

## **EYFS- Aims**

- To develop children's artistic and cultural awareness and support their imagination and creativity.
- To provide frequent opportunities for children to see and participate in art.

## **EYFS - Content**

Pupils should be taught:

- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To share their creations, explaining the process they have used.
- There are three 'primary colours.
- The more pressure used with a pencil, the darker the tones will be.
- Mixing colours creates new colours.
- We can create different forms and shapes in clay and these are called sculptures.

Each element of art below will be explored across all terms through provision areas. In addition to this one specific element will be explored each term in greater detail. Opportunity across the year will be given for children to experience and talk about their creations using the following techniques.

<p><b>Printing. (Autumn 1)</b></p> <ul style="list-style-type: none"> <li>• Using a variety of objects to print. Pattern and sequence.</li> <li>• Using body parts to print.</li> <li>• Using fruit and vegetables.</li> <li>• Mono printing.</li> <li>• String blocks and polystyrene.</li> <li>• Using 1 and 2 colours.</li> </ul> <p><b>Vocabulary - Printing:</b>  <b>N - Paint, press, push,</b>  <b>R - Print, bumpy, soft, pattern</b></p>	<p><b>Painting. (Spring 1)</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of colours.</li> <li>• Mixing colours, shades and tints.</li> <li>• Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives.</li> <li>• Add sand, glue, sawdust for texture.</li> <li>• Emotional aspect of using colour.</li> </ul> <p><b>Vocabulary - Painting:</b>  <b>N - (Primary colours) Red, blue, yellow, paint, mix</b>  <b>R - (Secondary colours) orange, purple, green, wet, dry, runny, thick</b></p>	<p><b>Drawing. (Summer 1)</b></p> <p>Use a variety of media to draw visual elements. line, shape, tone and space.</p> <ul style="list-style-type: none"> <li>• Observational work: Objects, portraits</li> <li>• Draw from memory and imagination.</li> <li>• Exposure to textures and different techniques for recording patterns, objects and pictures.</li> </ul> <p><b>Vocabulary - Drawing:</b>  <b>N - Pencil, pen, crayon, marks, shape</b>  <b>R - line, round, straight, wavy, curved</b></p>
<p><b>Collage. (Autumn 2)</b></p> <ul style="list-style-type: none"> <li>• Using a variety of materials to make free collage.</li> <li>• Natural/ man made textiles.</li> <li>• Tearing and cutting paper.</li> <li>• Using junk fabric, paper, foil, etc to make free patterns or pictures.</li> </ul> <p><b>Vocabulary - Collage &amp; Textiles:</b>  <b>N - Stick, cut, scissors, shape</b>  <b>R - Shiny, rough, prickly, flat, jagged, bumpy, soft</b></p>	<p><b>Sculpture. (Spring 2)</b></p> <ul style="list-style-type: none"> <li>• Experimenting with plasticine, clay and dough.</li> <li>• 3D junk materials.</li> <li>• Clay- rolling cutting coiling.</li> <li>• Making impressions on materials.</li> </ul> <p><b>Vocabulary - Sculpture:</b>  <b>N - Press, push, roll, squeeze, pat</b>  <b>R - Wet, dry, soft, hard, texture, smooth, bumpy, fold (names of materials used - nouns)</b></p>	<p><b>Textiles. (Summer 2)</b></p> <ul style="list-style-type: none"> <li>• Sorting, discussing and feeling different fabrics and threads.</li> <li>• Using pens to add colour</li> <li>• Lacing and threading activities.</li> <li>• Using yarn/hessian within collage</li> </ul> <p><b>Vocabulary - Collage &amp; Textiles:</b>  <b>N - Cut, sick, shape, scissors</b>  <b>R - Shiny, rough, prickly, flat, jagged, bumpy, smooth</b></p>

## KS1 - Aims

- 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.

## KS1 - Content

Pupils should be taught:

- 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.

Autumn	Spring	Summer
<b>Antony Gormley (contemporary)/ Anish Kapoor (contemporary)</b> <ul style="list-style-type: none"> <li>• Sculpt</li> </ul>	<b>Vincent Van Gogh (beginning of Modern)</b> <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Paint (Different types)</li> </ul>	<b>Kurt Schwitters(modern) /Eric Carle (Contemporary)</b> <ul style="list-style-type: none"> <li>• Collage</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Sculptures, installations, exhibition, Angel of the North, (body sculpture, cast iron. Model, Bend, Attach, Assemble, Statue, texture, structure</i>	<i>Post-impressionism, abstract, symbolic, oil paintings, landscape, still life, portrait, self-portrait, expressive, modern art, Sunflowers, The Starry Night, shading, smudge, tone, detail, nature, narrow, faint.</i>	<i>Collage, modern art, reusable materials, mixed media art, fabric, applique, combine, layers, collage, texture hand painted paper, layers.</i>
<b>Core Knowledge</b>	<b>Core Knowledge</b>	<b>Core Knowledge</b>
<ul style="list-style-type: none"> <li>• The texture of clay can be made smooth by rubbing it with water.</li> <li>• The texture of clay can be changed by adding patterns to it.</li> <li>• A sculpture can be painted to make it attractive.</li> </ul>	<ul style="list-style-type: none"> <li>• A shape is created by closing a line.</li> <li>• There are different ways of painting - brushes, fingers, sponges, natural materials)</li> <li>• The three primary colours are red, yellow and blue.</li> </ul>	<ul style="list-style-type: none"> <li>• A collage is when different materials are stuck down to create a new image.</li> <li>• Begin to select and join different materials (paper, fabric, natural items) using simple techniques such as tearing, cutting, gluing, or layering to create images or patterns.</li> </ul>

## Focused Content:

- Know about famous artists
- Become proficient when drawing, painting or sculpting
- Evaluate and analyse artwork (famous and own work)
- Use a range of materials creatively
- Develop techniques when using colour, pattern, texture, line, shape, form and space.



## Year One and Two Art Long Term Plan



### Cycle B

Autumn	Spring	Summer
<b>Andy Goldsworthy (contemporary) / Georges Braque (modern)</b> <ul style="list-style-type: none"> <li>• Collage</li> </ul>	<b>Portraits - Edvard Munch (modern), Ambrose McEvoy (modern)</b> <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Paint (Different types)</li> </ul>	<b>Wassily Kandinsky (modern)</b> <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Paint (Different types)</li> </ul>
<b>Key Vocabulary</b> <i>Sculptures, photography, environmentalist, land art, natural, urban, nature, chalk stone, sand stone, natural materials, pattern texture, combine, paper art.</i>	<b>Key Vocabulary</b> <i>Girl with a pearl earring, Mona Lisa, Portrait of Madame X, Leonardo Da Vinci, Pablo Picasso, Rembrandt van Rijn, Andy Warhol, shades, detail, bright, tones.</i>	<b>Key Vocabulary</b> <i>Colours, shape, bright, abstract painting, object-free, expressionist, Squares with Concentric Circles, water colours, environment, natural, nature, build, layer</i>
<b>Core Knowledge</b> <ul style="list-style-type: none"> <li>• Know basic collage techniques such as tearing, cutting, layering, and sticking, and understand that these techniques can be used to create patterns, images, or textured surfaces.</li> <li>• Know that different materials (paper, fabric, foil, natural items) have unique textures, colors, and qualities that can be combined to make artwork.</li> </ul>	<b>Core Knowledge</b> <ul style="list-style-type: none"> <li>• A secondary colour is a colour made by mixing of two primary colours and they are orange, green, violet.</li> <li>• Colour washes are used to form backgrounds to be painted upon when dry.</li> <li>• A still life picture is of objects that aren't moving in the picture.</li> </ul>	<b>Core Knowledge</b> <ul style="list-style-type: none"> <li>• A colour can be several tones of the same colour, from light to dark (not expected to mix these independently yet).</li> <li>• Warm and cool colour families exist (with examples).</li> <li>• Know that pencils, crayons, charcoal, and pens can produce different lines, tones, and effects, and that varying pressure or mark-making changes the outcome.</li> </ul>
<b>Focused Content:</b> <ul style="list-style-type: none"> <li>• Know about famous artists</li> <li>• Become proficient when drawing, painting or sculpting</li> <li>• Evaluate and analyse artwork (famous and own work)</li> <li>• Use a range of materials creatively</li> <li>• Develop techniques when using colour, pattern, texture, line, shape, form and space.</li> </ul>		

## KS2 - Aims

- 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.

## KS2 - Content

Pupils should be taught:

- 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.

## Cycle A

Autumn	Spring	Summer
<b>Parthenon Frieze (classical art) (Or other Ancient Greek Art)</b> <ul style="list-style-type: none"> <li>• Sculpt</li> </ul>	<b>Roy Lichtenstein (contemporary) / David Hockney (contemporary)</b> <ul style="list-style-type: none"> <li>• Sketch</li> </ul>	<b>Georgia O'Keeffe (modern) / Claude Monet (precursor to modern)</b> <ul style="list-style-type: none"> <li>• Paint (Different types)</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Greek marble sculpture, temple architecture, Greek goddess and gods, decorative moulding, pottery, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective</i>	<i>American pop art, popular culture, modern art, parody, comic strip, Whaam!, Drowning Girl, acrylic, oil paint, canvas, sculpture, mixed media, tone, weight, appearance, character</i>	<i>Floral, bold, flowers, blending, sharp, oil paint, acrylic paint, watercolourist, artistic style, calla lily, varicoloured, at close range, distinctive, canvas, landscapes.</i>
<b>Core Knowledge</b>	<b>Core Knowledge</b>	<b>Core Knowledge</b>
<ul style="list-style-type: none"> <li>• We can imprint clay - hatching, cross hatching, zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines</li> <li>• We can change the form of clay - roll, mould, shape, cut, coil, twist, scratch and press</li> </ul>	<ul style="list-style-type: none"> <li>• When creating perspective drawings, a horizon line and vanishing points are used.</li> <li>• The grid method can be used to correctly scale an object.</li> <li>• Know that different types of lines (curved, straight, zigzag) and shapes can be used to create texture, pattern, and form in sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• A tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours.</li> <li>• Larger strokes are needed for colour washes, working in one direction.</li> <li>• Light and dark tones of colour in paintings are created by adding black and white to primary, secondary and tertiary colours.</li> </ul>
<b>Focused Content:</b>		
<ul style="list-style-type: none"> <li>• Know about famous artists</li> <li>• Become proficient when drawing, painting or sculpting</li> <li>• Evaluate and analyse artwork (famous and own work)</li> </ul>		

- Use a range of materials creatively
- Develop techniques when using colour, pattern, texture, line, shape, form and space.



### Year Three and Four Art Long Term Plan Cycle B



Autumn	Spring	Summer
<b>Giuseppe Arcimboldo (Traditional) / Rankin / Norman Cornish (modern/local area)</b> <ul style="list-style-type: none"> <li>• Paint (Different types)</li> </ul>	<b>Rosalind Freeborn (contemporary)</b> <ul style="list-style-type: none"> <li>• Collage</li> </ul>	<b>Egyptian Sculpture</b> <ul style="list-style-type: none"> <li>• Sculpt</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Modern, classic, pencil, oil, acrylic, watercolour, abstract, famous, photography, realistic, 21<sup>st</sup> Century, curator, lenticular printing, illusion, undiluted, water wash, outline, technique, still-life, tone, highlight, local artist.</i>	<i>Paper art, paper portraits, collage, layering, paper shades, floral, fragments of paper, tissue, wallpaper, wrapping paper, glue, local shopkeepers, NHS staff.</i>	<i>Gold leaf, pattern, armour, jewellery, illuminated manuscripts, metalwork, Colossuses, small figurines, divine, deceased, statues, sarcophagi of the pharaohs, stone, wood, ivory, granite, Hieroglyphic.</i>
<b>Core Knowledge</b>	<b>Core knowledge</b>	<b>Core Knowledge</b>
<ul style="list-style-type: none"> <li>• There is a difference between shades, tints and tones (shade: Shade is a hue or mixture of pure colours to which only black is added, Tint: mixture of pure colours to which white is added, Tone: mixture of pure colours to which only pure grey is added (equal amounts of black and white)).</li> <li>• Different paint types have different properties (e.g., the varying consistency and glossiness or watercolour and poster paint).</li> <li>• Lines can be used expressively to portray mood (curvy - calm, straight - angry)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that different materials (fabric, paper, found objects, recycled items) can be combined to create visual interest, depth, and contrast in collage.</li> <li>• Know that collage can be used to express moods, ideas, or narratives, and that artists often use layering, overlapping, and juxtaposition to communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling out 3D shapes and form them into an object required flat slabs, created with a rolling pin, raised with two pieces of wood.</li> <li>• The clay can be decorated by imprinting or through relief techniques.</li> <li>• Joining should be seamless by using 'slip'.</li> </ul>
<b>Focused Content:</b>		
<ul style="list-style-type: none"> <li>• Know about famous artists</li> <li>• Become proficient when drawing, painting or sculpting</li> <li>• Evaluate and analyse artwork (famous and own work)</li> <li>• Use a range of materials creatively</li> <li>• Develop techniques when using colour, pattern, texture, line, shape, form and space.</li> </ul>		

## Year Five and Six Art Long Term Plan

### Cycle A

Autumn	Spring	Summer
<b>Georges Seurat (modern)</b> <ul style="list-style-type: none"> <li>Sketch</li> <li>Paint (Different types)</li> </ul>	<b>Andy Warhol (modern) / Banksy (contemporary)</b> <ul style="list-style-type: none"> <li>Sketch</li> <li>Paint (Different types)</li> </ul>	<b>Pablo Picasso (modern)</b> <ul style="list-style-type: none"> <li>Paint (Different types)</li> </ul>
<b>Key Vocabulary</b> <i>Post-impressionist art, divisionism, pointillism, modern art, lines, colour intensity, colour schema, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense</i>	<b>Key Vocabulary</b> <i>Pop art, abstract, photography, self-portraits, fashion, visual art, silk screening, sculpture, advertising, modern art, street art, political activator, graffiti art, stencilling, installations, urban artist, silk screening.</i>	<b>Key Vocabulary</b> <i>Painter, sculptor, printmaker, ceramicist, neoclassical, surrealism, expressive colour, sharp lines, shapes, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</i>
<b>Core Knowledge</b> <ul style="list-style-type: none"> <li>Know that analogous colours are those colours next to each other on the colour wheel.</li> <li>To blend paints softly, they must use minimal pressure back and forth using an appropriate brush.</li> <li>Know that careful observation of objects, people, or scenes can help capture proportion, perspective, and intricate details in sketches.</li> </ul>	<b>Core Knowledge</b> <ul style="list-style-type: none"> <li>Know how primary and secondary colours can be mixed to create a range of shades, tints, and tones, and that colour can convey mood, atmosphere, or emphasis in a composition.</li> <li>Know that sketches and preliminary paintings can be used to plan, test, and refine ideas before producing a final artwork, experimenting with composition, proportion, and perspective.</li> </ul>	<b>Core Knowledge</b> <ul style="list-style-type: none"> <li>Know that different brushes and techniques (layering, blending, bold strokes) create different effects, and that Picasso experimented with diverse painting styles, including Cubism, to depict objects and people in abstract forms. Know that sketches or preliminary studies can be used to plan and refine ideas for a painting, considering composition, proportion, perspective, and balance.</li> <li>Know that colour can be mixed to create a range of shades, tints, and tones, and that artists like Pablo Picasso used colour to express emotion and mood in different periods of his work (e.g., Blue Period, Rose Period).</li> </ul>
<b>Focused Content:</b> <ul style="list-style-type: none"> <li>Know about famous artists</li> <li>Become proficient when drawing, painting or sculpting</li> <li>Evaluate and analyse artwork (famous and own work)</li> <li>Use a range of materials creatively</li> <li>Develop techniques when using colour, pattern, texture, line, shape, form and space.</li> </ul>		

## Cycle B

Autumn	Spring	Summer
<b>Ray Lonsdale (contemporary) (Bradford Brothers/Tommy)/ George Segal (modern and contemporary)</b> <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Sculpt</li> </ul>	<b>William Morris (traditional) / Mohamed Melehi (modern and contemporary) / traditional Turkish/Islamic designs</b> <ul style="list-style-type: none"> <li>• Paint (Different types)</li> <li>• Collage (textiles)</li> </ul>	<b>Tom McGuinness (traditional/local area) / Norman Cornish (modern)</b> <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Paint (Different types)</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Sculpt, steel fabricator, County Durham, soldier, Tommy, The Ball and the Bradford Boy, Men Don't Cry, war memorial, First World War, permanent fixture, thought provoking art, human form.</i>	<i>Art and crafts, textile art, pre-Raphaelite, Neo-Gothic, Victorian period, tapestries, Aesthetic, Pattern, Motif, Islamic, Rotation, Reflection, Symmetrical, Repetition, Smocking, Ruching, Batik, Embellish, Accentuate</i>	<i>formal elements, realistic, abstract, interpretation, coal mining, industry, County Durham, pitman painting, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</i>
Core Knowledge	Core Knowledge	Core Knowledge
<ul style="list-style-type: none"> <li>• There are 4 types of perspective: • 1-point perspective • 2-point perspective • 3- point perspective • multi-point perspective</li> <li>• Know that different materials (clay, wire, papier-mâché, wood, recycled materials) can be shaped, carved, or assembled to create three-dimensional forms, and that each material has unique properties and limitations.</li> <li>• Know that sculpture can be used to communicate ideas, emotions, or tell a story, and that artists often consider scale, form, texture, and space to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a wide range of painting and collage materials (acrylics, watercolours, mixed papers, fabrics, and found objects) can be combined creatively, and that experimenting with layering, texture, and mark-making can enhance a composition.</li> <li>• Know that paintings and collages can be used to express ideas, tell stories, or convey moods, and that artists consider colour, texture, composition, and layering to communicate meaning effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and apply colours to create mood, depth, and texture, experimenting with traditional techniques (layering, shading, blending) and modern approaches (bold colour blocks, abstract forms).</li> <li>• Use sketches and preliminary studies to plan and develop compositions, exploring layout, proportion, and perspective, and reflect on how both traditional and modern artists approach creating finished works.</li> </ul>
Focused Content:		
<ul style="list-style-type: none"> <li>• Know about famous artists</li> <li>• Become proficient when drawing, painting or sculpting</li> <li>• Evaluate and analyse artwork (famous and own work)</li> <li>• Use a range of materials creatively</li> <li>• Develop techniques when using colour, pattern, texture, line, shape, form and space.</li> </ul>		