



Art and Design Long Term Plan

Early Years Foundation Stage

Aspects of Expressive Art and Design related to the National Curriculum Programme of Study for Art and Design.

| Developmental Band | Outcomes | Examples of how to support each outcome: |
|---|---|--|
| Three and four year olds will be learning to: | <ul style="list-style-type: none"> Explore different materials freely, 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. | <ul style="list-style-type: none"> Offer opportunities to explore scale. Suggestions: <ul style="list-style-type: none"> long strips of wallpaper child size boxes different surfaces to work on e.g., paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: <ul style="list-style-type: none"> glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. |
| Three and four year olds will be learning to: | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. |
| Children in Reception will be learning to: | <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. | <ul style="list-style-type: none"> Teach children to develop their colour-mixing techniques to enable them to match the colours they see |



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- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- and want to represent, with step-by-step guidance when appropriate.
- Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.
- Visit galleries and museums to generate inspiration and conversation about art and artists.

Early Learning Goal





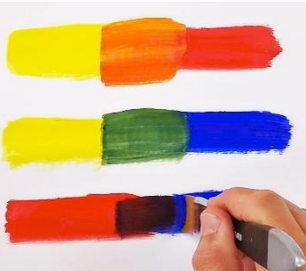
Children at the expected level of development will:

- 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.






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Year 1: Autumn- Colour in Different Media

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|---------------------------------|---|--|--|
| Experimenting with Media | Pupils will draw and overlap 2D shapes, combining materials, to create an abstract composition inspired by the work of Kandinsky, Bernal and Bolotowsky. |   | <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. |
| Printing with Paint | Pupils will use building blocks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make. |   | <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. |
| Making Colours | Pupils will identify primary colours and explore how secondary colours can be mixed. |  | <ul style="list-style-type: none"> 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. |








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| Painting with Colour | <p>Pupils put their understanding of colour mixing into practice to recreate their own versions of the artwork 'O-9' by artist Jasper Johns.</p>  | <ul style="list-style-type: none"> • 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. |
| Exploring Colour Mixing | <p>Pupils will mix two primary colours to create different shades of a secondary colour and using these in a decorative painting.</p>  | <ul style="list-style-type: none"> • 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. |
| Clarice Cliff Plates | <p>Using paper plates, pupils will recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.</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. |






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Year 1: Spring- Landscapes Using Different Media

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
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| Making Waves | Pupils explore expressive lines using music to create a large collaborative piece inspired by water and the artwork of Zaria Forman. |  | <ul style="list-style-type: none"> 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. |
| Composition – Seaside Landscape | Pupils apply the principle of composition to represent the horizon and tide lines in landscape artwork, inspired by artists Renoir, Sorolla and Krøyer. |  | <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. |
| Beach Textures | <ul style="list-style-type: none"> Pupils use a range of materials to replicate the textures found at the seaside. |    | <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. |







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| Shades and Colours of the Sea | <p>Pupils create different tints, shades and hues to paint the background of their seaside scene.</p>  | <ul style="list-style-type: none"> • 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. |
| Painting over Texture | <p>Over the top of their textured background, pupils add colour using poster paints to complete their pictures.</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. |
| Beach Collage | <p>Using their painted backgrounds from a previous lesson, pupils add objects and images, further adding detail and shading.</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. |




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Year 1: Summer- Sculpture





| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
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| Tube Towers | Pupils investigate how rolling paper can create 3D structures, before designing a simple sculpture using paper cylinders. |  | <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. |
| 3D Drawings | Pupils fold and roll paper to make a 3D drawing. Pupils consolidate skills by manipulating this material to create 3D forms. |  | <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. |
| Tree of Life | Pupils evaluate artworks inspired by Tree of life mythology, applying their paper-shaping skills to create an imaginative sculpture. |  | <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. |
| Shape in Art | Pupils recognise basic shapes in objects and artwork and begin to understand how they help to form drawings. Pupils apply this knowledge to begin drawing a portrait inspired by Paul Klee's Senecio. |  | <ul style="list-style-type: none"> 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; |



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| | | <ul style="list-style-type: none"> 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. |
| Klee Portraits | <p>Pupils develop control of tools and materials to colour portrait drawings inspired by Paul Klee.</p>  | <ul style="list-style-type: none"> 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. |

Year 2: Autumn- Patterns and Textures

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
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| Pattern: Repeating Patterns | Having looked at the patterns around them, pupils dip everyday objects in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper. |   | <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. |
| Weaving a Picture | Pupils learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave before decorating. |   | <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. |








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| Taking Rubbings | <p>Using media of their choosing, pupils go in search of textures that interest them to take rubbings of.</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. |
| Frottage | <p>Pupils are introduced to 'frottage', tearing their rubbings from the previous lesson to make pictures in the style of the artist who created the technique, Max Ernst.</p>   | <ul style="list-style-type: none"> 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. |
| Exploring Clay | <p>Pupils explore how clay can be shaped by hand and learn some basic skills to apply when making a simple model.</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. |
| Pinch Pots | <p>Pupils practise using the 'score and slip' clay joining technique before making their own pinch pot and decorating it by joining clay shapes.</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. |






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Year 2: Spring- Drawing with Expression


| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
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| Shading | Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', pupils draw six boxes, filling each with a line that starts at one edge and finishes at another. Pupils then experiment with tone by shading the different areas they have made. |  | <ul style="list-style-type: none"> 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. |
| 3D Pencil Drawings | Pupils use tone to make an observational line drawing look three dimensional together with exploring different gradients of pencil. |   | <ul style="list-style-type: none"> 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. |
| Skulls | Taking inspiration from decorated skulls in different cultures, pupils trace an image of a skull before decorating it using a medium and pattern of their choice. |   | <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. |



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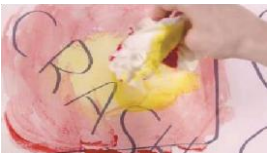

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| Opie Style Portraits | <p>Pupils create a self-portrait using lines and dots, in the style of contemporary British artist, Julian Opie.</p> |  | <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their 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. |
| Creating Characters | <p>Pupils develop new character illustrations, applying skills with line and mark making to add expression and detail.</p> |  | <ul style="list-style-type: none"> 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. |
| Tell a Story | <p>Pupils make concertina books to illustrate with scenes for characters using mark making drawing techniques.</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. |

Year 2: Summer- Sculpture and Mixed Media

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|---------------------------|---|---|--|
| 3D Colour Drawings | <p>Pupils use a range of mediums to create colourful tones, using these tones to make a drawing look three dimensional.</p> |  | <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to use a range of materials creatively to design and make products; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |




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| <p>Superhero Figures (2 Lessons)</p> | <p>Pupils sketch a person before using wire and plasticine to turn their drawings into a three dimensional form.</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. |
| <p>Multimedia Superheroes Part 1</p> | <p>Pupils create a composition with figures, splashes and action words, adding texture and pattern to their piece in the style of artist Roy Lichtenstein.</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>Multimedia Superheroes Part 2</p> | <p>Pupils work a colour wash into a piece and apply a dot matrix effect, similar to that of Roy Lichtenstein's 'Explosion'.</p>   | <ul style="list-style-type: none"> • 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. |



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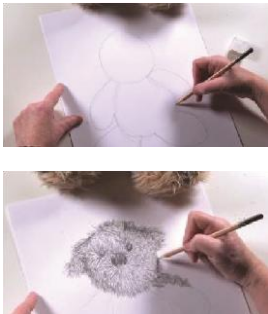
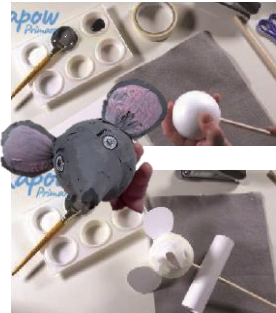
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| Multimedia Superheroes Part 3 | <p>Pupils blend pastel colours in sections and apply a black shadow highlight to make figures stand out, as inspired by artist Roy Lichtenstein.</p>  | <ul style="list-style-type: none"> to use drawing, painting and 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. |
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Year 3: Autumn- Sketching and Sculpture

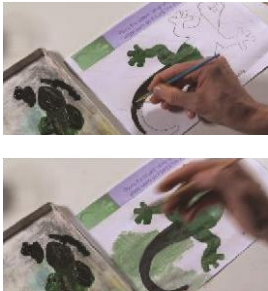
| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|---------------------------|--|---|---|
| See Like an Artist | <p>Pupils learn how to use simple shapes to draw objects and develop observation skills.</p> |  | <ul style="list-style-type: none"> to create sketch 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; about great artists, architects and designers in history. |
| Shading | <p>Pupils learn pencil control to develop tonal shading skills to create even tones.</p> |  | <ul style="list-style-type: none"> 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. |



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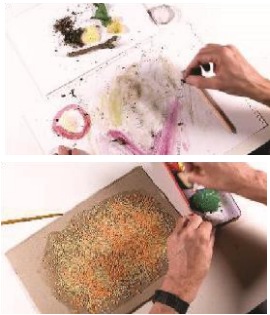
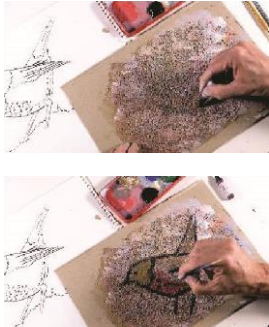
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| Take a Closer Look | <p>Pupils learn about the importance of observation to notice pattern, texture and tone to add detail to drawings.</p>  | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. |
| My Toy Story | <p>Pupils draw a favourite soft toy from observation, adding texture by applying mark-making skills.</p>  | <ul style="list-style-type: none"> 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. |
| Craft Puppets | <p>Pupils use a variety of materials (polystyrene balls, a selection of paints, card, dowel rods and felt) to make a puppet.</p>  | <ul style="list-style-type: none"> 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. |

Year 3: Spring- Prehistoric Art

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|-----------------------------------|---|---------|---|
| Painting: Tints and Shades | <p>Pupils learn that a 'tint' is made by adding white to a colour and a 'shade' by adding black, pupils mix colours to paint the template of an animal, working across the image from light to dark and completing a contrasting background. Pupils learn about the technique of Diego Velázquez.</p>  | | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |



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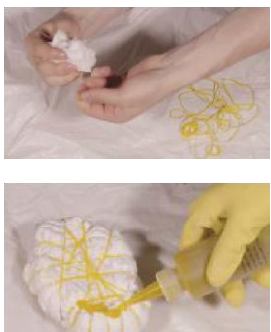
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| Exploring Prehistoric Art | <p>Pupils reflect on the purpose of cave art paintings and introduce a sense of proportion when drawing an animal.</p>  | <ul style="list-style-type: none"> • to create sketch books to record their observations and use 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; • about great artists, architects and designers in history. |
| Charcoal Animals | <p>Pupils scale up drawings in charcoal to create a variety of tones and textures.</p>  | <ul style="list-style-type: none"> • 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. |
| Prehistoric Palette | <p>Pupils experiment with spices and natural materials to make paint, exploring the colours and effects that can be created.</p>  | <ul style="list-style-type: none"> • 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; |
| Painting on the Cave Wall | <p>Pupils apply their painting skills to recreate a prehistoric picture on a textured surface.</p>  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |



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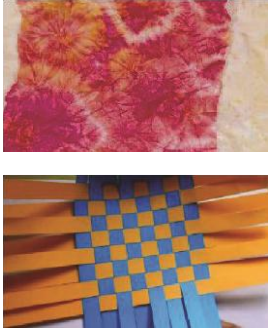

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| Hands on a Cave Wall | <p>Pupils create hand prints on a textured background as a collaborative class piece of prehistoric-inspired art.</p>  | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; about great artists, architects and designers in history. |
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Year 3: Summer- Craft


| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
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| Creating a Mood Board | <p>Pupils design and construct a mood board by selecting and curating carefully chosen fabrics, pictures, photographs, words and textures together with a personal palette of favourite colours.</p> |  | <ul style="list-style-type: none"> 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; |
| Tie-dyeing Materials (2 Lessons) | <p>Pupils use the process of tie-dyeing to decorate a t-shirt, mixing dyes to create a range of colours and tying in different ways to create unique patterns.</p> |  | <ul style="list-style-type: none"> 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; |



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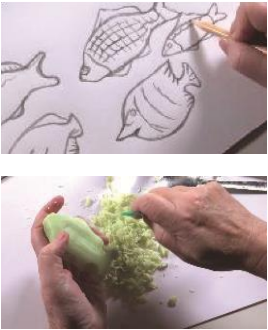

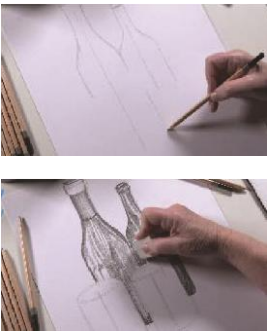
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| Paper Weaving | <p>Pupils create weave patterns using the warp and weft technique.</p> |  | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; |
| Weaving Other Materials | <p>Pupils use a range of materials such as fabric to create weave patterns.</p> |  | <ul style="list-style-type: none"> 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; |

Year 4: Autumn- Effects of Different Perspectives and Techniques

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|--------------------------|--|---|--|
| Optical Illusions | <p>Pupils create an optical illusion piece of art, inspired by the 'lenticular prints' of Luz Perez Ojeda, by cutting two images into strips and alternating them side by side, in sequential order, before folding.</p> |  | <ul style="list-style-type: none"> 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; |



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| Willow Pattern | <p>Pupils design their own willow pattern style plate, based on a tale of their choice, by first drawing three key characters, then going over the details with undiluted ink, before finally using a water wash to add lighter tones of blue.</p> |  <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Soap Sculptures | <p>Pupils use a variety of tools to carve a piece of soap into a sculpture in the style of artist and sculptor Barbara Hepworth.</p> |  <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Paul Cézanne | <p>Pupils work in the style of artist Paul Cézanne, mixing colours using short, angular strokes and painting in various directions.</p> |  <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Drawing: Still Life | <p>Pupils arrange a collection of objects in an interesting way to sketch, drawing the outlines of the objects before adding in light, medium and dark tones to their work; as inspired by the still life artworks of Giorgio Morandi.</p> |  <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |



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| Learning About the Work of a Curator | <p>Pupils curate an exhibition of their own based on, for example, a collection of their most recent artworks.</p> | <p>Key Outcome Questions</p> <p>What is a curator?</p> <p>What does a curator do?</p> <p>What would be useful skills for a curator to have?</p> <p>How do curators decide where to put things and how to display them?</p> | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
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Year 4: Spring- Colour, Light and Pattern

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|-------------------------|---|--|---|
| Tints and Shades | <p>Pupils analyse different painting techniques, comparing paintings by artists according to elements such as texture or colour and practising creating tints and shades when colour mixing.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Three Dimensions | <p>Pupils learn more about the effect of light on colour in everyday life and in art. Applying what they learnt previously, they paint a simple object, mixing and using tints and shades to give the appearance of three dimensions.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |





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| Reflection and Symmetry | <p>Pupils draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern' is complete.</p> |    | <ul style="list-style-type: none"> • 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. |
| Flower of Life Pattern | <p>Pupils use a compass and following precise instructions, they make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'.</p> |   | <ul style="list-style-type: none"> • 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; |
| Making Maracas from Recycled Materials | <p>Inspired by STOMP, pupils create maracas using plastic bottles and decorate them with West African patterns.</p> |    | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Sokari Douglas Camp | <p>Exploring the work of sculptor, Sokari Douglas Camp, pupils use themselves as an active part of their own sculptures.</p> |   | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |






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Year 4: Summer- Every Picture Tells a Story



| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|--------------------------------------|---|---|---|
| Texture: Charcoal Mark-Making | Pupils express the meaning of words and phrases in an abstract way, using charcoal to create different textures and effects. |  | <ul style="list-style-type: none"> 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; |
| My Parents | Pupils analyse the formal elements in 'My Parents' by David Hockney and explore the use of narrative through acting out the scene within the painting. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| The Dance | Pupils analyse the formal elements and the use of narrative in the work of Paula Rego's 'The Dance', justifying opinions by referencing specific aspects of the painting. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Table for Ladies | Pupils analyse the formal elements and the use of narrative in the realist work of Edward Hopper e.g. 'Table for Ladies', using role-play to view the piece from another perspective. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |



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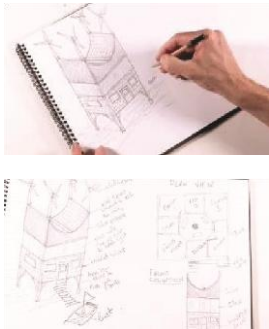

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| Children's Games | <p>Pupils analyse the formal elements and use of narrative in Pieter Brueghel's painting 'Children's Games' before recreating it as modern art in the form of a photo collage.</p> |  | <ul style="list-style-type: none"> • to create 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; • about great artists, architects and designers in history. |
| Fiona Rae | <p>Pupils analyse the formal elements and use of narrative in Fiona Rae's paintings before creating their own abstract piece to represent the same themes.</p> |   | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |

Year 5: Autumn– Architecture

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|------------------------------------|--|---|--|
| Drawing: A Walking Line | <p>Pupils extend a drawing outwards using the continuous line method and adding tonal gradation.</p> |   | <ul style="list-style-type: none"> • 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. |




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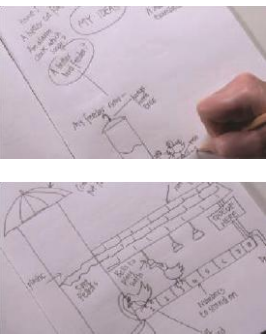
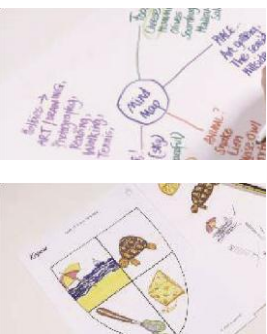
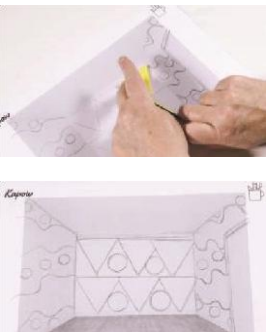
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| Observational Drawing – Houses | <p>Pupils draw a house from observation; interpreting the details to draw accurately.</p>  | <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; |
| House Monoprints | <p>Pupils apply composition skills to plan a print and use the monoprint technique to create an abstract piece.</p>  | <ul style="list-style-type: none"> • 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; |
| Be an Architect | <p>Pupils design a unique building and justify design choices when evaluating.</p>  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Friedensreich Hundertwasser | <p>Pupils explore the work of Hundertwasser to develop design ideas through sketchbook research.</p>  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history.. |



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| Monument | <p>Pupils design a monument by reflecting on something important and evaluating how successfully the monument conveys meaning.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
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Year 5: Spring- Design for a Purpose



| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|---------------------------------|---|---|---|
| Design: Little Inventors | <p>Pupils design a new invention for a set purpose by brainstorming ideas and developing and communicating these through notes and sketches, before selecting one idea and drawing and annotating it in full.</p> |  | <ul style="list-style-type: none"> • 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. |
| Coat of Arms | <p>After learning about how the coat of arms originated and how they are used today, pupils create a design of their own.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Designing Spaces | <p>Working to a specific brief, pupils work collaboratively to create a design for an empty room.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |



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| Changing Spaces | Pupils use cut out shapes to help them experiment and develop their design ideas. |   | <ul style="list-style-type: none"> 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. |
| What's in a Name? | Pupils are given a word as a product name, which they then devise a product idea for. | Pupils are given a word as a product name, which they then devise a product idea for. | <ul style="list-style-type: none"> 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. |
| Adverts | Pupils create and then present a pitch to sell their product. | Children create and then present a pitch to sell their product. | <ul style="list-style-type: none"> 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. |

Year 5: Summer- Every Picture Tells a Story

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|---------------------------------|--|---|--|
| Learning About How Artists Work | Pupils work imaginatively to develop an idea of their own through sketching and sourcing pictures, photos and illustrations, before producing a final drawing. |   | <ul style="list-style-type: none"> 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. |

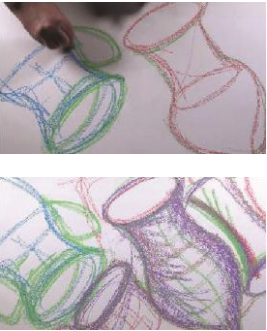


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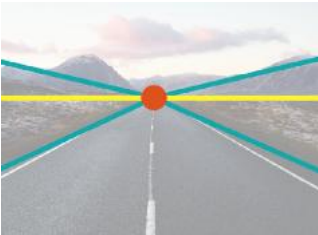

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| Drawing: Picture the Poet | <p>Pupils draw a portrait using the continuous line method, before adding text inspired by a poem, varying the size and style of their writing to suit the details of their picture.</p> |  | <ul style="list-style-type: none"> • 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; |
| Clacton Pigeon Mural – Banksy | <p>Pupils explore the political messages within art through the work of Banksy ('Clacton Pigeon Mural') before altering a work of art to reflect British Values.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Inspired by Rorschach | <p>Pupils create a symmetrical abstract image in the style of the Rorschach method, as inspired by Andy Warhol ('Rorschach').</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| The Front Line – John Singer Sargent | <p>Pupils analyse and re-create a political piece of artwork by John Singer Sargent ('Gassed').</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |



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| Magdalene Odundo | <p>Pupils work in an unconventional manner, as inspired by Magdalene Odundo, using coloured chalk and their whole bodies to create different lines and tones.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
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Year 6: Autumn- Drawing: Expressing Ideas



| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
|--|--|--|---|
| What is Street Art? | <p>Pupils explore how street artists use art to convey messages and provoke thought.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| How do Artists use One Point Perspective? | <p>Pupils understand and apply one point perspective in a street art inspired drawing.</p> |  | <ul style="list-style-type: none"> 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; |
| Scaling Up | <p>Pupils use scale and proportion effectively in drawings.</p> |  | <ul style="list-style-type: none"> 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; |



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| Planning Street Art | <p>Pupils design a street-art-inspired final piece; combining skills learned.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Making a Street-Art-Inspired Piece | <p>Pupils scale up a street-art-inspired design that conveys a message using perspective, scale and proportion.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |

Year 6: Spring- Still Life

| Lesson | Objectives Pupils will be taught how to: | Outcome | National Curriculum Links |
|---|---|---|---|
| Learning about the Work of Edward Hopper | <p>Pupils analyse works of art such as Edward Hopper's 'Nighthawks', answering questions on fundamental principles in art, including; scene, technique, form and shape, colour and light.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Still Life Composition | <p>Pupils arrange and sketch their own selection of objects with a focus on composition.</p> |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |







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| Charcoal Still Life | <p>Pupils recreate a still life drawing using the medium of charcoal.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Negative Medium Still Life | <p>Pupils create a negative image by using an eraser to define lines and shapes and mark out areas of light and shadow.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Still Life in Colour | <p>Pupils mix and apply paint to add dynamic colour to their still life with a range of tints and hues.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |
| Assembling the Memory Box | <p>Pupils showcase their work in 3D form by creating a box with a different still life piece on each face together with a visual representation of the memories and emotions they evoke.</p> |  | <ul style="list-style-type: none"> • 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; • about great artists, architects and designers in history. |



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Year 6: Summer- Photo Opportunity

| Lesson | Objectives | Outcome | National Curriculum Links Pupils should be taught: |
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| Photomontage | Pupils create a cityscape photomontage advertising poster inspired by Hannah Hoch, Chris Plowman and Graham Holland. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Macro Photography | Pupils understand and apply one point perspective in a street art inspired drawing. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Digital Art | Pupils make design decisions to compose and edit an interesting photographic composition for a music album cover. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |
| Recreating Paintings | Pupils use photography skills to make design choices to accurately and creatively recreate a famous painting through photography. |  | <ul style="list-style-type: none"> 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; about great artists, architects and designers in history. |



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Photorealistic Self-Portraits

Pupils explore the work of photorealistic artists and recreate photographic portraits using a grid drawing technique.



- 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;
- about great artists, architects and designers in history.