ART Long Term Plan 2021-2022



	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
Year One	National curriculum		National curriculum		National curriculum	
	(across key stage 1)		(across key stage 1)		(across key stage 1)	
	Pupils should be		Pupils should be		Pupils should be	
	taught:		taught:		taught:	
	to use a range of materials		to use a range of materials		to use a range of materials	
	creatively to design and make		creatively to design and make		creatively to design and make	
	products		products		products	
	to use drawing, painting and		to use drawing, painting and		to use drawing, painting and	
	sculpture to develop and share		sculpture to develop and share		sculpture to develop and share	
	their ideas, experiences		their ideas, experiences		their ideas, experiences	
	and imagination		and imagination		and imagination	
	to develop a wide range of art		to develop a wide range of art		to develop a wide range of art	
	and design techniques in using		and design techniques in using		and design techniques in using	
	colour, pattern, texture,		colour, pattern, texture,		colour, pattern, texture,	
	line, shape, form and space		line, shape, form and space		line, shape, form and space	
	about the work of a range of		about the work of a range of		about the work of a range of	
	artists, craft makers and		artists, craft makers and		artists, craft makers and	
	designers, describing the		designers, describing the		designers, describing the	
	differences and similarities		differences and similarities		differences and similarities	
	between different practices		between different practices		between different practices	

	and disciplines, and making links	and disciplines, and making links	and disciplines, and making links
	to their own work.	to their own work.	to their own work.
	Collage	Painting	Printmaking
	 Select, cut and tear paper and card for their collages Organise and sort materials by colour Build layers of a range of materials to create an image Interpret an object through collage Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has 	 Express their feelings through paintings & create a mood Interpret an object through painting Have a basic understanding of basic colour theory Mix paint to explore colour theory Create shades of a colour Experiment with watercolour techniques to create different effects 	 Recognise and explore different marks through printing with different objects. Repeat a print to make a pattern Apply drawing skills to print Create a repeat print Create an impression in a surface and use this to create print Find printing opportunities in everyday objects
<u>Year Two</u>	National curriculum	National curriculum	National curriculum
	(across key stage 1)	(across key stage 1)	(across key stage 1)
	Pupils should be	Pupils should be	Pupils should be
	taught: 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.	taught: 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.	taught: 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.
	Painting • Express their feelings through paintings & create a mood • Interpret an object through painting • Have a basic understanding of basic colour theory	 BD Recognise different textures in different surfaces Select and apply different materials to create raised texture. Scrunch, roll and shape materials to make a 3D form Mould, form and shape and bond materials to create a 3D form. 	 Categorise a range fabrics and threads by colour and texture Use a range of fabrics to weave a pattern Identify and discuss when patterns are used in textile design & what patterns they can see

	Mix paint to explore	Apply bonding	 Bond separate
	colour theory	techniques to add parts onto	fabrics together
	• Create shades of a	their sculpture	Build an image using
	colour	Apply a smooth	fabrics
	Experiment with	surface to a sculptural form	Create a large scale
	watercolour techniques to		textile or sculpture piece
	create different effects	Apply line and shape to their	through class collaboration
		work	
Year Three	National Curriculum across Key	National Curriculum across Key	National Curriculum across Key
	stage 2	stage 2	stage 2
	Pupils should be taught to	Pupils should be taught to	Pupils should be taught to
	develop their techniques,	develop their techniques,	develop their techniques,
	including their control and	including their control and	including their control and
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	their use of	their use of	their use of
	materials, with creativity,	materials, with creativity,	materials, with creativity,
	experimentation and an	experimentation and an	experimentation and an
	increasing awareness of	increasing awareness of	increasing awareness of
	different kinds	different kinds	different kinds
	of art, craft and design.	of art, craft and design.	of art, craft and design.
	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
	to create sketch books to	to create sketch books to	to create sketch books to
	record their observations and	record their observations and	record their observations and
	use them to review and revisit	use them to review and revisit	use them to review and revisit
	ideas	ideas	ideas
	to improve their mastery of art	to improve their mastery of art	to improve their mastery of art
	and design techniques,	and design techniques,	and design techniques,
	including drawing, painting and	including drawing, painting and	including drawing, painting and
	sculpture with a range of	sculpture with a range of	sculpture with a range of
	materials [for example, pencil,	materials [for example, pencil,	materials [for example, pencil,
	charcoal, paint, clay]	charcoal, paint, clay]	charcoal, paint, clay]
	about great artists, architects	about great artists, architects	about great artists, architects
	and designers in history.	and designers in history.	and designers in history.
	and designers in history.	and designers in history.	and designers in history.
	Printing	Collage	Drawing
	Experiment with	Overlap materials	Use sketches to
	layered printing using 2 colours		develop a final piece of work
	or more	Use collage as a tool	Use drawing as a
		to develop a piece in mixed	u
	Understand how	media	tool to express an idea
	printing can be used to make	Use collage to	Use different
	numerous designs	create a mood boards of ideas	shading techniques to give
	Transfer a drawing	Use collage to	depth to a drawing
	into a print	create a mood boards of ideas	Apply different
	Explore a variety of		shading techniques to create
	printing techniques	Use coiling,	texture in a drawing
		overlapping, tessellation,	0
	Create an accurate	mosaic and montage	Experiment with
	print design		drawing techniques to support
	Use printmaking as		their observations
	a tool with other media to		
	develop a final outcome		
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			Create a sense of	
			distance and proportion in a	
			drawing	
			Use experimental	
			drawing techniques to create	
			atmosphere in a drawing	
			Explain choice of	
			specific materials to draw with	
Year Four	National Curriculum across Key	National Curriculum across Key	National Curriculum across Key	
	stage 2	stage 2	stage 2	
	Pupils should be taught to	Pupils should be taught to	Pupils should be taught to	
	develop their techniques,	develop their techniques,	develop their techniques,	
	including their control and	including their control and	including their control and	
	their use of	their use of	their use of	
	materials, with creativity,	materials, with creativity,	materials, with creativity,	
	experimentation and an	experimentation and an	experimentation and an	
	increasing awareness of	increasing awareness of	increasing awareness of	
	different kinds	different kinds	different kinds	
	of art, craft and design.	of art, craft and design.	of art, craft and design.	
	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	
	to create sketch books to	to create sketch books to	to create sketch books to	
	record their observations and	record their observations and	record their observations and	
	use them to review and revisit	use them to review and revisit	use them to review and revisit	
	ideas	ideas	ideas	
	to improve their mastery of art	to improve their mastery of art	to improve their mastery of art	
	and design techniques,	and design techniques,	and design techniques,	
	including drawing, painting and	including drawing, painting and	including drawing, painting and	
	sculpture with a range of	sculpture with a range of	sculpture with a range of	
	materials [for example, pencil,	materials [for example, pencil,	materials [for example, pencil,	
	charcoal, paint, clay]	charcoal, paint, clay]	charcoal, paint, clay]	
	about great artists, architects	about great artists, architects	about great artists, architects	
	and designers in history.	and designers in history.	and designers in history.	
	Painting	3D	Textiles	
	Mix a range of	Create texture and	Add detail to a piece of	
	colours in the colour wheel	shape through adding layers	work	
	Identify what	Work collaboratively to	Add texture to a piece	
	colours work well together	 create a large sculptural form Experiment with and 	of work	
	Create a background	combine materials and processes to	Identify and name a	
	using a wash	design and make 3D form	range of materials and show how to use them	
	Use a range of	Transform a 2D	Explore a range of	
	brushes to create different	drawing into a 3D form	textures using textiles	
	effects	Create different shapes	Transfer a drawing into	
	Understand the	using a variety of mouldable	a textile design	
	different properties of different	materials	Use artists to influence	
	paints		their textile designs	
	Create different			
	moods in a painting			
	Use shade to create			
	depth in a painting			

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<u>Year Five</u>	-		
	stage 2 Dupils should be taught to	stage 2 Burile should be taught to	stage 2 Dupils should be taught to
	Pupils should be taught to	Pupils should be taught to	Pupils should be taught to
	develop their techniques,	develop their techniques,	develop their techniques,
	including their control and	including their control and	including their control and
	their use of	their use of	their use of
	materials, with creativity,	materials, with creativity,	materials, with creativity,
	experimentation and an	experimentation and an	experimentation and an
	increasing awareness of	increasing awareness of	increasing awareness of
	different kinds	different kinds	different kinds
	of art, craft and design.	of art, craft and design.	of art, craft and design.
	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
	to create sketch books to	to create sketch books to	to create sketch books to
	record their observations and	record their observations and	record their observations and
	use them to review and revisit	use them to review and revisit	use them to review and revisit
	ideas	ideas	ideas
	to improve their mastery of art	to improve their mastery of art	to improve their mastery of art
	and design techniques,	and design techniques,	and design techniques,
	including drawing, painting and	including drawing, painting and	including drawing, painting and
	sculpture with a range of	sculpture with a range of	sculpture with a range of
	materials [for example, pencil,	materials [for example, pencil,	materials [for example, pencil,
	charcoal, paint, clay]	charcoal, paint, clay]	charcoal, paint, clay]
	about great artists, architects	about great artists, architects	about great artists, architects
	and designers in history.	and designers in history.	and designers in history.
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	Drawing	Collage	Printing
	Experiment with drawing	Overlap materials in a	Print using a variety of
	techniques to support their observations	variety of ways to build an image	materials
	Create a sense of distances	Use collage as a tool to	Create an accurate print
	and proportion in a drawing Apply lines to create 	develop a piece in mixed media Use collage to create a	design that reflects a theme or ideas Make links with
	movement in a drawing	mood boards of ideas	printmaking and other media to help
	Understand how drawing	Combine pattern, tone and	develop their work
	skills can support other media	shape in collage	Overprint using different
	Develop a series of drawings that explore a theme	Justify why they have chosen specific materials	colours Identify different printing
	Explain why they have	Apply and combine	methods and make decisions about the
	chosen specific materials to draw with	patterns, tones and shapes	effectiveness of their printing methods
	Communicate ideas	Apply knowledge of collage	Know how to make a
	through sketches and convey a sense of individual styles	and use as a tool as part of a mixed media project	positive and a negative print
		Express their ideas through	
	-	collage	
	Show a strong understanding of how to use shading		
	techniques to create depth and tone		
	Identify when to apply		
	different drawing techniques to support		
	their outcomes Create experimental and		
	Create experimental and accurate drawings		
	Explain how they have		
	combined different tools and explain why		
	they have chosen specific drawing techniques		
Year Six	National Curriculum across Key	National Curriculum across Key	National Curriculum across Key
	stage 2	stage 2	stage 2
	Pupils should be taught to	Pupils should be taught to	Pupils should be taught to

	including their control and	including their control and	including their control and	
	their use of	their use of	their use of	
	materials, with creativity,	materials, with creativity,	materials, with creativity,	
	experimentation and an	experimentation and an	experimentation and an	
	increasing awareness of	increasing awareness of	increasing awareness of	
	different kinds	different kinds	different kinds	
	of art, craft and design.	of art, craft and design.	of art, craft and design.	
	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	
	to create sketch books to	to create sketch books to	to create sketch books to	
	record their observations and	record their observations and	record their observations and	
	use them to review and revisit	use them to review and revisit	use them to review and revisit	
	ideas	ideas	ideas	
	to improve their mastery of art	to improve their mastery of art	to improve their mastery of art	
	and design techniques,	and design techniques,	and design techniques,	
	including drawing, painting and	including drawing, painting and	including drawing, painting and	
	sculpture with a range of	sculpture with a range of	sculpture with a range of	
	materials [for example, pencil,	materials [for example, pencil,	materials [for example, pencil,	
	charcoal, paint, clay]	charcoal, paint, clay]	charcoal, paint, clay]	
	about great artists, architects	about great artists, architects	about great artists, architects	
	and designers in history.	and designers in history.	and designers in history.	
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	Painting	3D	Textiles	
	Print using a variety of		Experiment with different ways	
	materials	 Interpret an object in a 3D form 	of exploring textiles	
	Create an accurate	Develop an	Research artists then use their methods in their textile designs	
	print design that reflects a theme or	understanding of different ways on	Plan, design and create a fabric	
	ideas Maka links with	how to finish a sculptural form e.g.	 piece using mixed media Create work which is open to 	
	 Make links with printmaking and other media to 	paint, polish, glaze	interpretation by the audience Include both visual and tactile	
	help develop their work	 Identify and know the 	elements in their work	
	Overprint using	properties of a wide range of		
	different colours	different sculptural materials and how to use them to create 3D forms		
	Identify different	Create models on a		
	printing methods and make	range of scales		
	decisions about the effectiveness of	Tunge of scales		
	their printing methods			
	Know how to make a positive and a posative print	Understand and apply the principles		
	positive and a negative print	of a healthy and varied diet		
		Prepare and cook a variety of		
		predominantly savoury dishes using		
		a range of		
		a range of cooking techniques		
		a range of cooking techniques Understand seasonality, and know		
		a range of cooking techniques Understand seasonality, and know where and how a variety of		
		a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are		
		a range of cooking techniques Understand seasonality, and know where and how a variety of		
		a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and		
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		a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
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enguins	stage 2	a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. National Curriculum across Key stage 2	stage 2	
enguins	stage 2 Pupils should be taught to	a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. National Curriculum across Key stage 2 Pupils should be taught to	stage 2 Pupils should be taught to	
enguins	stage 2 Pupils should be taught to develop their techniques,	a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. National Curriculum across Key stage 2 Pupils should be taught to develop their techniques,	stage 2 Pupils should be taught to develop their techniques,	
<u>enguins</u>	stage 2 Pupils should be taught to	a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. National Curriculum across Key stage 2 Pupils should be taught to	stage 2 Pupils should be taught to	

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experimentation and an	experimentation and an	experimentation and an	
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Printing	Collage	Drawing	
Experiment with		Use sketches to	
layered printing using 2 colours	Overlap materials	develop a final piece of work	
or more	Use collage as a tool	 Use drawing as a 	
Understand how	to develop a piece in mixed	tool to express an idea	
printing can be used to make	media	Use different	
numerous designs	Use collage to	shading techniques to give	
Transfer a drawing	create a mood boards of ideas	depth to a drawing	
into a print	Use collage to	Apply different	
Explore a variety of	create a mood boards of ideas	shading techniques to create	
printing techniques	 Use coiling, 	texture in a drawing	
Create an accurate	overlapping, tessellation,	Experiment with	
print design	mosaic and montage	drawing techniques to support	
Use printmaking as		their observations	
a tool with other media to		Create a sense of	
develop a final outcome		distance and proportion in a	
		drawing	
		Use experimental	
		drawing techniques to create	
		atmosphere in a drawing	
		Explain choice of	
		specific materials to draw with	