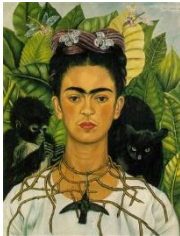


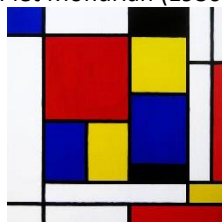












# ART AND DESIGN LONG TERM PLANNING

## TOPICS AND KNOWLEDGE FOCI

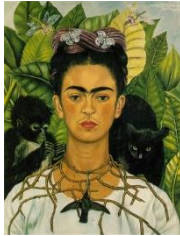


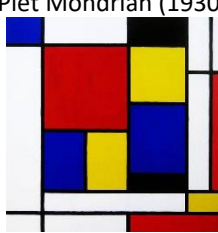


### CYCLE 1

|                                  | AUTUMN   |  | SPRING   |  | SUMMER  |   |
|----------------------------------|--|--|--|--|---|---|
| <p>EYFS</p>                      | <p><b>DRAWING AND PAINTING</b></p> <p>Give meaning to the marks they are making.<br/>Make marks to represent a face.<br/>Create large scale paintings using dripping and flicking techniques.<br/>Compare the different brushes and techniques.</p> <p><b>SCULPTURE</b><br/>Mould, shape and manipulate malleable materials.</p> | <p>Frida Kahlo Self Portrait (1940)</p>  <p>Jackson Pollock Autumn Rhythm (circa 1912)</p>  | <p><b>DRAWING, PAINTING AND SCULPTURE</b></p> <p>Use a pencil effectively to form recognisable shapes.<br/>Use different tools for applying marks with paint, chalk and pencils.<br/>Mix colours using different paints.<br/>Experiment with different textures.<br/>Explore matching colours with different paints.<br/>Combine different materials using different joining techniques to make a large-scale project.</p> | <p>Wassily Kandinsky Squares and Circles (1953)</p>  <p>Piet Mondrian (1930)</p>  | <p><b>DRAWING AND COLLAGE</b><br/>Choose particular colours for a purpose.<br/>Identify the different colours in animal paintings and talk about the repeated patterns.<br/>Combine different materials using different joining techniques.</p> | <p>Henri Matisse The Snail (1953)</p>  <p>Franz Marc (1912)</p>  |
| <p>EYFS Continuous Provision</p> | <p>Construct with some purpose by using junk materials to see how to connect them securely.<br/>Add objects to malleable materials to make more stable structures.<br/>Weave using large scale construction.</p>   |  |  |  |   |   |







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| <p>Year 1/2</p> | <p><b>DRAWING AND PAINTING</b></p> <p>Y1 Represent a face using a guideline to create eyes, nose, ears and mouth.</p> <p>Y1 Experiment with a variety of media – different sized tools.</p> <p>Y2 Adding further details to a face, including shaping of lips, eyebrows, eye lashes and hairstyle.</p> <p>Y2 Control marks made with different brushes. Explore techniques with brushes.</p><br><p><b>SCULPTURE</b></p> <p>Y1 Manipulate malleable materials.</p> <p>Y1 Use tools safely and correctly.</p> <p>Y2 Press objects into malleable material to make textures, patterns and imprints.</p> <p>Y2 Tools can be used to shape, cut and carve shapes and clay.</p> | <p>Tom Croft<br/>Portraits (current)</p>  | <p><b>PAINTING</b><br/>(colour, tone, technique and effect)</p> <p>Y1 Identify and use paints in the primary colours.</p> <p>Y1 Start to mix a range of secondary colours, move towards predicting colours.</p> <p>Y1 Paint different surfaces using a range of media.</p> <p>Y2 Identify and mix secondary and tertiary colours.</p> <p>Y2 Explore techniques with brushes to include stippling and dry brushes.</p> <p>Y2 Explore wax resist with watercolours.</p> <p>Y2 Create different paint textures by mixing in different materials.</p> | <p>Ted Harrison Glacier (1950)</p>  | <p><b>DRAWING AND PAINTING</b></p> <p>Y1 Use soft and hard soft pencils, chalks and pastels to create different types of lines.</p> <p>Y1 Make simple prints (sunflower) and patterns using a range of liquids using ink and paint.</p> <p>Y2 How hard and soft pencils create different lines and shades.</p> <p>Y2 Use pen, ink and charcoal to create different patterns, textures and lines.</p> | <p>Vincent Van Gogh<br/>Sunflowers (1888)</p> <br><p>Yayoi Kusama<br/>Flowers (2003/6)</p>  |
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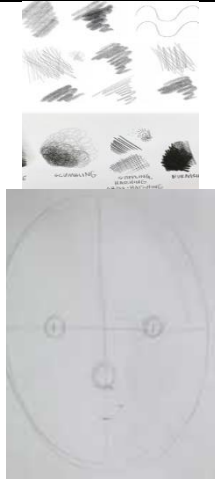






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| Year 3/4     | To do   |   |  |   |  |   |
| Year 5/6     | <p><b>SCULPTURE</b><br/><b>CLAY</b></p> <p>Y5 Create a relief form using a range of tools, techniques and materials.</p> <p>Y5 Make a slab/cylinder pot using scoring and slip.</p> <p>Y5 Add texture, pattern and relief clay detail.</p> <p>Y5 Use painting with accuracy as a finishing technique.</p> | <p>Greek Pots and tiles</p>  | <p><b>SKETCHING</b><br/>Endurance</p> <p><i>Antarctic perspectives</i></p>  <p>Drawing and Painting<br/>Y6 Use line and tone to draw perspective.<br/>Y6 Darker colours create an ominous mood. Lighter colours create a calm atmosphere. Bright colours can create a joyous effect.</p> | <p><b>DRAWING AND PAINTING</b></p>  <p>Peter Thorpe<br/>Rocket Art</p> <p>Y6 Draw fantasy landscape with perspective</p> | <p>Viking Art<br/>Sketching<br/>Calligraphy<br/>Patterns<br/>Create Viking jewellery</p>  | <p><b>Street Art</b></p> <p>Make my voice heard<br/>Kapow</p> |
| Seasonal Art | Christmas Card  |   | Mother's Day Card<br>Easter Card   |   | Father's Day Card<br>Englefield Flower Show Art  |   |

## CYCLE 2



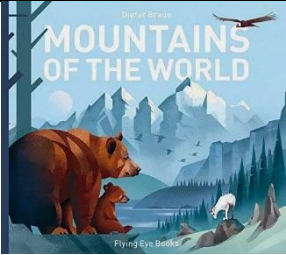




|                                 | AUTUMN   |   | SPRING   |   | SUMMER   |   |
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| EYFS                            | <p><b>DRAWING AND PAINTING</b></p> <p>Give meaning to the marks they are making. Make marks to represent a face.</p> <p>Create large scale paintings using dripping and flicking techniques. Compare the different brushes and techniques.</p> <p><b>SCULPTURE</b></p> <p>Mould, shape and manipulate malleable materials.</p> | <p>Frida Kahlo Self Portrait (1940)</p>  <p>Jackson Pollock Autumn Rhythm (circa 1912)</p>  | <p><b>DRAWING, PAINTING AND SCULPTURE</b></p> <p>Use a pencil effectively to form recognisable shapes. Use different tools for applying marks with paint, chalk and pencils. Mix colours using different paints. Experiment with different textures. Explore matching colours with different paints. Combine different materials using different joining techniques to make a large-scale project.</p> | <p>Wassily Kandinsky Squares and Circles (1953)</p>  <p>Piet Mondrian (1930)</p>  | <p><b>DRAWING AND COLLAGE</b></p> <p>Choose particular colours for a purpose. Identify the different colours in animal paintings and talk about the repeated patterns. Combine different materials using different joining techniques.</p> | <p>Henri Matisse The Snail (1953)</p>  <p>Franz Marc (1912)</p>  |
| EYFS<br>Continuous<br>Provision | <p>Construct with some purpose by using junk materials to see how to connect them securely. Add objects to malleable materials to make more stable structures. Weave using large scale construction.</p>   |   |  |   |  |   |



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| <p>Year 1/2</p> | <p><b>DRAWING AND PAINTING</b><br/> Y1 Represent a face using a guideline to create eyes, nose, ears and mouth.<br/> Y1 Experiment with a variety of media – different sized tools.<br/> Y2 Adding further details to a face, including shaping of lips, eyebrows, eye lashes and hairstyle.<br/> Y2 Control marks made with different brushes.<br/> Explore techniques with brushes.</p> <p><b>SCULPTURE</b><br/> Y1 Manipulate malleable materials.<br/> Y1 Use tools safely and correctly.<br/> Y2 Press objects into malleable material to make textures, patterns and imprints.<br/> Y2 Tools can be used to shape, cut and carve shapes and clay.</p> | <p>Mona Lisa<br/> Leonardo Da Vinci (1503)</p>  <p>Leonardo Da Vinci Self Portrait (1512)</p>  | <p><b>PAINTING</b><br/> (colour, tone, technique and effect)<br/> Y1 Identify and use paints in the primary colours.<br/> Y1 Start to mix a range of secondary colours, move towards predicting colours.<br/> Y2 Identify and mix secondary and tertiary colours.<br/> Y2 Explore techniques with brushes to include stippling and dry brushes.<br/> Y2 Explore wax resist with watercolours.<br/> Y2 Create different paint textures by mixing in different materials.</p> | <p>Katsushika Hokushai<br/> Onno Kumachi (1835)</p>  <p>Beyond the Great Wave (1835)</p>  | <p><b>DRAWING AND PAINTING</b><br/> Y1 Use soft and hard soft pencils, chalks and pastels to create different types of lines.<br/> Y1 Make simple prints (leaves) and patterns using a range of liquids using ink and paint.<br/> Y2 How hard and soft pencils create different lines and shades.<br/> Y2 Use pen, ink and charcoal to create different patterns, textures and lines.</p> | <p>John Dyer<br/> (1968)<br/> Amazon Rainforest Tree House</p>  <p>Henri Rousseau<br/> Tiger in a Tropical Storm Surprised (1891)</p>  |
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| <p>Year 3/4</p> | <p><b>DRAWING AND PAINTING</b></p> <p>Y3 Add shade and tone to a drawing by using linear and cross hatching, scumbling and stippling. Y3 Begin to use proportions of the face to create accurate portraits.</p> <p>Y4 Use proportions of the face to create a portrait and develop different facial expressions.</p> <p><b>COLLAGE</b></p> <p><b>SCULPTURE</b></p> <p>Y3 Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p> <p>Y3 Create a 3D form using malleable or rigid materials or a combination of materials.</p> <p>Y3 Assemblage is a form of sculpture comprised of 'found' objects arranged to create a piece.</p> <p><b>PAINTING KNOWLEDGE</b></p> <p>Y3 A wash is a watery layer of paint applied across a large area.</p> <p>Y4 Identify, mix, select and use warm/cool paint colours to evoke warmth or coolness in paintings.</p> <p>Y4 Complimentary and harmonious colours are next to each other on the colour wheel.</p> <p><b>THEORETICAL KNOWLEDGE</b></p> <p>Y 3 &amp; 4</p> |  <p>Pablo Picasso (1912) Violin hanging on the Wall</p>  <p>Kurt Schwitters,<br/>'I could see no reason why used tram tickets, .... and rubbish heaps should not serve well as materials...'<br/>(1914 Berlin)</p> | <p><b>DRAWING AND PAINTING</b></p> <p>Y3 Use all grades of pencils and a wider range of media (charcoal, chalk).</p> <p>Y4 Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.</p> <p><b>SCULPTURE</b></p> <p>Y3 Flatten slabs by hand to form cuboids.</p> <p><b>THEORETICAL KNOWLEDGE</b></p> <p>Y 3 &amp; 4</p> <p>Begin to take into account different historical, cultural and social contexts in which they worked.</p> | <p><b>Prehistoric Rock Art</b></p> <p><b>Pictographs</b></p>  <p><b>Petroglyphs</b></p>  <p><b>Abstract</b></p>  <p><b>Petroforms</b></p>  | <p><b>DRAWING AND PAINTING</b></p> <p>Y3 Accurately draw people including bodies, arms and legs proportionately.</p> <p><b>SCULPTURE</b></p> <p>Y3 Flatten slabs by hand to form cuboids.</p> <p>Y4 Use clay to create a detailed 3D form</p> |  |
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|  | <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to elements of art</p> <p>Begin to take into account different historical, cultural and social contexts in which they worked.</p> |  |  |  |  |  |
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| Year 5/6     |  <p>Henry Moore<br/>Blitz Artwork</p>  <p>Lowry<br/>VE Day Celebrations<br/>1945</p> |  <p>Dieter Braun<br/>Digital Art</p> <p>DRAWING<br/>Y5 Refine drawing of animals using tone to show muscle and structure</p> | <p>DRAWING AND PAINTING</p> <p>Photography<br/>Collage<br/>And digital art</p> <p>Y5 Draw landscapes and explore simple perspective in working using single horizon point. Apply knowledge of proportion.</p> |  <p>David Hockney<br/>Landscapes &amp; Joiners</p>  <p>Englefield House<br/>John Constable<br/>1832</p> | <p>Textiles<br/>Weaving</p>  | <p>Megan Coyle<br/>Contemporary<br/>Collage artist<br/>Collage</p> <p>Y6 Use grid method and viewfinder to focus on a specific part before drawing it. Begin to scale up.</p>  |
| Seasonal Art | Christmas Card   |  | Mother's Day Card<br>Easter Card  |  | Father's Day Card<br>Englefield Flower Show Art   |   |