

# Whole School Long Term Plan

## EYFS Art

EYFS National curriculum. Following the EYFS development grids Children in EYFS should be taught:

### EYFS Development Matters 2020 Statements and ELGs Expressive Arts and Design

Birth to Three
<ul style="list-style-type: none"><li>• Show attention to sounds and music.</li><li>• Respond emotionally and physically to music when it changes.</li><li>• Move and dance to music.</li><li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li><li>• Explore their voices and enjoy making sounds.</li></ul>
<ul style="list-style-type: none"><li>• Join in with songs and rhymes, making some sounds.</li><li>• Make rhythmical and repetitive sounds.</li><li>• Explore a range of soundmakers and instruments and play them in different ways.</li></ul>
<ul style="list-style-type: none"><li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li><li>• Start to make marks intentionally.</li><li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li></ul>
<ul style="list-style-type: none"><li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li></ul>
<ul style="list-style-type: none"><li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li></ul>
<ul style="list-style-type: none"><li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li><li>• Use their imagination as they consider what they can do with different materials.</li><li>• Make simple models which express their ideas.</li></ul>

Three and Four-Year-Olds
<ul style="list-style-type: none"><li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li><li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li></ul>
<ul style="list-style-type: none"><li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li></ul>
<ul style="list-style-type: none"><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li></ul>
<ul style="list-style-type: none"><li>• Explore colour and colour-mixing.</li></ul>
<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li></ul>
<ul style="list-style-type: none"><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li></ul>
<ul style="list-style-type: none"><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>

Children in Reception
<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>
<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li></ul>
<ul style="list-style-type: none"><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li></ul>
<ul style="list-style-type: none"><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li></ul>
<ul style="list-style-type: none"><li>• Develop storylines in their pretend play.</li></ul>
<ul style="list-style-type: none"><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>

Early Learning Goals
<b>Creating with Materials</b> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>
<b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> (paint, pencil, textiles, clay, printing)
<b>Skills</b>	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves.</p>	<p>To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours.</p> <p>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Have a go at threading a needle. Show experience in simple stitch work.</p>	<p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>

	<p>Draw accurate representations of people and objects.</p> <p>To talk about their own work and others.</p>	<p>working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p> <p>To talk about their own work.</p>	<p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making.</p>		
<b>Suggested Elements and principles</b>	Line and repetition with pattern	Colour and Value with contrast	Texture with Balance	Form with Unity	Shape with Emphasis	Space with Movement Rhythm
<b>Suggested Artists</b>	Axel Scheffler	Marc Rothko	Matthew Kay: An artist educator specialising in Early Years	Giuseppe Arcimboldo	Hannah Rampley	Rangoli patterns

## Year 1

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> ( paint, pencil, textiles, clay, printing)
<b>Skills</b>	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketch book to gather and collect artwork.  Begin to explore the use of line, shape and colour.	Use a variety of tools and techniques including the use of different brush sizes and types.  Mix and match colours to artefacts and objects. Work on different scales.  Mix secondary colours and shades.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.  How to thread a needle, cut, glue and trim material.  Create images from imagination, experience or observation.  Use a wide variety of media,	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.  Explore sculpture with a range of malleable media, especially clay.  Experiment with, construct and join recycled, natural and man-made materials.	Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.  Design patterns of increasing complexity and repetition.  Print using a variety of materials, objects and techniques.	Awareness and discussion of patterns  Repeating patterns.  Symmetry.

		Using different types of paint.  Create different textures e.g. use of sawdust.	including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Explore shape and form.		
<b>Suggested Elements and principles</b>	Line and repetition with pattern	Colour and Value with contrast	Texture with Balance	Form with Unity	Shape with Emphasis	Space with Movement Rhythm
<b>Suggested Artists</b>	David Hockney	To investigate colour - Andy Goldsworthy (items from nature to create art).	Henri Matisse and collage - The Fall of Icarus	Sculpture using reusable materials - Michelle Reader	Laurie Hastings	Mondrian

## Year 2

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> ( paint, pencil, textiles, clay, printing)
<b>Skills</b>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas from drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p>	<p>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, know and use other</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-</p>	<p>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns.</p> <p>Discuss regular and irregular patterns.</p>

	<p>single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>manipulative skills.</p>	<p>made materials more confidently.</p>		
<b>Suggested Elements and principles</b>	<p>Line and repetition with Contrast</p>	<p>Colour and Value with Pattern</p>	<p>Texture with Balance</p>	<p>Form with Unity</p>	<p>Space with Movement Rhythm</p>	<p>Shape with Emphasis</p>
<b>Suggested Artists</b>	<p>Poonac</p> <p>Henry Moore art work of faces and contrast of light and dark.</p>	<p>To explore tints and shades - Wassily Kandinsky.</p> <p>To investigate warm and cool colours - Georgia O'Keefe</p> <p>Tamara Phillips-pattern and colour.</p>	<p>Blending - Frank Bowling (dripping, spilling and pouring paint)</p> <p>Eileen Downes</p>	<p>Self portrait using recycled materials - Jane Perkins</p>	<p>Kandinsky</p>	<p>To create repeated patterns - William Morris.</p>

## Year 3

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> ( paint, pencil, textiles, clay, printing)
<b>Skills</b>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p>	<p>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trapping and applique.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining. Experiment with a range of media</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache objects.Plan,</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Look at different patterns in the environment.</p> <p>Design own patterns using different media.</p> <p>Use ICT to create patterns.</p> <p>Make patterns on a range of surfaces.</p> <p>Look at creating symmetrical</p>

	<p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>		e.g. overlapping, layering etc.	design and make models.		patterns with different medias.
<b>Suggested Elements and principles</b>	Line and repetition with Contrast	Colour and Value with Emphasis	Texture with Balance	Form with Unity	Space with Movement Rhythm	Shape with Pattern
<b>Suggested Artists</b>	<p>Automatic drawing - Surreal artwork (line and shading)</p> <p>Juan Miro - The Grasshopper 1926</p>	Ben Mosley	Frank Bowling	Molly Williams sculpture work	Andy Warhol	Paul Klee- to explore pattern on a range of surfaces

## Year 4

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> ( paint, pencil, textiles, clay, printing)
<b>Skills</b>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted,</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p>	<p>Explore environmental and manmade patterns.</p> <p>Look and experiment with tessellations.</p>

	<p>from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>what they need for the task.</p> <p>Show increasing independence and creativity with the painting process</p>	<p>sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p>	<p>modelled or constructed.</p> <p>Use a variety of materials.</p>		
<b>Suggested Elements and principles</b>	Line and repetition with Contrast	Colour and Value with Emphasis	Texture with Balance	Form with Unity	Space with Movement Rhythm	Shape with Pattern
<b>Suggested Artists</b>	Leonardo Da Vinci  Contrast with Jean Michel Basquiat	Marc Chagall	Texture treasure hunt - Max Ernst (Frottage)	Dylan Lewis sculpture	Edward Bawden	Bridget Riley

## Year 5

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> ( paint, pencil, textiles, clay, printing)
<b>Skills</b>	<p>Sources material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tine, pattern,</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specific technique.</p> <p>Use a range of media to create collage.</p>	<p>Describe different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition,</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>

	texture, colour and shape.		Experiment with using batik safely.		<p>symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	
<b>Suggested Elements and principles</b>	Line and repetition with Contrast	Colour and Value with Emphasis	Texture with Balance	Form with Unity	Space with Movement Rhythm	Shape with Pattern
<b>Suggested Artists</b>	Vincent Van Gogh	Pollock	How can we use visual texture to add interest to our artwork - Van Gogh	Henry Moore sculpture	Picasso	Joan Miro

## Year 6

Half term	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Intent</b>	<i>Drawing</i> (pencil, charcoal, inks, chalk, pastels, ICT software)	<i>Colour</i> (painting, ink, dye, textiles, pencils, crayon, pastels)	<i>Texture</i> (textiles, clay, sand, plaster, stone)	<i>Sculpture</i> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	<i>Printing</i> (found materials, fruit/veg, wood blocks, press print, lino, string)	<i>Pattern</i> ( paint, pencil, textiles, clay, printing)
<b>Skills</b>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>

<b>Suggested Elements and principles</b>	Line and repetition with Contrast	Colour and Value with Emphasis	Texture with Balance	Form with Unity	Space with Movement Rhythm	Shape with Pattern
<b>Suggested Artists</b>	Drawing Skills - How can we use texture to make our drawings more interesting? (Vincent Van Gogh, Street in Saintes- Maria-de-la-Mer 1888)	Monet	Linda Caverley  Gustav Klimt- metallic, embellish and intricacy.	Barbara Hepworth	Dan Mather- screen printing.	Optical illusions and using shading to show form - Bridget Riley, Cataract 3 1967)  M.C Escher