

Art Long Term Plan 2024-2025

Art is to be delivered alternate half terms in Autumn 2, Spring 2 and Summer 2 (apart from Reception). All planning materials available through our AccessArt subscription. Reception will adapt plans as necessary to fit in with the Early Years Curriculum.

	Autumn	Spring	Summer
Reception	<p>Exploring 3D materials – Clay Play (Diwali Diwas)</p> <ul style="list-style-type: none"> - Moulding, Shaping, Modelling - Mark-Making - Joining and Building - Drying - Painting <p>Exploring colour – Wax crayon rubbings of leaves</p> <p>In this activity children will explore a range of different textures found in nature and around the building through wax crayon rubbings.</p>		<p>Exploring 3D materials – Magic Caring Box (Home for Bog Baby)</p> <p>Children use their imaginations to make items for a 'Magic Caring Box', using recycled cardboard. As well as helping children consider the needs of other people, this activity also engages them with the simple principles of creating a design.</p> <p>Exploring colour - Printing with string</p> <p>Learners will have the opportunity to create simple prints using string and poster paint. This resource is aimed at supporting the development of dexterity, understanding of line and also building up colour recognition skills.</p>
Year 1	<p>Drawing/Painting/Collage – Spirals</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others. 	<p>Printing – Simple Printmaking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That we can make a “plate” from which to “print” • That there is a relationship between plate and print: e.g. negative / positive. • That we can use print to create “multiples” • That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. 	<p>3D sculpture – Making Birds</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork.

<p>Year 2</p>	<p>Drawing/Painting/Collage – Explore & Draw Key Concepts:</p> <ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<p>Printing – Exploring the World Through Mono Print Key Concepts:</p> <ul style="list-style-type: none"> • When we make mono prints we use mark making to create one off prints. • When we make mono prints we create an impression of a drawing. • That we can generate playful narratives and inventions through drawing. • That we understand that using a range of marks will generate different effects when creating mono prints. • That we can create creative responses to different stimuli and make the work our own. 	<p>3D Sculpture/Textiles – Playful Making (in Y1 section, but suitable for Y1&2) Key Concepts:</p> <ul style="list-style-type: none"> • That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration. • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical.
<p>Year 3</p>	<p>Drawing/Painting – Gestural Drawing with Charcoal Key Concepts:</p> <ul style="list-style-type: none"> • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<p>Textiles – Cloth, Thread, Paint Key Concepts:</p> <ul style="list-style-type: none"> • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways – it is up to us to 	<p>3D Sculpture – Telling Stories Key Concepts:</p> <ul style="list-style-type: none"> • That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.

		reinvent how we use materials and techniques to make art.	
Year 4	Drawing/Painting – Storytelling Through Drawing Key Concepts: <ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. 	Collage – Exploring Pattern Key Concepts: <ul style="list-style-type: none"> • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes. 	3D sculpture – Sculpture, Structure, Inventiveness & Determination Key Concepts: <ul style="list-style-type: none"> • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.
Year 5	Drawing/Painting – Typography & Maps Key Concepts: <ul style="list-style-type: none"> • That when designers work with fonts and layout it is called Typography. • That we can use the way words look to help us communicate ideas and emotions. • That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	Textiles – Fashion Design Key Concepts: <ul style="list-style-type: none"> • That designers bring their own culture, experiences and passions into their designs, for other people. • That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. 	3D Sculpture – Architecture: Dream Big or Small? Key Concepts: <ul style="list-style-type: none"> • That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. • That we can make creative choices which both serves ourselves as individuals and the communities we belong to. • That we can use form, structure, materials, and scale to design innovative buildings.

		<ul style="list-style-type: none"> • That we can use colour, pattern, line, shape, form, material, texture to express our creativity. • That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? • That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms. 	<ul style="list-style-type: none"> • That we can build architectural models to test out our ideas and share our vision.
Year 6	<p>Collage – 2D Drawing to 3D Making Key Concepts:</p> <ul style="list-style-type: none"> • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	<p>Printing – Print & Activism Key Concepts:</p> <ul style="list-style-type: none"> • That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • That artists acting as activists often use print because it allows them to duplicate and distribute their message. • That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. • That through art as activism we can come together. 	<p>Drawing/Painting – Exploring Identity Key Concepts:</p> <ul style="list-style-type: none"> • That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.