



## LONG TERM PLAN

### ART, CRAFT AND DESIGN

#### School Organisation

Pupils in Nursery to Year 2 are taught as single-entry year groups.

Key Stage 2 pupils are divided into 3 classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class.

There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. The majority of pupils spend two years in Deer Class (Years 4/5).

#### How our Curriculum Cycles are organised so that there is coverage of all National Curriculum objectives in all subjects.

Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the full National Curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through Key Stage 2.

- Pupils from Nursery to Year 2 are taught in single cohorts so no cycle organisation is required.
- A 2-year cycle is in place for pupils who are taught in Rabbit Class (Year 3/4) Deer Class (Year 4/5) and Stag Class (Year 5/6).

#### How is the curriculum sequenced?

Our Early Years Curriculum offers a wide variety of rich activities and experiences which is crucial to child development. The Art, Craft and Design element lies within 'Expressive Arts and Design' Educational Programme, although we acknowledge that all areas of learning and development in EYFS are inter-connected.

#### **Expressive Arts and Design Educational Programme (0 – 5 years)**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Children in Key Stage 2 are taught following a cycle, this ensures that children experience a broad and balanced curriculum. Planning ensures that children have opportunities to explore and experiment with a range of mediums, styles and artists, building upon any prior knowledge. Pupils have individual Art Journals from Year 2 which travel with them as they move through the school year groups. These journals demonstrate and evidence the progress pupils make in drawing/mark making, colour/painting, and 3D work including textiles/collage, which are identified within each cycle as demonstrated in the grid below from Year 1.

	Autumn	Spring	Summer
Nursery	<p><b>If you go down to the woods today (families/bears/woods)</b></p> <p><b>Ready Steady Cook (Colours, Celebrations and environment)</b></p> <ul style="list-style-type: none"> <li>• <i>Explore colour and colour mixing (Development Matters)</i></li> <li>• <i>Explore colour paddles</i></li> <li>• <i>Explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark.</i></li> <li>• <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Development Matters)</i></li> </ul> <ul style="list-style-type: none"> <li>• To experiment with the material playdough in it's various forms (with glitter, colouring, fragrances etc) ; poking, stretching, flattening with hand.</li> </ul>	<p><b>Winter Wonderland (Winter)</b></p> <p><b>Once upon a time (Traditional Tales)</b></p> <ul style="list-style-type: none"> <li>• <i>Explore colour and colour mixing (Development Matters)</i></li> <li>• <i>Explore colour paddles</i></li> <li>• <i>Explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark.</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Show different emotions in their drawings and paintings, like happiness, sadness, fear. (Development Matters)</i></li> </ul> <ul style="list-style-type: none"> <li>• To continue to experiment with the material playdough in it's various forms (with glitter, colouring, fragrances etc) rolling flat and rolling in a ball. To give the playdough a function – Cakes for Grandma.</li> </ul>	<p><b>All Change (Minibeasts/lifecycles/growing and changing)</b></p> <p><b>Ahoy there! (Seaside, marine life, pirates, mermaids)</b></p> <ul style="list-style-type: none"> <li>• <i>Continues to explore colour and how colours can be changed (Birthto5Matters).</i></li> <li>• <i>To explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark (Inspired by artists work in Outdoor Art Gallery).</i></li> </ul> <ul style="list-style-type: none"> <li>• To continue to experiment with the material playdough in it's various forms (with glitter, colouring, fragrances etc) rolling flat and rolling in a ball.</li> <li>• To manipulate playdough to give form and function. For example, create a frog shape to use as a prop for 5 little speckled frogs.</li> </ul>

Reception	<p><b>If you go down to the woods today (families/bears/woods)</b></p> <p><b>Ready Steady Cook (Colours, Celebrations and environment)</b></p> <ul style="list-style-type: none"> <li>To explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark (Inspired by artists work on Provocation Table and Outdoor Art Gallery).</li> <li>To explore colour and how colours can be changed through mixing paint.</li> <li>To be able to mix at least the prime colours using powder paint.</li> <li>Explore Light box with paddles and coloured paper.</li> <li><i>To manipulate playdough to give form and function. For example, creating, bears or different food shapes.</i></li> </ul>	<p><b>Winter Wonderland (Winter)</b></p> <p><b>Once upon a time (Traditional Tales)</b></p> <ul style="list-style-type: none"> <li>To explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark (Inspired by artists work on Provocation Table and Outdoor Art Gallery).</li> <li>To select and create colours through mixing, for the task in mind.</li> <li>Experiment with Light Box using a variety of transparent, opaque and translucent materials. <i>To develop own ideas through experimentation with diverse materials (light, loose parts) Birth to5Matters.</i></li> <li>To manipulate playdough to give form and function. For example, creating, animals or different food shapes.</li> </ul>	<p><b>All Change (Minibeasts/lifecycles/growing and changing)</b></p> <p><b>Ahoy there! (Seaside, marine life, pirates, mermaids)</b></p> <ul style="list-style-type: none"> <li>To be able to talk about art and artists (Development Matters)</li> <li><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Early Learning Goal)</b></li> <li><b>Share their creations, explaining the process they have used. (Early Learning Goal)</b></li> </ul>
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**How can we make art with our environment?**

Sketching and sculpturing snails!

**NC ref:**

- 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

**Focus:**

**Drawing/Mark Making** **3D Work** **Textiles/Collage**

Children will begin to sketch from observation, using simple lines to sketch snails and other creatures before using clay to create a sculpture. Children will use naturally found objects to create a 3D sculpture, exploring composition. Working as a class, children to recreate Louise Bourgeois' Maman spider sculpture, the children will plan and create the legs and body of the spider before painting.  
Artists: Andy Goldsworthy and Louise Bourgeois

**What can art tell us about the past?**

**NC Ref:**

- 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

**Focus:** **Drawing/Mark Making** **Colour/Painting**  
**Printing**

Children will explore the work of 19th century painter LS Lowry and learn about the industrial landscape that provided the subject of many of his paintings. Children will develop their skills by comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and scissor skills. At the end of the unit children will use their skills and work together to print a collagraph.  
Artist: LS Lowry

**Does art have to be realistic?**

**NC ref:**

- 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

**Focus:** **Drawing/Mark Making** **Colour/Painting** **Printing** **3D Work**  
**Textiles/Collage**

Children will learn about Spanish Catalan artist, Joan Miró, and all about his Magical Realist paintings. Children will then draw on their own experiences to create dream-like pictures about their own lives. Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Children will love using their imaginations as they delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.  
Artist: Joan Miró

**How are buildings designed?**

**NC ref:**

- 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
- 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

**Focus:** Drawing/Mark Making Colour Textiles/Collage

Children will be given a general overview of the role of an architect, before exploring a range of famous buildings from around the world including St Paul’s Cathedral, Sydney Opera House, etc. considering how and why trends in architectural styles change over time. Children will find out who Sir Christopher Wren was and discover his role as an architect. Children will also explore religious paintings displayed within special places; discussing choice of colours and how they depict mood. They will also explore the use of stained glass in many important buildings and recreate their own using collage.

Artist: Sir Christopher Wren

**What is pop art?**

**NC ref:**

- 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

**Focus:** Drawing/Mark Making Colour/Painting 3D Work

Children will explore 2D and 3D form and begin to consider proportion as they sketch their friends from observation before replicating their pose using wire and plasticine. Children will consider emotions and learn how to portray expression in artwork whilst exploring the artwork of Roy Lichtenstein. Children will learn how to colour wash and apply a dot matrix effect, similar to that in Lichtenstein's ‘Explosion’ before exploring colour to create shadows and make compositions ‘pop’.

Artist: Roy Lichtenstein

**How can we add texture to our work?**

**NC ref:**

- 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

**Focus:** Drawing/Mark Making Colour/Painting Textiles/Collage

Using Van Gogh’s artwork as inspiration children will explore landscapes, particularly of the seaside. Focusing on composition, children consider where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer. They will then explore a range of materials, adding texture to their work which replicates textures found at the seaside. Children will then learn to create the different tints and shades that they see, including using watercolours and shading. Artists: Van Gogh, Renoir, Sorolla and Peder Severin Krøyer.

<p style="text-align: center;">Cycle A Year 3/4</p>	<p><b>Who were Britain's first artists?</b> NC ref:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting</p> <p>Children are introduced to cave art and reflect upon the purpose of the drawings. They will then develop their sense of drawing in proportion, drawing animals of their own from observation/other sources whilst experimenting with various mediums including charcoal. Children will then add colour and effect to their work, using natural materials such as spices and objects found on a nature walk. Children will also work on a collaborative class piece of prehistoric inspired art, creating handprints onto a textured background. Artist: Early Cavemen</p>	<p><b>What can we learn from Greek Pottery?</b> NC Ref:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting 3D Work</p> <p>This unit will focus on Greek Pottery; children will investigate how the ancient Greeks used pottery to tell stories and depict different scenes from their lives. Children will explore the human form and begin to draw with increasing detail, demonstrating an understanding of proportion. The children will also explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore. The children will then use their knowledge of bodies and the existing Greek pots they've seen to inspire them as they design and then use clay to make their own pottery in the style of the Ancient Greeks. Artist: Julian Opie, Alberto Giacometti and Henry Moore</p>	<p><b>How do different materials and techniques alter the final design?</b> NC ref:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting 3D Work Textiles/Collage</p> <p>In this unit the children will learn how to use pencil and colour when creating artwork from observations. They will use the printing technique Hapa Zome and will explore sculpture, paper modelling and textiles to create quality artwork that shows progression in their skills. Artists: India Flint, Alexander Calder, David Oliveira and Henri Rousseau</p>
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<p style="text-align: center;">Cycle B Year 3/4</p>	<p><b>Best of British: Artists from Great Britain</b> - Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting 3D Work Textiles/Collage</p> <p>This unit will allow children the opportunity to learn about and explore the work of a range of British artists including Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce. Children will explore how to use a range of media for making portraits, tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills.</p>	<p><b>Can we thank the Ancient Greeks for anything in our lives today?</b></p> <p><b>NC ref:</b> Ancient Greece; achievements and influence</p> <p><b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p><b>What Art did the Romans leave in Britain?</b> Roman mosaics</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Textiles/Collage Printing</p> <p>Children will explore examples of Roman mosaics and learning about who had these and what they indicated about the owners' place in society. Children will explore and practise printing techniques whilst studying the design of Roman mosaics before designing their own mosaic including a border and central motif which they will print using previous techniques.</p>
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<p style="text-align: center;">Cycle A Year 4/5</p>	<p><b>How can we create different effects when drawing portraits?</b>  <b>NC ref:</b></p> <ul style="list-style-type: none"> <li>Use sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Printing 3D Work</p> <p>This unit will focus on portraits and experimenting with pencil, pen and charcoal to create different effects when drawing portraits. Children will have the opportunity to explore the work of David Hockney, Man Ray and Fernand Leger. Children will then work with clay and papier mâché to design and create Egyptian style Death Masks which they will paint using their knowledge of Egyptian Art.  Artists: David Hockney, Man Ray and Fernand Leger</p>	<p><b>What happened when the Romans left Britain?</b>  <b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots  <b>Focus:</b> Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>	<p><b>Were the Vikings vicious? - Animal heads in the Viking style and Viking jewellery.</b>  <b>NC Ref:</b></p> <ul style="list-style-type: none"> <li>Use sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Colour/Painting Textiles/Collage</p> <p>Children will be introduced to the Vikings and Viking Art; looking at examples of Viking art from existing artefacts before being given a quick history of the six main styles of Viking art and how these developed throughout the Viking period. Children will look at some examples of animals in Viking art, noting common features and popular animals. They will then look at how to accurately draw some animal heads in the Viking style including dragon heads from long ships, using a variety of different shading techniques. Children will be shown the steps they need to take in order to create a piece of Viking jewellery, such as a woven bracelet.</p>
<p style="text-align: center;">Cycle B Year 4/5</p>	<p><b>What did the Ancient Egyptians Achieve?</b>  <b>NC ref:</b> Achievements of earliest civilisations – Ancient Egypt  <b>Focus:</b> key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p><b>Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans?</b>  <b>NC ref:</b> Britain's settlement by the Anglo-Saxons and Scots  <b>Focus:</b> Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>	<p><b>Were The Vikings just the same as the Anglo-Saxons?</b>  <b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066  <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p> <p>Cultural</p>



<p style="text-align: center;">Cycle A Year 5/6</p>	<p><b>What can art tell us about the War?</b>  <b>NC ref:</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting</p> <p>Children will explore in depth the work of official war artist, Paul Nash. They will find out about Nash’s experiences of war, and how they influenced the artwork he created. Children will use an excerpt from a letter written by Nash to create their own piece of landscape war art. Children will discover why the poppy has become an international symbol of remembrance for those who fought and died in war. They will explore the work of Georgia O’Keeffe – using the Red Poppy as inspiration and experiment with painting flowers of their own from observational sketches, photographs and other sources</p> <p>Artists: Paul Nash and Georgia O’Keeffe</p>	<p><b>KEY QUESTION NEEDED</b>  Renie Britenbacher,  American folk art</p>	<p><b>What can artefacts tell us about history?</b>  <b>NC ref:</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> 3D Work Printing Textiles/Collage</p> <p>Children explore artefacts from Benin and discuss how they can tell us a lot about the history of the kingdom. They investigate Benin bronze plaques and discuss what the plaques tell them about the Obas of Benin. Children then recreate a bronze plaque or a small animal sculpture using clay. Children think about how symbols are used to convey meaning in different cultures and contexts. They then investigate the Adinkra symbols of the Ashanti kingdom and how they are used to make cloth for important people to wear at special events. The children are challenged to use their knowledge of these symbols to create, print or design a cloth for purposes or to express themselves.</p>
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<p style="text-align: center;">Cycle B Year 5/6</p>	<p><b>Who was making art in faraway places?</b> NC ref:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting Textiles/Collage</p> <p>Children analyse different Mayan artefacts to discuss what they were made from, how they were made and what they could have been used for. The children will discuss the materials and colours used to decorate these artefacts. Children are then challenged to make their own Mayan tile or stele from clay.</p> <p>Children explore the images of the Bonampak murals to analyse the colours used. They look at the way the murals were fresco paintings and think about the different images and events the murals are depicting. The children then use viewfinders to recreate simple designs to cross-stitch.</p>	<p><b>Designing for a purpose: Coat of Arms</b> NC ref:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting 3D Work</p> <p>After learning about how the coat of arms originated and how they are used today, children create a design of their own. Children to use materials of their choice (clay, cardboard, etc) to create and paint their coat of arms, following their design.</p>	<p><b>What can we learn from local artists?</b> NC Ref:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• Learn about great artists, architects and designers in history</li> </ul> <p><b>Focus:</b> Drawing/Mark Making Colour/Painting Printing</p> <p>Focus on what images can tell us about that time, experiment with drawing and painting using a range of materials (charcoal, pastel, shoe polish, paint etc.) on a range of surfaces (canvas, paper, wood, etc.) selecting appropriate colours for the mood of the image. Explore the work of local artists, Tom McGuinness and Norman Cornish. Print in the style of Tom McGuinness.</p> <p>Artists: Tom McGuinness and Norman Cornish</p>
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#### Continuous Provision:

- Children's artwork readily displayed around classrooms.
- Galleries in KS1 and KS2.
- Art competitions (E.g., World Book Day, Easter, Road Safety) throughout year.
- Annual art exhibition, parents and community invited.
- Christmas card production & online store.
- World Culture Day; exploring a range of artists across cultures.
- Visits to different galleries, theatres and museums.
- Outdoor arts and craft after school club.
- Outdoor displays of artwork for parents to enjoy.
- Opportunities to work outside and explore nature through Art, Craft and Design.