

### Art long term plan September 2023

#### EYFS Art and Design

Activities are by no means exhaustive. Children will have access to mark making, colour and form through continuous provision, for example art and making areas, easels, dough tables, the sand pit, large/ small construction kits and loose parts. Children will be encouraged to pursue their own interests in art and design, generating and exploring their own ideas.

#### **Early Learning Goals:**

##### **Creating with Materials**

- Safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function
- *Share their creations, explaining the process they have used*
- *Make use of props and materials when role playing characters in narratives and stories*

##### **Fine Motor Skills**

- *Use a range of small tools, including scissors and paintbrushes*
- *Begin to show accuracy and care when drawing*

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| <b>Mark-making and drawing (pencil, charcoal, chalks, pastels, ICT software)</b> | <b>Colour (painting, ink, pencils, crayons, pastels, chalks)</b> | <b>Form (3D work, clay, dough, boxes, paper, sculpture, construction kits)</b> | <b>Texture (clay, sand, stone, textiles, manmade and natural materials, printing, rubbings)</b> | <b>Artists (Goldsworthy)</b> |
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#### **Autumn Term (All About Me/ Once Upon a Time)**

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| <i>Use mark making materials competently, safely and confidently.</i>  | <i>Know about primary and secondary colours. Know how to mix basic secondary colours.</i>   | <i>Work collaboratively, sharing ideas, resources and skills<br/>Learn some joining techniques<br/>Generate, create and refine ideas<br/>Use a hammer, scissors safely</i>   | <i>Describe features of natural objects/ art- work – new vocabulary e.g. rough, smooth, shiny...)<br/>Know that different textures can be used in art</i>   | <i>Discuss features of art-work, e.g. colour, shape, texture. Share own thoughts/ preferences</i> |
| Using pencils, pastels, crayons, chalks. Learn how to draw a basic circle to represent a face, then how to add details (mirror observations)<br><br>Learn how to paint a circle shape for a face. Explore different sized brushes for details. | Teacher guided colour mixing – learn how to use primary colours to mix basic secondary colours. Set up colour mixing station.<br><br>Select colours for a purpose, e.g. when painting/ drawing leaves, self-portraits | Making representations of our faces/ Gingerbread man from dough/ collage materials.<br><br>Learn basic joining techniques – PVA, glue stick, masking tape<br><br>Paper plate face collages<br>Use hammer to make golf tee hedgehog.<br>Fairy tale construction individual/ collaborative challenges using variety of construction kits/ materials – Three Billy Goat’s Gruff (make a bridge), Three Bears (new chair for baby Bear), Gingerbread Man | Explore textures of natural materials and use these in art work:<br><br>Link to maths – printing techniques to make patterns, e.g. different vegetables, leaves<br><br>Rubbings – bark, leaves<br><br>Andy Goldsworthy collages – handle and describe materials using all senses. | Andy Goldsworthy  |

(something to help him to get across the river)

**Spring Term (People Who Help Us)**

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| <p><i>Use mark making materials with increasing control, safely and confidence.</i></p>   | <p><i>Choose/ mix colours independently<br/>Recognise that different colours can create different effects.</i></p>  | <p><i>Extend range of joining techniques</i></p> <p><i>Begin to create models with moving parts</i></p> <p><i>Use an increasing range of tools with care and greater precision.</i></p> <p><i>Create with a purpose in mind – reflect and refine. Share/ explain processes.</i></p>   | <p><i>Learn new techniques to create texture/ effects. Describe, reflect, comment on effects.</i></p> <p><i>Make choices about shape, colour, texture, pattern.</i></p> <p><i>Work together to make creative choices.</i></p>   | <p>Extend vocabulary when discussing features of art-work, e.g. colour, shape, texture. Share own thoughts/ preferences</p> |
| <p>Make representations of people that help us, e.g. firefighters using different mark making media.</p> <p>Forest school mud paintings</p> | <p>Children to choose and mix own colours using colour mixing paint station.</p> <p>Explore warm and cold colours – fire painting/ chalkings/ pastels</p> <p>Using marbelling inks – merging colours.</p> | <p>Hammer and nails – make a road sign (saw?)</p> <p>Learn how to use a stapler to join materials. Use a hole punch, scissors.</p> <p>Use construction kits/ materials to make models with moving wheels – fire engines, police cars. Learn how to make a simple axle.</p> <p>Make a waterproof outfit for a firefighter to wear.</p> <p>Create props for role play, e.g. walkie talkies, hoses</p> | <p>Chinese New Year – using fabrics/ textile printing to make a dragon</p> <p>Jackson Pollack paintings – marbles, string, splashing, using forks, toy car wheels. Relate to warm and cold colours.</p> <p>Adding textured embellishments, e.g. buttons, sequins.</p> | <p>Jackson Pollack – action art</p>   |

**Summer Term (Our Wonderful World)**

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| <p>Use a range of mark making techniques effectively to create accurate representations from observation, memory and imagination.</p> | <p><i>Create and match colours that they want to represent. Choose colours for a purpose</i></p> | <p><i>Use an increasing range of tools. Use familiar tools with increasing precision and control.</i></p> <p><i>Extend joining techniques. Select appropriate joining techniques for the job.</i></p> <p><i>Continue to develop range of techniques – paper folding, sewing.</i></p> | <p><i>Extend range of techniques used to create texture/ effects. Describe, reflect, comment.</i></p> <p><i>Select material/ techniques for a purpose in own art works.</i></p> <p><i>Think of own ways to create texture – suggest, collaborate, explore.</i></p> | <p>Extend vocabulary of colour, shape, texture. Share own thoughts/ preferences.</p> <p>Use art as a stimulus for own ideas.</p> |
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| <p>Observational pictures of plants and minibeasts using. Build on ability to spot/ represent basic shapes. Introduce use of charcoal.</p> <p>Pastel drawings/ paintings of sunflowers</p> | <p>Colour nature hunt – how many different greens/ yellows.....?</p> <p>Mixing different shades/ tones of the same colour. What happens if we add white/ black?</p> | <p>Using a hand drill to make holes in wood (Hungry Caterpillar)</p> <p>Egg box minibeasts – cardboard joining techniques, e.g. inserting, slotting</p> <p>Painting stones to create minibeasts</p> <p>Basic sewing technique – paper plate and string spider’s webs.</p> <p>Paper weaving – making our own African Kente Cloth patterns</p> <p>Making fossils in clay</p> | <p>Making Nature Paint Brushes and exploring effects</p> <p>Weaving using natural materials (Forest school)</p> <p>Seed collages</p> <p>Printing on different materials using fruits and vegetables (link to Handa’s Surprise).</p> | <p>African Kente cloth samples</p> <p>Van Gogh - Sunflowers</p> |
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|             | Drawing  | Painting   | Sculpture  | Other craft and design – Print making   |
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| Year One    | <b>Kapow Drawing Make Your Mark</b>  | <b>Kapow Painting and mixed media Colour Splash</b>  | <b>Kapow Sculpture and 3D Paper Play</b>   | <b>Access Art Making Relief Prints - Additive</b>   |
|             | Children develop observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They have an opportunity to apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. | Children explore colour mixing through paint play. Children use a range of tools and work on different surfaces. They create original paintings inspired by Clarice Cliff and Jasper Johns.  | Children create simple three dimensional shapes and structures using familiar materials. Children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. | <a href="https://www.accessart.org.uk/print-foam-making-relief-prints-incised-additive/">https://www.accessart.org.uk/print-foam-making-relief-prints-incised-additive/</a><br><br>Children can use the additive technique to build an understanding of the printing process, including how to make a printing "plate", how to use the plate to make multiple images, and how they might explore colour, line, shape, and texture to explore concepts around pattern, negative and positive images, and symmetry. |
| Year Two    | <b>Kapow Drawing Tell a Story</b>  | <b>Kapow Painting and mixed media Life in colour</b>   | <b>Kapow Sculpture and 3D Clay Houses</b>  | <b>Access Art Making Relief Prints - Incised</b>  |
|             | Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.   | Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork | Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.                  | <a href="https://www.accessart.org.uk/print-foam-making-relief-prints-incised-additive/">https://www.accessart.org.uk/print-foam-making-relief-prints-incised-additive/</a><br><br>Children can use the incised technique to build an understanding of the printing process, including how to make a printing "plate", how to use the plate to make multiple images, and how they might explore colour, line, shape, and texture to explore concepts around pattern, negative and positive images, and symmetry.  |
| Year 3/ 4 A | <b>Kapow Drawing Power Prints (Y4 unit)</b>  | <b>Kapow Prehistoric Painting (Y3 unit)</b><br>Link: History topic – Stone age to Iron age   | <b>Kapow Sculpture Abstract shape and space (Y3 unit)</b>  | <b>Access Art Monotype with Acrylic Paint</b>   |
|             | Children use everyday electrical items as a starting point. They develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.   | Children investigate making their own paints, making tools and painting on different surfaces. Children explore prehistoric art, including the purpose of cave art. This is linked to their history topic – Stone Age through to the Iron Age.   | Children explore how shapes and negative spaces can be represented by three dimensional forms. They manipulate a range of materials and explore ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.                                | <a href="https://www.accessart.org.uk/monotype-with-acrylic-paint/">https://www.accessart.org.uk/monotype-with-acrylic-paint/</a><br><br>Children learn how to create a light-field monotype print using acrylic paint. They experiment with colour and mark making.  |
| Year 3/ 4 B | <b>Kapow Drawing Growing artists (Y3 unit)</b><br>Link: Science topic - Plants   | <b>Kapow Painting Light and Dark (Y4 unit)</b>   | <b>TES sculpture Clay pots</b><br>Link: History topic – Ancient Egyptians  | <b>Access Art Dark-field Monotype - Masking</b>   |
|             | Children use botanical drawings and scientific plant studies as inspiration to explore the techniques of artists such as Georgia O'Keefe and Maud Purdy. They explore how differences in the choice of drawing medium, scale and the way tonal shading can help create form.   | Children further develop colour mixing skills, using shades and tints to show form and create three dimensions when painting. They learn about composition and plan their own still life to paint, applying chosen techniques.   |  | <a href="https://www.accessart.org.uk/dark-field-monotype-masking/">https://www.accessart.org.uk/dark-field-monotype-masking/</a><br><br>Children learn how to create a dark-field monotype using ink and the masking method to create light areas. They explore form through light and dark.   |
| Year 5/ 6 A | <b>Kapow I need space!</b>   | <b>Kapow Portraits</b>   |  | <b>Access Art Eraser Printmaking</b>  |
|             | Children consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They develop ideas more independently. Children combine collage and printmaking to create a piece in their own style.  | Children investigate self-portraits by a range of artists. They use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.   |  | <a href="https://www.accessart.org.uk/eraser-printmaking-with-morag-thomson-merriman/">https://www.accessart.org.uk/eraser-printmaking-with-morag-thomson-merriman/</a><br><br>Children further explore repeating patterns, positive and negative space, and how images are reflected when using this method.   |
| Year 5/ 6 B | <b>Make my voice heard</b>   | <b>Masks - sculpture</b>   | <b>Artists study</b>   | <b>Access Art Aluminium Foil Printing</b>   |
|             | On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to  |  |  | <a href="https://www.accessart.org.uk/aluminium-foil-printing-by-paul-carney/">https://www.accessart.org.uk/aluminium-foil-printing-by-paul-carney/</a>   |

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|  | understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'. This links to their Geography topic. |  |  |  |
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