

Art Long Term Plan 2021 – 2022

Lessons to run over 9-week blocks, alternating Art and D&T.

KS1 classes will have a 50 min lesson each week. 9 in total.

KS2 classes will have a lesson every third week. They will have 3 x 2.5 hr lessons in total.

	Reception	Yr 1	Yr 2
Art		Painting / drawing	Painting / Drawing
Topic link		Toys	The Royals
NC		To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space	To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, describing the

		To learn about the work of a range of artists, describing the differences and similarities between their work.	differences and similarities between their work.
Skills		To use a range of paint types. To name the primary and secondary colours. To experiment with different painting tools. To add black and white to colours to create tints and shades. To express an opinion about other artworks. To use a pencil to create lines and marks that resemble what I am describing. To draw some shapes using a pencil with some accuracy.	To use a range of paints including watercolour, acrylic and poster. To name the primary, secondary and tertiary colours. To mix primary colours to make secondary colours. To experiment with different brush types, creating different brushstrokes. To mix black and white with colours, creating tints and shades. To express an opinion about famous artwork. To use a pencil to draw shapes that resemble what I am describing. To use smudging to create shadows and darker areas.

		To use an appropriate amount of pencil pressure to draw with. To colour and fill in areas with some accuracy. To use finger smudging to create darker areas. To describe the work of famous artists.	To experiment with the edges of pencils to create shaded areas. To use inspiration from famous artwork to create their own work and compare.
Artist		Yayoi Kusama	Vincent Van Gogh
Vocab		Primary colours Secondary colours Neutral colours Tints Shades Warm Cool Watercolour Acrylic Wash Sweep Dab	Primary, secondary, tertiary colours. Neutral Tints Warm and cool colours Watercolour Acrylic Poster paint Wash, sweep, dab, bold brushstrokes. Shading, smudge.

		Bold Brushstroke Smudging	
Outcome		Creating a painting or drawing based on the artwork of LS Lowry, using shading techniques.	Creating a painting or drawing based on the artwork of Van Gogh, using colour mixing techniques.
Equipment & Materials		Water colour paint Acrylic paint Tempera paint Sketching pencils Graphite Different sized paint brushes Images of Yayoi Kusama artwork	Water colour paint Acrylic paint Tempera paint Sketching pencils Graphite Different sized paint brushes Images of VVG artwork
Differentiation		Templates of artwork / shapes to follow with brush / pencils. Less / more options with brush size/ colours.	Templates of artwork / shapes to follow with brush / pencils. Less / more options with brush size/ colours.

		TA support with less able CHN Annotated mark making	TA support with less able CHN Paint mixing expectations lowered / increased
Lesson 1		• AFL line/ mark making	• AFL observational drawings
Lesson 2		• Pencil pressure • Observational drawings	• Using line, shape and detail to create a drawing (The Queens Knickers book)
Lesson 3		• Observational drawing of toys • Colouring within the lines/ filling in areas of space.	• Using watercolours to complete my drawing from lesson 2.
Lesson 4		• Naming the secondary colours • Painting the primary colours	• Mixing primary colours to make secondary colours using acrylic paint
Lesson 5		• Mixing primary colours to make secondary colours	• Using line and shape to create a portrait.

Lesson 6		• Experimenting with different brushes to create different brushstrokes • Using smudging techniques	• Mixing black and white paint to colours to create tints and shades.
Lesson 7		• Using shapes and shading techniques to create an artwork	• Using tints and shades to make a portrait
Lesson 8			
Lesson 9			

	Reception	Yr 1	Yr 2
Art		Collage / sculpture	Textiles
Topic link		WOW: Our body	WOW: Connecting with others
NC		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. To learn 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.	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. To learn 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.
Skills		Using scissors accurately Selecting from a range of materials to create an artwork To use a pencil to create lines and marks that resemble what I am describing.	Threading a needle Sewing several stitches Using scissors safely and accurately Considering our favourite things and creating a list Using stitches to create patterns

		To draw some shapes using a pencil with some accuracy. To use an appropriate amount of pencil pressure to draw with. To use clay joining techniques To use clay modelling techniques	
Artist		Yayoi Kusama	Vincent Van Gogh
Vocab		Pinch smooth rolling squeezing carving collage tear arrange	Embroidery Stitch Sew Needle Eye Thread autobiography
Outcome		Collages and plasticine representations of the body	CHN will create an embroidered section of fabric, communicating something about themselves.

Equipment & Materials		Paper Card Coloured pencils Coloured pre-cut 2D shapes Magazines Plasticine Clay modelling tools	Pre-cut BINCA style embroidery fabric Plastic and metal needles Embroidery thread Wool Scissors Needle threaders
Differentiation		Photographs Less / more labelling TA support Extra / less body parts Pre labelled drawing to copy	Larger needles Needle threaders Thinner threads Fabric with larger holes Fabric with pre drawn lines to stitch over TA/T support
Lesson 1		Draw and label the main parts of the body: Head, chest, arms, legs. Other body parts used as differentiation for higher ability children.	Introduce CHN to the project, CHN to practice threading and sewing several stitches

Lesson 2		Using coloured shapes to create a block colour collage of the body.	CHN to begin planning their autobiographical textile Begin choosing colours etc and possible begin stitching
Lesson 3		INNOVATION WEEK LESSON	INNOVATION WEEK LESSON
Lesson 4		Using torn newspaper and magazines with block coloured paper to create collages	Sewing lesson
Lesson 5		Intro to plasticine body part making	Sewing lesson
Lesson 6		Main body part sections to be made and completed	Sewing and finishing lesson
Lesson 7		Body part details to be added and finished	Presenting and writing a blurb about their work
Lesson 8			
Lesson 9			

Art and D&T Long Term Plan

Each block to run over 9 weeks.

KS2 will have a lesson every third week. 3 lessons in total.

KS1 will have a lesson each week. 9 in total.

	Yr 3	Yr 4	Yr 5	Yr 6
Art	Drawing / Painting/ Sculpture	Drawing with chalks / Collage	Drawing, shading and painting	Drawing / Painting / digital art
Topic link	Stone age	Romans	Industrial Revolution	Self Portraits

NC	To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, describing the differences and similarities	To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, describing the differences and similarities between their work.	To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, describing the differences and similarities between their work.	To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, describing the differences and similarities between their work.
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	between their work.			
Skills	Create tone and texture within drawing. Mix primary colours to make secondary and to add black and white to create lighter and darker tints and tones. Practice joining techniques using malleable materials. To create patterns and lines with paint and different brushes.	Draw with pastels, chalk, charcoal and felt tips. Create different textures with paint. To use chalks and charcoal to shade and create texture. To blend using pastels.	Use hatching and cross hatching, reflections and shadows. Create a colour palette using different shades and tones. Looking at 3D forms and recognising the shadows and reflections they create. Understanding the differences between hatching and smudging within shading. Understand the differences between different paint types.	Create perspective. Use technology to create sketches. Use acrylic paint to create a visually interesting artwork. To understand how to use paint and drawing tools within a computer program. To understand how to import a photograph and to manipulate the colours. To be able to plan an artwork, using a sketchbook and an exploded diagram or mind map.
Artist	Frida Kahlo	Pablo Picasso	Claude Monet	Kara Walker TBC

Vocab	Pinch mould Join Malleable Primary Secondary Acrylic Tone Texture Graphite	Blend Smudge Outline Fill Texture Tone Depth Contrast Collage Negative space Self portrait	Hatch / Cross hatching Acrylic / oil / watercolour paints Shadow Reflection Shade Tint Tone Neutral Contrast Muse Critique	Sketch book Mind map Contrast Muse Critique Form Abstract Naturalistic Dynamic Organic Complex Expression
Outcome	To create a drawing of animals from the stone age using different textures and tones. To create a stone age tool	To create a self portrait in the style of Picasso, using a range of materials.	To create an artwork based on elements from the industrial revolution, using more than one material and showing both shadow and reflection.	To create a visually interesting artwork, based on sketches and ideas planned into their sketch books.

	from clay, painted using different patterns and lines.			
Equipment & Materials	Clay Plasticine Acrylic paint Graphite pencils Erasers Assorted brush types Clay tools	Chalks Pastels Charcoal Acrylic paint Felt tips Graphite pencils Mirrors	Chalks Pastels Graphite Acrylic Watercolour Workshop tools Plastic flowers Mirrors Glass/ acrylic sheets Lights (to create dramatic shadows)	Sketch books Acrylic Watercolours Chalks Pastels Coloured pencils Graphite Mirrors Art books
Differentiation	Some TA and T support. Less and more options with paints. The use of smudging for shading.	Some Ta/ T support as needed. Outlines for drawings to be completed with help. More/ less choice for materials.	Mixed ability groups and TA/T support. More/ less objects to arrange and draw. More/ less materials to choose from.	Mixed ability groups and TA/T support. More/ less objects to arrange and draw. More/ less materials to choose from.

	The use of clay tools.			
Lesson 1	Observational drawings of plastic animals (or images for lower ability-3D is generally more challenging) Go through the 4 steps of drawing (Basic shapes/ Alter shapes/ add detail/ add shading) Show how to use hatching/ different lines to create texture and	Drawing shapes, using the 'taking a line for a walk' activity to create spaces and shapes on the page. Using pastels to fill in certain areas. Practicing blending 2 colours together within the shape spaces. Discuss negative spaces (the spaces around the filled in sections).	Discuss the industrial revolution and the conditions of the workers from some stories. Discuss imagery and create a list. Look at Claude Monet, who was making work at the same time and discuss the contrasts and the reasons why. Create a list of imagery in Monets work. Use the workshop tools and charcoal/ chalks for some observational drawings, using the lighting to create shadows. Model now	Look at a range of artists whose artworks have a message. Discuss themes and also themes within their own lives. Discuss the things that they are drawn to: shapes, colours, textures and the artworks they tend to like: portraits, abstract, political etc. Discuss their lived experiences: home, heritage, environmental etc. CHN will make notes and create a list of their own. CHN to begin drawing and arranging to begin planning their artwork,

	smudging to add tone.		to draw the shadows using shading techniques.	making several small drawings first.
Lesson 2	Observational drawings of animals, recapping on previous skills, adding coloured chalks or pencils. Create a stone age tool out of clay, focussing on joining techniques. Ready to dry before the next session.	Follow the same pattern of the previous lesson but using chalks. Practice using chalk on paper, having a go at smudging. CHN will then take their line for a walk, creating spaces and shapes for their chalks to fill in. Look at blending and smudging 2 colours and discuss the difference between pastels and chalks. Use the charcoal to	Same discussion and setup as previous lesson, but change the still life to the flowers, add a reflective surface and change the lighting to decrease the shadows. Model how to lightly sketch and then use watercolours to add colour.	CHN will use their sketch book to draw out the outlines of their artwork and will then choose their materials and begin creating their work.

		go around the lines to sharpen and define.		
Lesson 3	Painting the stone age tool using a range of patterns and textures. Practice on paper first (stuck into book at end when it is dry). Then move to painting the objects with the same techniques.	Look at Picasso and discuss how he exaggerated certain features and used lines, angles and colours in unusual ways to create a self portrait. CHN will use a mirror to draw their faces and then exaggerating parts to be filled in using paint. Look at colour mixing and creating tints and tones.	Recap the shadow and reflection skills we covered and model how to use pastels or chalks to add more texture. CHN will plan their own artwork using shadows and reflections. They will need to decide which mediums to use.	Before CHN complete their artwork, they will have a critique (feedback), giving them ideas about how to finish the work, or anything they could do to elevate it. PA post it notes to be stuck into their books. CHN to complete artworks and will then present their work, talking about the themes. CHN will then write about the artwork they made as their pupil voice text.

	Yr 3	Yr 4	Yr 5	Yr 6
Art	Printmaking: relief / stencils	Sculpture: religious buildings	Sculpture: costumes/ landmarks	Sculpture: Jewellery making using Clay
Topic	WOW: The Mind	WOW: Taking Notice	WOW: Around the World	WOW: To Give
NC	To improve their mastery of art and design techniques, including drawing and painting with a range of materials. 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. 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. 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. to create sketch books to record their observations and use them to review and revisit ideas
Skills	To use drawing skills with more accuracy	Cut, make and combine shapes	To use drawing and shading (hatching/	To use drawing skills and shading (hatching/ cross

	to communicate ideas. To plan and design a relief print by sketching ideas. To understand how to use printmaking techniques to create repeated patterns. To plan and design a stencil, experimenting with cutting techniques. To understand the difference between positive and negative spaces. To understand the difference between a relief print, stencil and block print.	to make a recognisable form. To use drawing and shading skills with more accuracy to communicate ideas. To use tools safely and effectively. To use joining techniques to make materials stronger and more stable. To work with a variety of materials. To have an understanding of a variety of religious buildings	cross hatching/ smudging) skills with more accuracy to communicate ideas. To have an understanding of some famous landmarks/ buildings. To use a range of joining techniques, such and gluing/ sewing/ folding/ stapling. To work effectively as a team, delegating jobs and being responsible for creating specific objects. To reflect and give feedback to others within a small group.	hatching) with more accuracy to communicate ideas. To understand basic clay joining techniques (score and slip). To understand the differences between pinch and coil techniques. To have an understanding that most ceramics need to be fired in a kiln before and after they're glazed. To be able to create and several clay objects using similar techniques and using methods of quality control. To understand simple engraving techniques. To communicate a story through the use of
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		and their symbolism.		objects, colour and design elements.
Artist	Andy Warhol	Shirin Neshat	Kehinde Wiley	Banksy
Vocab	Stencil Block Relief Print Negative / positive spaces Ink Roller	Architecture Combine Structure Rectangular Concrete Terrace Brim Peak Buckle Trimming Edging Form	Architect Fasten Carve Texture Pattern Form Structure Join Cast	Carve Coil Pinch Slip Score Wedge Ceramic Glaze Slab
Outcome	A series of prints made from their relief print, in colour and B&W.	To create a replica of a religious building, using a range of materials and decorating using paint.	To work in a small group to create a wearable costume based on a famous building, using a range of materials.	To create a piece of clay jewellery designed to be given to another person, for a specific purpose or event

				(An engraved ring, brooch, necklace etc.)
Equipment & Materials	Card Paper Wool Scissors Paint rollers PVA glue Assorted paint colours	Paper Card Cardboard Hot glue guns PVA Glue sticks Cellophane sheets Paint Felt tips Masking tape	Fabric Needles Wool Thread Hot glue guns PVA Glue sticks Masking tape Cardboard Staplers Scissors Hole punch tools	Clay Clay tools Engraving tools (small nails etc.) Plastic sheeting Plasticine (for allergies) Polymer clay (for demos) Alginate (for demos) Plaster of Paris (for demos) Gold / black / silver elastic threads
Differentiation	Less/ more blocks to print from Extra colours/ less colours Pre-drawn relief print template Pre-cut string	2D drawn shapes to be used in the religious building Pre-cut cardboard pieces	Less able supported by more able CHN Less confident CHN given specific, achievable tasks with the group	Plasticine / play dough for CHN with skin allergies (check with allergy forms and CHN to see what is most comfortable) Gloves made available.

	Word bank/ pre written pupil voice.	Support using scissors/ hot glue Larger groups / smaller groups (Less able put into a group with more able CHN)	Support for cutting large card/ fabric TA/T to support using hot glue Support taking main shapes from architecture to turn in to costume elements	Smaller pieces of clay with simpler tasks (roll a ball, push the thin tool through to make a hole) Support scribing / writing their text about who it will be for.
Lesson 1	Look at block printing (sponges / stamps/ potato prints) Researching/ planning/ designing and gluing the string to their cardboard square plate.	Research religious buildings and turn them into 3D shapes. Practice joining techniques. Safety discussion (hot glue/ scissors/ knives etc.) Sketch plan of building in books.	Research costumes, explore theme. Children in groups of 5. Look at materials and discuss joining/fastening techniques. Discuss safety using tools.	Discuss jewellery in the home, look at examples of jewellery that is given to another person (right of passage/ marriage/ celebration/ ceremonial etc.) Teach clay making skills (moulding/ joining etc.) Begin making, producing multiple clay components.

		Begin to make.	Design costume/ delegate jobs within groups. Begin making.	
Lesson 2	Printing using their relief print.	Making lesson	Making.	Engraving, painting and decorating.
Lesson 3	Stencilling	Painting and decorating.	Making/ finishing / performing (catwalk / runway)	Assembling and finishing.

National Curriculum coverage across the year groups.

Art

National Curriculum requirements	KS1

National Curriculum requirements	KS2

D & T

National Curriculum requirements	KS1
Design: To design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	

Make: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate: To explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge: To build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and Nutrition: To use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.	
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National Curriculum requirements	KS2
Design: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and	

components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate:

To investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge:

To apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition:

To understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.