|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Art Long-Term Plan** | | | | |
|  | | **Autumn** | **Spring** | **Summer** |
| **Nursery** | **Artist** | **Steven Brown (Colour)** | **Lori Siebert (Farm)** | **Claude Monet (Seaside)** |
| **Medium** | Paint/ Crayons/ Chalk | Collage | Drawing/Painting |
| **Reception** | **Artist** | **Suhas Varpe (Bonfires)** | **Elena Irving (Fruit Bowl)** | **Henri Mattisse (The Snail)** |
| **Medium** | Handprints and Collage | Paint | Collage |
| **Year One** | **Artist** | **Peter Blake (Toys)** | **Henri Rosseau** | **Jam Griffier (Great Fire of London)** |
| **Medium** | Collage | Drawing | Painting |
| **Year Two** | **Artist** | **Martin Bulinya (Africa)** | **Clarice Cliff (Local Area)** | **William Turner (Christopher Columbus)** |
| **Medium** | Painting | 3D Sculpture | Watercolour |
| **Year Three** | **Artist** | **Nick Gustafson (Rainforests)** | **Ruth Heller** | **Stone Age paintings (Stone-age)** |
| **Medium** | Oil Pastel | Drawing | Printing (Monoprint) |
| **Year Four** | **Topic** | **Roman Mosaics/ Gaudi (Romans)** | **Oenone Hammersley (Rainforests)** | **Andy Warhol (U.S.A.)** |
| **Medium** | Mosaic | Collage | Printing (Press print) |
| **Year Five** | **Artist** | **Chesley Bonestell (Space)** | **Edward Munch (Vikings)** | **Gutzon Borglum (Mountains and Environments)** |
| **Medium** | Painting (acrylic) | Oil Pastel | 3D Sculpture |
| **Year Six** | **Artist** | **William Morris (Victorians)** | **L.S. Lowry (Battle of Britain)** | **Henry Moore (Battle of Britain)** |
| **Medium** | Printing | Drawing | Painting (acrylic) |

**Progression of Skills Document**

|  |  |
| --- | --- |
| **Three and Four Year-Olds** | |
| **Physical Development** | • Use large-muscle movements to wave flags and streamers,  paint and make marks.  • Choose the right resources to carry out their own plan.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.  • Use a comfortable grip with good control when holding pens and pencils. |
| **Expressive Arts and Design** | • Explore different materials freely, in order to develop their ideas about how to use them and what to make.  • Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures.  • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  • Draw with increasing complexity and detail, such as representing a face with a circle and including details.  • Use drawing to represent ideas like movement or loud noises.  • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  • Explore colour and colour mixing. |

|  |  |
| --- | --- |
| **Reception** | |
| **Physical Development** | • Develop their small motor skills so that they can use a range of  tools competently, safely and confidently.  • Use their core muscle strength to achieve a good posture  when sitting at a table or sitting on the floor.  • Develop overall body-strength, balance, coordination andagility. |
| **Expressive Arts and Design** | • Explore, use and refine a variety of artistic effects to express  their ideas and feelings.  • Return to and build on their previous learning, refining ideas  and developing their ability to represent them.  • Create collaboratively, sharing ideas, resources and skills. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Collage** | **Drawing** | **Painting** |
| **Year One** | **Analysis of other work** | Describe the work of famous, notable artists and designers  Express an opinion on the work of famous, notable artists  Use inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designers  Express an opinion on the work of famous, notable artists  Use inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designers  Express an opinion on the work of famous, notable artists  Use inspiration from famous, notable artists to create their own work and compare |
| **Skills** | Use a combination of materials that have been cut, torn and glued  Sort and arrange materials    Children beginning to gain increased control when cutting and sticking  Try different materials and methods in order to create a desired effect  Children imitating art work studied | Draw lines of varying thickness    Use dots and lines to demonstrate pattern and texture  Gaining greater control of line  Is able to hold drawing apparatus accurately  Children imitate art work studied | Experiment with different brushes  Experiment with different brush strokes    Mix primary colours to make secondary colours  Can choose primary colours to replicate those seen in other work    Children imitate art work studied |
| **Knowledge** | Knows that collage is a piece of art produced by sticking various materials onto a backing *(or wording of similar meaning)*  Knows that Peter Blake is an artist  Knows that Peter Blake’s style is similar to collage | Understands how Henri Rosseau fits in to their topic  Can describe how Henri Rosseau’s work is different from previous artists work when shown images. | Children know the primary colours |
| **Vocabulary** | Collage, shapes, gaps, cut, place. | Line, drawing, landscape, bold, size, space. | Red, blue, yellow, white, black, dark, light |
| **Year Two** |  | **Painting (Acrylic)** | **3D Sculpture** | **Painting (watercolour)** |
| **Analysis of other work** | Describe the work of famous, notable artists and designers  Express an opinion on the work of famous, notable artists  Use inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designers  Express an opinion on the work of famous, notable artists  Use inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designers  Express an opinion on the work of famous, notable artists  Use inspiration from famous, notable artists to create their own work and compare |
| **Skills** | Mix primary colours to make secondary colours  Adds water to the brush in order to use watercolours  Uses tissue to dry off access water  Children imitate art work studied | use a variety of natural and manufactured materials for sculpting, e.g. clay  use a variety of techniques, e.g. rolling, cutting, pinching  use a variety of shapes, including lines and texture  Children imitate art work studied | Chooses appropriate sized brushes to complete details  Children use sponge to create artistic effects  Mix primary colours to make secondary colours  Add white and black to alter tints and shades;  Children imitate art work studied |
| **Knowledge** | Knows that paint can come in different forms for different purposes (for example poster, acrylic, oil, watercolour etc.)  Children know the primary colours and can name some secondary colours  Know how Martin Bulinya’s work relates to the topic of Africa  Knows that red, orange and yellow are warm colours  Knows that Bulinya’s work used lots of warm colours. | Knows that sculpture is the creation of models particularly by carving or moulding materials;  Understands what materials would be appropriate to carve with;  Understands how Clarice Cliff is relevant to the ‘Local area’ topic.  Understands that Stoke-on-Trent had a significant pottery industry, which gave opportunity to artists such as Clarice Cliff; | Knows that paint can come in different forms for different purposes (for example poster, acrylic, oil, watercolour etc.)  Children know the primary colours and can name the secondary colours too.  Children know how Joeseph Turner’s work is relative to the topic of Christopher Columbus  Understands some of the colours that are cold  Can describe work as being warm or cold |
| **Vocabulary** | primary colours, secondary colours, shades, warm colours, cool colours, watercolour | sculpture, model, work of art, 3D, carving, shapes | Acrylic paint, primary colours, secondary colours, shades, warm colours, cool colours, brushstroke |
| **Year Three** |  | **Oil Pastel** | **Drawing** | **Printing (Monoprint)** |
| **Analysis of other work** | Use inspiration from famous artists to replicate a piece of work;  Reflect upon their work inspired by a famous notable artist and the development of their art skills;  Express an opinion on the work of famous, notable artists and refer to techniques and effect; | Use inspiration from famous artists to replicate a piece of work;  Reflect upon their work inspired by a famous notable artist and the development of their art skills;  Express an opinion on the work of famous, notable artists and refer to techniques and effect; | Use inspiration from famous artists to replicate a piece of work  Reflect upon their work inspired by a famous notable artist and the development of their art skills  Express an opinion on the work of famous, notable artists and refer to techniques and effect |
| **Skills** | Children choose appropriately bright colours for the inspired effect  Children create initial sketches as preparation for using oil pastel on  Children hold oil pastel as different angles to get thicker blends or sharper edges  Children can alternate intensity of their press in order to give a softer or bolder effect  Children imitate art work studied | experiment with showing line with different hardness of pencils    use shading to show light and shadow effects    experiments with different materials to draw, e.g. pastels, chalk, felt tips    show an awareness of space when drawing  Children imitate art work studied | Experiments with the same print in different colours    replicate patterns from observations  Draw over outlines of images with accuracy  Only presses on desired areas    Keeps images still on the surface using paper clips or other appropriate methods  Children imitate art work studied |
| **Knowledge** | Children know how Nick Gustafson links with their topic  Is increasingly aware of cool and warm colours  Knows how to hold oil pastels and can identify them as being different to crayons  Children can recognise similar colours which may be used in blending. | Children know how Ruth Heller links with their topic    Knows that Ruth Heller often represents creatures, puzzles, animals and plants in her work  Knows that Ruth Heller is well known for the use of bright colours in her work  Can name a number of different instruments that can be used to draw with e.g. pencil, felt tip, crayon, oil pastel. | Children can draw on similarities between stone-age paintings and monoprints (often very basic, have bold outlines, neither use a range of colour etc.)  Understands how prints are produced  Knows that marks will only be made where pressure is applied  Knows that excess paint will hinder the print  Understands how to keep an image still on a surface as pressure is applied |
| **Vocabulary** | Light, dark, shade, blend, press, outline, tone | Colour, foreground, background, blend, mix, line, shade, pencil, felt-tip, pen, crayon | line, pattern, colour, shape, monoprint, printing tiles, inking rollers |
| **Year Four** |  | **Mosaic** | **Collage** | **Press Print** |
| **Analysis of other art work** | use inspiration from famous artists to replicate a piece of work  reflect upon their work inspired by a famous notable artist and the development of their art skills  express an opinion on the work of famous artists | use inspiration from famous artists to replicate a piece of work  reflect upon their work inspired by a famous notable artist and the development of their art skills  express an opinion on the work of famous artists | use inspiration from famous artists to replicate a piece of work  reflect upon their work inspired by a famous notable artist and the development of their art skills  express an opinion on the work of famous artists |
| **Skills** | select colours and materials to create effect, giving reasons for their choices  to arrange material of choice in appropriate way to produce a final image or pattern  organise materials in a considered way e.g. curved, linear, spiraled    refine work as they go to ensure precision    learn and practise a variety of techniques, e.g. tessellation, mosaic, placing, rotating  Children’s work is inspired by artist but does not replicate the work | select colours and materials to create effect, giving reasons for their choices  pieces are placed on work precisely with size and colour both considered  paper is stuck down with accuracy within a desired boarder  flaps are stuck down on work so that final piece has a smooth finish  refine work as they go to ensure precision  learn and practise a variety of techniques, e.g. overlapping, tessellation, montage  Plan and design a collage  Children’s work is inspired by artist but does not replicate the work | design and create printing blocks/tiles    develop techniques in press printing    create and arrange accurate patterns  Applies paint evenly, without excess, to a printing block  Uses Styrofoam or polystyrene to create a print  Refines a print using other materials e.g. pencil crayon, felt-tip pen, fine-liner etc.  Children’s work is inspired by artist but does not replicate the work |
| **Knowledge** | To describe similarities and differences between Roman mosaics and those produced by Gaudi  Children know that mosaic means a picture formed by piecing together small pieces of stone, tile or glass  Understands the significance of mosaics in Roman art  To know what some mosaics have depicted  To know that mosaic is an art form brought to Britain by the Romans | Understands how the work of Oenone Hemmersley links with their topic  Has been introduced to the colour wheel, and is beginning to gain an understanding of the relationship between some colours  Can make comparisons between mosaic and collage, talking about similarities and differences of both | Understands how the work of Andy Warhol links with their topic  Knows that Andy Warhol was a leading figure in the visual art movement known as Pop Art.  Understands that the carved area of a printing block will remain without paint on the print  Understands that paint applied to the raised area on a block will appear on the print |
| **Vocabulary** | texture, shape, pattern, mosaic, tile | Collage, place, pattern, shape, arrange, fix, | Pattern, shape, tile, colour, arrange, raised, etch/ engrave |
| **Year Five** |  | **Acrylic Painting** | **Oil Pastel** | **3D Sculpture** |
| **Analysis of other art work** | give detailed observations about notable artists’, artisans’ and designers’ work  offer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ work  offer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ work    offer facts about notable artists’, artisans’ and designers’ lives |
| **Skills** | create a colour palette, demonstrating mixing techniques  children work from background to foreground and **not** vice versa on a rough sketch.  children’s knowledge of the colour wheel is increasing, so too is their understanding of similar colours  children consider where a light source within an art-piece is positioned, so as to get the highlights and shadows accurate  strokes are consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, vertical  Children are increasingly using more precise implements for the task (e.g. smaller brushes, more refined tips) | children have a good enough understanding of the colour wheel to know which colours are similar  children use their knowledge of the above in order to blend two colours  children use white pastel as an overlay to aid blending and shading  colouring is accurate and does not go over the desired border that is being coloured  direction of colouring is consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, vertical  background is completed first and built upon into the foreground | cut, make and combine shapes to create recognisable forms    use clay and other malleable materials and practise joining techniques    add materials to the sculpture to create detail  plan and design a sculpture    use tools and materials to carve, add shape, add texture and pattern    develop cutting and joining skills  refines work as they go to ensure precision |
| **Knowledge** | understands how Chesley Bonestell links with their topic  can identify similarities and themes within the work of Chesley Bonestell  understands that Bonestell’s work captured the imaginations of the public as no one had been to space at the time.  Childrens work is inspired by artist but does not replicate the work | understands how Edward Munch links with their topic  can identify and name ‘The Scream’ piece of artwork for which Munch is most known  can identify similarities and themes within Munch’s work  can describe Munch’s work with focus on the emotions portrayed in it  recognises some life experiences which caused Munch’s original art style, e.g. the passing of his mother, the poor mental state of his father  Childrens work is inspired by artist but does not replicate the work | understands how Gutzen Borglum links with their topic  understands Borglum is known mostly for his work on Mount Rushmore in America  can describe the work of Gutzen Borglum  understands that sculptures can be made from a range of materials  is able to name some materials from which a sculpture may be made  understands that a sculptor creates sculptures  Childrens work is inspired by artist but does not replicate the work |
| **Vocabulary** | Background, foreground, highlights, shadows, similar (or analogous) colours, acrylic | Background, foreground, blend, block, stroke, shade, pastel, similar (or analogous) colour, The Scream | form, texture, shape, mark, soft, join, sculptor, form, material, Mount Rushmore |
| **Year Six** |  | **Printing (Choice of print up to pupil)** | **Drawing (optional medium for colouring)** | **Optional (choice of medium up to pupil)** |
| **Analysis of other art work** | give detailed observations about notable artists’, artisans’ and designers’ work  offer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ work  offer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ work  offer facts about notable artists’, artisans’ and designers’ lives |
| **Skills** | design and create printing blocks/tiles;  develop techniques in mono, and pressprint  create and arrange accurate patterns  Use a sharp implement to carve out a desired pattern with improved accuracy  Applies paint evenly, without excess, to a printing block  Builds on top of a print to add depth, colour, tone and detail  Children choose an appropriate printing style to create their own piece  Children’s designs are inspired by Morris but unique. | use a variety of techniques to add effects    depict movement and perspective in drawings    use a variety of tools and select the most appropriate  When using pencil, children decide what tone is most appropriate for the effect intended  Children use a piece of paper to avoid getting finger prints or smudges over their work  Children use geometric shapes to represent buildings  Colours are simple and clearly inspired by Lowry’s colour palette.  Art style is inspired by Lowry, but does not replicate his work. Final pieces depict personal experience. | Children create a colour palette, using colours other than white and black to adjust shades (if painting)  Children can blend colours (if using pastel, crayon, pencil)  Children work from background to foreground and **not** vice versa over a rough sketch.  Strokes/ direction of colour are consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, vertical  children are using more precise implements for the task (e.g. smaller brushes, more refined tips, sharper pencils/ pastels) |
| **Knowledge** | Children understand how Morris links in with their topic  Knows that Morris was a textile designer  Recognises that Morris’ work was so significant in the Victorian era that he was commissioned by the rich to produce designs for them  Understands that a motif is a decorative image or design, especially a repeated one forming a pattern | children know why Lowry links with their topic  children know the era of Lowry  children understand the colour wheel and can name analogous (similar) and opposite colours  Children recognise geometric shapes within Lowry’s work | children understand how Henry Moore links to their topic  children recognise that Henry Moore was also a sculptor and is most notably known for his work in sculpting  understands what gave Henry Moore inspiration for his work  can identify Moore’s paintings amongst other artist’s paintings  Knows how to create a dull, depressive emotion within work and what colours work best for this |
| **Vocabulary** | Motif, print, press, monoprint, pressprint, design, floral, pattern, etch/ engrave/ raised | Motion, industrial, opposite colours, similar (or analogous) colours, matchstick men, shape, hard, light, portrait, tone | Sculptor, designer, dark, dull, tone |

**Key-Stage Three/ Year Seven Transition**

**Aims:**  
**The national curriculum for art and design aims to ensure that all pupils:**   
produce creative work, exploring their ideas and recording their experiences   
become proficient in drawing, painting, sculpture and other art, craft and design techniques   
evaluate and analyse creative works using the language of art, craft and design   
know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.   
  
**Attainment targets:**   
By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.