 Print Making	LO: To tear and print with positive and negative stencils. To investigate layering and overlapping when printing.	LO: To review work and make decisions about their work can be developed.	LO: To develop use of clay slab relief blocks using a 3 colour overprinting process.	LO: To develop clay slab relief printing with tissue inlays to produce unique state prints.	LO: To develop the process of direct printing using found objects, selected colours and surfaces.	LO: To identify similarities and differences in the work of designers. To apply knowledge and understanding of materials and processes in developing responses.

Year 3 – Medium Term Plans

<p>Term 1 Painting</p>	<p>To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them.</p>	<p>To understand tint and tone through practical experience.</p>	<p>To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. To use similar ideas and techniques in their work</p>	<p>To compare methods and approaches used by other artists to produce images of the sky. To use direct observation as a starting point for work.</p>	<p>To make practical responses to the work artist of Sean Scully. To identify and recognise his use of stripes and blocks of colour.</p>	<p>To experiment with the techniques of 'tonking' and 'sgraffito'. To adapt their work according to their views.</p>
<p>Term 3 Printing</p>	<p>To use a roller and printing ink to experiment with mark making. To make thoughtful responses to a story as a starting point for their work.</p>	<p>To review what they and others have done and say what they think and feel about it. To develop the use of tools and techniques learned in previous session.</p>	<p>To investigate the possibilities of a range of materials and processes by experimenting with mono printing.</p>	<p>To select colours and surfaces to develop ideas. To review what they and others have done. To record and reflect in sketchbooks.</p>	<p>To respond to animal markings and use ideas as a starting point for creating mono prints.</p>	<p>To use plasticene to produce a relief stamp. To print coloured, repeated patterns onto selected surfaces.</p>
<p>Term 5 Collage</p>	<p>To investigate and respond to the work of Paul Klee and his use of complementary colours.</p>	<p>To identify what they might change in their work.</p>	<p>To respond to the work of Victor Vasarely. To develop cutting and sticking skills.</p>	<p>To adapt work according to views and describe how they will develop it further.</p>	<p>To respond to the work of Henri Matisse. To investigate positive and negative images.</p>	<p>To adapt their work according to their views. To collaborate on a group piece.</p>

Year 4 – Medium Term Plans

Term 2 Drawing	LO: To respond to a story as a starting point for imaginative work.	To use a viewfinder to select and record observations of linear patterning in natural objects.	To select from and use own drawings to develop work.	To use landscape as a starting point for artwork.	To respond to the work of John Brunson.	To use fine control with a pencil to make detailed analytical observational drawings.
Term 4 3D	LO: To cast forms using brown, gummed tape.	LO: To investigate different designs of shoes.	LO: To compare ideas to enable appropriate material choice.	LO: To discuss and adapt work according to views.	LO: To experiment with clay coils to make 3D form.	LO: To collaborate with others to produce a 3D artefact.
Term 6 Textiles	To investigate materials and processes in producing a monoprint on fabric.	To use a variety of folds to produce dip dyed pieces. To use resist methods on dip dyed fabric. To record from direct observation.	To develop designs from direct observation. To adapt work according to their views.	To respond to the work of the textile artist Michael Brennan-Wood.	To adapt work according to own views and develop knotting and wrapping textile responses.	To apply their experience of materials and processes. To select approaches to communicate ideas and make responses.

Year 5 – Medium Term Plans

Term 1 Painting	LO: To produce multi-surface images in response to the work of the artist Chris Ofili.	LO: To apply my experience of materials and processes.	LO: To develop control of tools and techniques for painting.	LO: To compare ideas, methods and approaches in Fauvist paintings.	LO: To be able to review and modify work as it progresses.	LO: To mix, match and extend colours and patterns.	LO: To apply my experience to mix and match colours and experiment with different tools and techniques.
Term 3 Printing	LO: To produce a reduction block print using press print.	LO: To discuss work as it progresses and develop ideas.	LO: To identify what they might change in their current work.	LO: To record and reflect on the reduction printing process.	LO: To combine different Printmaking processes in developing their work.	LO: To research and respond to the work of printmakers.	
Term 5 Textiles	LO: To investigate and reform visual and tactile qualities using construction and destruction processes.	LO: To use a variety of methods and approaches to make a hanging.	LO: To apply experience of materials and processes to form fabric relief panels.	LO: To apply experience of the batik process and develop their control of tools and techniques.	LO: To respond to the work of textile artist Jean Davywinter.	LO: To adapt work according to my views.	

Year 6 – Medium Term Plans

Term 1 Drawing	To make detailed, analytical observational drawings.	To enlarge own drawings and use selected media to develop work.	To discuss, review and modify work.	To use an OHP to enlarge a selected photographic portrait. To understand the visual element of tone. To work collaboratively in a group.	To develop and extend individual and group work.	To respond to portraits from different times and styles.
Term 4 3D	To respond to the reclining figure work of Henry Moore. To observe the figure from a range of viewpoints.	To respond to the mother and child work of Henry Moore. To adapt and improve their work as it progresses. To compare and comment on their own and others' work.	To research the work of craftspeople and designers working in different times and cultures as a starting point for making a series of clay pendants.	To review and modify work and make changes as work progresses.	To apply knowledge and understanding of previously learned techniques. To explore a range of starting points for practical work.	To adapt their work according to their views.
Term 6 Painting	To explore ideas in response to the work of Patrick Heron. To develop ideas in sketchbooks.	To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of Patrick Heron.	To focus on line and contour in recording from direct observation.	To respond to Patrick Caulfield's use of contour and flat colour. To work collaboratively on a large scale to produce a group piece.	To develop understanding of the work of the Cubists and develop their own work in the Cubist style.	To adapt and modify work as it progresses.