












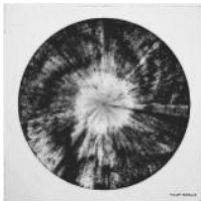






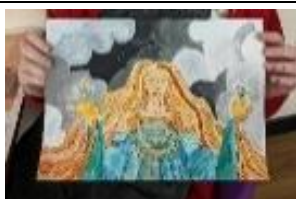





Art and Design								
Long Term Overview								
	Drawing		Clay		Painting		Print and Collage	
Y1	Artic Landscapes <i>Artist: Linda Dawn Lang</i> <i>Art History Focus: Landscape art &amp; cold environments in art</i>		Seed Pods <i>Artist: Alice Ballard</i> <i>Art History Focus: Natural forms in sculpture</i>		Powder Paint Self Portraits <i>Artist: Picasso</i> <i>Art History Focus: Cubism &amp; modern portraiture</i>		KS1: Pattern Printing <i>Artist: Herbert Bayer</i> <i>Art History Focus: Bauhaus geometric printing</i>    Paper collage <i>Artist:: Shelli Walters</i> <i>Rebecca Vincent</i> <i>Art History Focus: Modern collage</i>  	
Suggested Tools and Media		Drawing - HB pencil, colouring pencils, chalk pastels and oil pastels Painting - powder paint, block paint, large, thick paint brushes, medium paint brushes Sculpture - clay and simple clay tools (Blue plastic) and wooden boards						
Y2	Dragon Machines <i>Artist: Vladimir Gvosdev</i> <i>Art History Focus: Industrial art &amp; mechanical illustration</i>		Owls <i>Artist: David Burnham Smith</i> <i>Art History Focus: Ceramic animal sculpture</i>		Poster Paint Scale Paintings <i>Artists: Sanja Milenkovic</i> <i>Slinkachu Nuart</i> <i>L.S Lowry</i> <i>Art History Focus: Perspective &amp; figurative landscape</i>			
Suggested Tools and Media		Drawing -HB pencil, eraser. Painting – poster paint, thick and thin paint brushes, card (as painting tool). Sculpture – clay and slip, rolling pins wooden/plastic sculpture tools, pen lids.						
Y3	African Animals <i>Artist: Leon Evans</i> <i>Art History Focus: African art traditions</i>		Pinch Pots <i>Artist: Kathy Boyland</i> <i>Art History Focus: Early pottery techniques</i>		Watercolour Animals <i>Artist: Jen Callahan</i> <i>Art History Focus: Expression in watercolour</i>		KS2: Print Making <i>Artist: Rachel Soday</i> <i>Art History Focus: History of printmaking</i>   Mixed Media Collage <i>Artist: Teesha Moore</i> <i>Art History Focus: Maximalist collage</i> 	
Suggested Tools and Media		Drawing - pencils, fabric, erasers. Painting – acrylic paint, inks, medium and thin paint brushes, salt, water, bleach. Sculpture – clay and slip, wooden/plastic sculpture tools, found (natural) materials to embed in clay.						
Y4	Greek Gods <i>Artist: Anette Pirso</i> <i>Art History Focus: Classical sculpture</i>		Gorillas <i>Artist: Tomek Radziewicz</i> <i>Art History Focus: Contemporary wildlife sculpture</i>		Acrylic and Watercolour Volcano <i>Artist: Anna Dillon</i> <i>Georgia O’Keeffe</i> <i>Art History Focus: Landscape &amp; abstraction</i>			
Suggested Tools and Media		Drawing – Coloured pencils, black ink. Painting – watercolour paint, inks, medium and thin paint brushes. Sculpture – clay and slip, wooden sculpture tools, pin tool, pen lids and loop tools, rolling pins.						
Y5	Skyscrapers <i>Artist: Richard Estes</i> <i>Art History Focus: Photorealism &amp; cityscapes</i>		Animals <i>Artist: Nick Mackman</i> <i>Art History Focus: Contemporary ceramics</i>		Acrylic Viking <i>Artist: Christina Balit</i> <i>Art History Focus: Illustration &amp; narrative art</i>			
Suggested Tools and Media		Drawing – biro ink, black ink., HB and 2B art pencils Painting – watercolour paint, acrylic paint, inks, medium and thin paint brushes. Sculpture – clay and slip, wooden sculpture tools, pin tool, pen lids, found objects and loop tools.						
Y6	Insects <i>Artist: Charles Darwin</i> <i>Art History Focus: Scientific drawing</i>		Coral <i>Artist: Courtney Mattison</i> <i>Art History Focus: Environmental art</i>		Mixed Media Windrush Paintings <i>Artist: Yvadney Davis</i> <i>Art History Focus: Black Art and diaspora paintings</i>			
Suggested Tools and Media		Drawing – art pencils of different grades, biro ink, black ink, Viewfinder Painting – acrylic paint, varying styles of paint brushes to suit different purposes Sculpture – clay and slip, wooden/plastic sculpture tools, pin tool, pen lids, found objects, rolling pins and loop tools, ball tools. Experiment with multimedia e.g. combining collage						

Art and Design			
EYFS		Sketch Books	Projects
<b>Early Learning Goals</b> <b>Expressive Arts &amp; Design:</b> <i>Creating with materials:</i> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <b>Physical Development:</b> <i>Fine motor skills:</i> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<b>Preparation for National Curriculum</b> <b>Painting</b> <ul style="list-style-type: none"> <li>Experiment with powder paint and block paint.</li> <li>Explore different paintbrushes.</li> </ul> <i>Artist: Jackson Pollock, Howard Hodgkin</i> <b>Sculpture</b> <ul style="list-style-type: none"> <li>Explore using plasticine and play dough</li> <li>Create 3D forms with foil</li> </ul> <i>Artist: Alberto Giacometti</i> <b>Drawing</b> <ul style="list-style-type: none"> <li>Experiment using drawing materials in different ways.</li> <li>Explore colour pencils and crayons</li> </ul> <i>Artists: Henry Moore, Heather Hansen, Stephen Wiltshire, Ana Enshina</i>	The process of each project will be reflected in children's sketchbooks: <ul style="list-style-type: none"> <li>Inspiration behind the project</li> <li>Artist page</li> <li>Development and exploration of key skills</li> <li>Image of final piece</li> <li>Evaluation</li> </ul>	Each child will complete 3 art projects each year <ul style="list-style-type: none"> <li>Clay sculpture</li> <li>Drawing</li> <li>Painting</li> </ul> Painting and collage are covered once in KS1 and twice in KS2
National Curriculum			
<b>Key Stage 1</b> Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul> <b>Key Stage 2</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> <li>to create 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>about great artists, architects and designers in history</li> </ul>			



Y2	Essential Learning Formal Elements of Art to be taught across Drawing, Clay and Painting						
	Line	Shape	Form	Space	Colour	Texture	Pattern
Drawing	<b>Children know:</b> <ul style="list-style-type: none"> <li>Different line qualities (feint, bold, fast, continuous) can change how a drawing looks.</li> </ul> <b>Children can :</b> <ul style="list-style-type: none"> <li>Choose and use different line qualities to show texture and detail on metal parts</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Complex drawings can be built by breaking images into simple shapes.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Combine multiple simple shapes to construct their dragon</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Add simple shading to make parts of the dragon look raised or recessed.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>The size and arrangement of parts affects the overall drawing.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Place and size each part of the dragon to keep the drawing in proportion</li> </ul>	Not a focus this project	<b>Children know:</b> <ul style="list-style-type: none"> <li>Different types of lines can suggest different textures.</li> </ul>	Not a focus this project
	<b>Key Vocabulary:</b> Landscape, shape, line, quality of line, proportion, observational drawing, feint (“ghost”) line, mechanism, cog, rivet, shading, tone, detail.						
Painting	<b>Children know:</b> <ul style="list-style-type: none"> <li>Lines can be used to create direction in a background.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Streak or drag paint to create background lines inspired by Sanja Milenković.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Simple shapes can be used to create tiny figures, building on previous portrait learning.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Paint small “blob” figures inspired by L.S. Lowry to show crowds or distant people.</li> </ul>	Not a focus this project	<b>Children know:</b> <ul style="list-style-type: none"> <li>Perspective changes how large or small things appear (giant’s-eye and ant’s-eye view).</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Place tiny figures and large background shapes to show perspective and scale</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Tints (adding white), shades (adding black) and tones can create mood and distance.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Mix and select colours for backgrounds and figures and choose paints appropriate for different effects.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Paint can be applied in different ways to create texture.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Use impasto (dragging paint) and blobbing techniques to create textured backgrounds and figures.</li> </ul>	Not a focus this project
	<b>Key Vocabulary:</b> Perspective, giant’s-eye view, ant’s-eye view, tint, shade, tone, impasto, blobbing, background, foreground, scale, streaking, figure, composition, texture.						
Clay	<b>Children know:</b> <ul style="list-style-type: none"> <li>Lines can be carved or pressed into clay to add detail.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Use tools to create clear lines on the tile surface.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Clay can be rolled and cut into 2D shapes.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Cut and join flat clay shapes to build their tile.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Clay pieces can be joined securely using scratch and slip.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Layer clay to create raised features such as an owl’s eye.</li> </ul>	Not a focus this project	Not a focus this project	<b>Children can:</b> <ul style="list-style-type: none"> <li>Press, carve and smooth clay to create different textures.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Patterns can be made by repeating lines or shapes.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Create simple repeating patterns inspired by the artist’s work.</li> </ul>
	<b>Key Vocabulary:</b> Ceramicist, kiln, tools, scratch and slip, pattern, texture, pattern, unique						

KS1	Essential Learning Formal Elements of Art to be taught across collage and printing						
	Line	Shape	Form	Space	Colour	Texture	Pattern













Clay	<b>Children know:</b> <ul style="list-style-type: none"> <li>Carved and incised lines can define details such as fur, wrinkles or facial features.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>3D sculptures begin with simple shapes that are built up into more complex forms.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Observations help guide proportion in their sculpture.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Create and join larger 3D parts securely using hands, tools and added clay.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Stable sculptures need balanced proportions and structural support.</li> </ul>	Not a focus this project	<b>Children can:</b> <ul style="list-style-type: none"> <li>Choose and apply textures purposefully using tools and found objects to represent fur, skin or natural markings.</li> </ul>	Not a focus this project
	Pin tool, loop tool, hand-building, form, proportion, stability, armature, surface texture, carving, imprint.						
Y6	<b>Essential Learning</b> Formal Elements of Art to be taught across Drawing, Clay and Painting						
Drawing	<b>Line</b> <b>Children know:</b> <ul style="list-style-type: none"> <li>Scientific illustrators use precise, controlled lines to record detail accurately.</li> <li>Guidelines support proportion and placement when constructing a scientific drawing.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Use controlled line work to construct insect forms, choosing accurate or intentionally exaggerated proportions linked to adaptations.</li> </ul>	<b>Shape</b> <b>Children know:</b> <ul style="list-style-type: none"> <li>Insects can be built from simple 2D and 3D shapes before refining.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Combine and adapt these shapes to design an insect, informed by observation of real insect structures.</li> </ul>	<b>Form</b> <b>Children know:</b> <ul style="list-style-type: none"> <li>Tonal variation creates the illusion of 3D form in scientific drawings.</li> <li>Softer pencils create darker tones and harder pencils create lighter tones.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Shade insect forms using graded pencils and contour shading to show curved, layered and segmented structures.</li> </ul>	<b>Space</b> <b>Children know:</b> <ul style="list-style-type: none"> <li>Spacing, scale and placement affect clarity in scientific illustration.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Organise their drawing so each section is clearly defined, readable and proportionate.</li> </ul>	<b>Colour</b> Not a focus this project	<b>Texture</b> <b>Children can:</b> <ul style="list-style-type: none"> <li>Create texture using techniques such as contour shading and fine flicks to represent hairs or bristles.</li> </ul>	<b>Pattern</b> Not a focus this project
	<b>Key Vocabulary:</b> Graded pencils, contour shading, flicks, texture, technique, experiment, detail, scientific drawing, observation, guidelines, proportion, exaggerated proportion, tonal value, adaptation, segmentation,						



KS2	Essential Learning Formal Elements of Art to be taught across collage and printing						
	Line	Shape	Form	Space	Colour	Texture	Pattern
Collage	<b>Children know:</b> <ul style="list-style-type: none"> <li>Drawn lines can be used decoratively to enhance or unify collage elements.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Add lines, doodles and embellishments to strengthen theme and visual interest.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Collage compositions are built from selected shapes cut or torn from various media.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Choose and arrange shapes that support a clear theme or idea.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Layering and overlapping can make certain elements stand out and create visual depth.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Layer elements to emphasise importance or create a focal point.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Scale, placement and overlapping affect balance, depth and meaning.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Discuss and try different compositions as they work, reflecting on how arrangement choices change the impact of their collage.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Contrasting or complementary colours can express mood or highlight key elements.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Select colour combinations that reinforce their theme or message.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Combining materials with different textures adds interest and richness to collage.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Select smooth, rough, patterned or tactile materials purposefully to enhance their composition.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Repeated motifs, decorative details and doodles can create a maximalist style.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Use pattern purposefully to support their theme and achieve visual richness.</li> </ul>
<b>Key Vocabulary:</b> Contrasting colours, scale, composition, overlap, focal point, lettering, doodling, motif, pattern, texture, theme, maximalist art, reflection.							
Printing	<b>Children know:</b> <ul style="list-style-type: none"> <li>Lines created through carving or pressing appear differently when printed.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Use tools to create controlled, intentional lines on their printing surface.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Carved or pressed shapes become part of the printed design.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>create simple shapes that print clearly and contribute to a balanced composition.</li> </ul>	Not a focus this project	<b>Children can:</b> <ul style="list-style-type: none"> <li>Use tools to create controlled, intentional lines on their printing surface.</li> </ul>	<b>Children know:</b> <ul style="list-style-type: none"> <li>Carved or pressed shapes become part of the printed design.</li> </ul> <b>Children can:</b> <ul style="list-style-type: none"> <li>Create simple shapes that print clearly and contribute to a balanced composition.</li> </ul>	Not a focus this project	<b>Children can:</b> <ul style="list-style-type: none"> <li>Use tools to create controlled, intentional lines on their printing surface.</li> </ul>
<b>Key Vocabulary:</b> Printmaking, intaglio, negative space, positive space, line, texture, carving, plate, pressure, transfer, impression, exploring.							