

St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Nursery

Creativity is encouraged daily in Early Years during continus provision and directed activities. 'In the moment' planning is practised and therefore, all creative urges are seized by practitioners to encourage and develop creativity and teach specific further skills in all areas of Art and Design.

Drawing (Continuous)	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Start to draw marks intentionally. Express ideas and feelings through making marks with a variety of drawing tools and sometimes give a meaning to the marks made. 		<p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Use drawing tools to begin to 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 detail on the face. Begin to look carefully to draw from observation. 		
Media	<p style="text-align: center;">Collage</p>	<p style="text-align: center;">Painting</p>	<p style="text-align: center;">Textiles</p>	<p style="text-align: center;">Printing</p>	<p style="text-align: center;">Sculpture</p>
Key Learning	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Use glue to stick a variety of items, material, paper, beads, sequins etc to create a collage. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Choose materials from a selection to achieve desired effect in collage. Use collage materials to create a picture, actual or abstract. 	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Start to paint marks intentionally. Explore paint using fingers and other parts of the body as well as brushes and other tools. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Express ideas and feelings through making marks and sometimes giving meaning to the marks made. Use paint to begin to create closed shapes with continuous lines and begin to use these shapes to represent objects. Paint with increasing complexity and detail, such as representing a face with a circle and including detail. 	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Explore different fabrics with a variety of colour and texture in Tuff trays. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Use fabrics with a variety of colour and texture to make collages with. Use materials for a desired effect when representing objects natural or manmade for display or other purposes. Use different fabrics and ribbons for weaving on a large scale. 	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Enjoy printing with shapes, food, sponges etc. Learn to press and lift when printing. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns. Use various objects, food etc to make patterns by printing. Be able to confidently recast an item with paint to reprint. 	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Use hands and fingers to shape and mould playdough. Squeeze, press and push the playdough to explore how it will move and shape. Experiment with clay. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Explore a variety of materials (playdough, clay, foam, wet sand, moon sand etc) to stimulate interest in modelling. Begin to use tools to achieve a desired effect with modelling materials. Join different materials and explore different textures. Enjoy gluing natural and manmade materials together.

'Never settle for less than your best'

		<ul style="list-style-type: none"> • Talk about the difference between colours and mix colours in an unplanned way to make new colours. 			<ul style="list-style-type: none"> • Make simple models which express their ideas. 	
Exploring Developing Evaluating <small>(Continuous)</small>	<u>2 – 3 year olds</u> <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Talk about what they are drawing, painting, making or creating. • Say what colour they want to use and what colour they are going to use next. • Look at their finished work and say whether they like it. 			<u>3 – 4 year olds</u> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them or what to make. • Talk about what they are drawing, painting, making or creating. • Begin to talk about what colours, fabrics, materials, modelling pieces they want to use and why. • Talk about what they like about their work and what they could have done differently. 		

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St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design

Reception

Creativity is encouraged daily in Early Years during continuous provision and directed activities. 'In the moment' planning is practised and therefore, all creative urges are seized by practitioners to encourage and develop creativity and teach specific further skills in all areas of Art and Design.

Drawing (Continuous)	<ul style="list-style-type: none"> • Draw with a planned outcome. • Add detail to drawings. • Draw people with a head and body as well as legs, arms and detail on the face. • Represent what they can see through drawing. • Draw from their own imaginative ideas. • Enjoy drawing from own desire to draw. • Improve drawings from direction and advice from an adult. • Explore a range of drawing materials e.g. range of pencils, pastels, charcoals, felt pens. 				
Media	Collage	Painting	Textiles	Printing	Sculpture
Key Learning	<ul style="list-style-type: none"> • Cut, shape and use a variety of materials, paper and loose parts to create a collage. • Use materials to create a planned effect. • Talk about what they are doing and what they want their collage to look like. 	<ul style="list-style-type: none"> • Paint freely without a planned outcome. • Use painting to represent ideas like movement or loud noises. • Show different emotions in painting, like happiness, sadness, fear etc. • Children begin to add more detail to their painting. • Define colours, shapes, textures they see in the natural world through painting. • Start to mix colours to achieve desired colour when painting. • Represent what they can see and their own imaginative ideas when painting. 	<ul style="list-style-type: none"> • Enjoy choosing materials for colour and texture for collage pictures. • Choose materials in different shades of a colour and sort materials for colour. • Weave with fabric or ribbons to create own material. • Print on materials to create a new effect. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects, including printing to express ideas. • Print repeating patterns to produce an idea inspired by patterns observed or from own idea. 	<ul style="list-style-type: none"> • Manipulate malleable materials with hands and tools. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Begin to construct independently using junk materials, gluing, cutting and using sellotape.

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Exploring
Developing
Evaluating
(Continuous)

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources, and skills.
- Talk about what drawing tools, colours, materials, collage materials etc they are using and why.
- Work independently to create artwork in a variety of ways and review their work and alter it if desired.
- Look at artists work and good examples from their peers and talk about why it is good to support their own future work.

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St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Years 1 and Year 2

2024-2025					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying
Media	Collage		Textiles		Painting
Artist	Wassily Kandinsky		Moira West		Vincent Van Gogh
Key Question	How do colours feel?		How can colours be hot and cold?		How would Vincent paint flowers?
Key Learning	<ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour, texture. • Fold, crumple, tear and overlap papers. • Work on different scales. <u>Colour</u> Collect, sort, name match colours appropriate for an image. <u>Shape</u> Create and arrange shapes appropriately. <u>Texture</u> Create, select and use textured paper for an image.		<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. <u>Colour</u> Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs.		<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties. <u>Colour</u> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <u>Texture</u> Create textured paint by adding sand, plaster

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National Curriculum Objectives	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

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Long Term Plan for Art and Design Years 1 and Year 2

2025-2026					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying
Media	Printing		Painting		Sculpture
Artist	Pablo Picasso		Paul Klee		Barbara Hepworth
Key Question	Can you draw an animal with just one line?		How do you take a line for a walk?		What shape are the hills?
Key Learning	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. <u>Colour</u> Experiment with overprinting motifs and colour. <u>Texture</u> Make rubbings to collect textures and patterns.		<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties <u>Colour</u> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <u>Texture</u> Create textured paint by adding sand, plaster.		<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile.

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National Curriculum Objectives	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

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Long Term Plan for Art and Design Years 3 and Year 4

2024-2025					
	Autumn		Spring		Summer
Drawing (Continuous)	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p><u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p>	<p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p>	<p><u>Texture</u></p> <p>Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>
Media	Collage		Painting		Textiles
Artist	Henri Matisse		LS Lowry		Isobel Moore
Key Question	How can you paint with scissors?		What can you see in Lowry's paintings?		What are the colours of the Mediterranean?
Key Learning	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 		<ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades.</p>		<ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.

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National Curriculum Objectives	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p>

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St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Years 3 and Year 4

2025-2026					
	Autumn		Spring		Summer
Drawing (Continuous)	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	<u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Media	Printing		Sculpture		Painting
Artist	Orla Kiely		Giacometti/Gormley		Roger Hampson
Key Question	Why is Orla Kiely known as the Queen of Prints?		How can you sculpt a shadow?		How did Roger Hampson see Tyldesley?
Key Learning	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 		<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object. 		<ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.

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National Curriculum Objectives	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p>

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St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Years 5 and Year 6

2024-2025			
	Autumn	Spring	Summer
Drawing (Continuous)	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>
Media	Collage	Painting	Textiles
Artist	Clare Youngs	Henri Rousseau	Viking Purse
Key Question	How can you collage an animal?	What are the colours of the rainforest?	How would a Viking carry their money?
Key Learning	<ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work. • Use collage as a means of extending work from initial ideas. 	<ul style="list-style-type: none"> • Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

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National Curriculum Requirements	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>

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Long Term Plan for Art and Design Years 5 and Year 6

2025-2026			
	Autumn	Spring	Summer
Drawing (Continuous)	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p>	<p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>
Media	Painting	Sculpture	Printing
Artist	Claude Monet	Henry Moore	Andy Warhol
Key Question	Why did Monet paint outside?	How was Henry Moore influenced by nature?	Who made Art pop?
Key Learning	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify and work with complementary and contrasting colours.</p>	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>

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National Curriculum Objectives	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Exploring Developing Evaluating (Continuous)	<p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12