



## Friars Primary School and Nursery Art & Design – Long Term Plan

Art & Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b> (EYFS: Expressive Arts & Design: Being Imaginative and Expressive, Creating with Materials)	<p>Art and Design is developed on both large and small scales both inside and out as children create, explore, imagine and express their ideas through a range of media including drawing, painting, playdough, collage, printing and junk modelling. There is a balance of child led and adult initiated activity for children to explore. Throughout their time in nursery, children will be supported and encouraged to:</p> <ul style="list-style-type: none"><li>• Experiment with ways to enclose a space, create shapes and represent objects</li><li>• Enjoy and respond to playing with colour in a variety of ways, for example combining colours</li><li>• Continue to explore colour and how colours can be changed</li><li>• Develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li><li>• Use tools for a purpose</li></ul>					



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	<p><b>Links to literacy:</b></p> <p><b>Hello Friend:</b></p> <p>Painting ourselves</p>	<p><b>Links to literacy:</b></p> <p><b>Aaarghhh Spider:</b></p> <p>Making spiders</p> <p>Christmas Crafts</p>	<p><b>Links to literacy:</b></p> <p><b>Blue Penguin:</b></p> <p>Looking at illustrations, choice of colours.</p> <p>Creating collages in response to art work</p> <p>Drawing animals</p>	<p><b>Links to literacy:</b></p> <p><b>Yucky Worms:</b></p> <p>Drawing and painting minibeasts</p> <p>Easter crafts</p>	<p><b>Links to literacy:</b></p> <p><b>Errol's Garden</b></p> <p>Creating gardens</p> <p>Drawing plants and flowers</p> <p>Nature art: Hyde Hall</p>	<p><b>Links to literacy:</b></p> <p><b>The Naughty Bus</b></p> <p>Drawing plants and flowers</p> <p>Making vehicles from junk modelling</p> <p>Making cards for special people</p>
	<p><i>Children access a well-stocked creative area as well as resources in provision inside and out, that promote creativity such as pattern blocks and loose parts. They use these to create in line with their current interests and fascinations supported by adults in the setting during their time in provision</i></p>					
<p><b>Reception</b></p> <p>(EYFS: Expressive Arts &amp; Design: Being Imaginative and Expressive, Creating with Materials)</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses tools for a purpose</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Continues to explore colour and how colours can be changed</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Creates drawings to accompany stories</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses tools for a purpose</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Chooses particular colours and materials for their own imaginative purposes</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Creates drawings to accompany stories</p> <p>Responds imaginatively to art works</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses tools for a purpose</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Chooses particular colours and materials for their own imaginative purposes</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Creates drawings to accompany stories</p> <p>Responds imaginatively to art works</p>			



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<b>Year 1</b>  POR = Power of Reading	<b>All About Me</b>  <b>POR: Grace &amp; Family</b>	<b>Cold Climates</b>  <b>POR: The Emperor's Egg</b>	<b>London</b>  <b>POR: Claude in the City</b>	<b>Spring</b>  <b>POR: The Secret Sky Garden</b>	<b>Africa</b>  <b>POR: Lila &amp; the Secret of Rain</b>	<b>Oh, I do like to be beside the seaside!</b>  <b>POR: The Storm Whale</b>
	<b>Drawing - Self Portraits (Colour and emotion) – Picasso</b>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>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</i>		<b>Collage</b> <b>L.S. Lowry – cityscape multimedia</b>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>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</i>			<b>Painting – African Sunsets</b>  <i>to use a range of materials creatively to design and make products</i>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>



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Year 2	Once upon a Time...	Looking Back	Amazing Journeys	Move it!	Let's Explore	Land Ahoy!
	<p><b>Drawing/Collage</b> <b>Portraits</b> <b>Andy Warhol</b> <b>Paul Klee</b></p> <p><i>to use a range of materials creatively to design and make products</i></p> <p><i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>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.</i></p>	<p><b>Photography – Computing</b></p> <p><i>Taking photographs</i></p> <p><i>Landscape or portrait</i></p> <p><i>What makes a good photograph?</i></p> <p><i>Lighting</i></p> <p><i>Effects</i></p>		<p><b>Kandinsky colour mixing</b> <b>Van Gogh and Monet</b> <b>Painting</b></p> <p><i>to use a range of materials creatively to design and make products</i></p> <p><i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>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.</i></p>	<p><b>Sculptures/Printing – Abstract and figurative</b> <b>Faviana Rodriguez</b></p> <p><i>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.</i></p> <p><i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>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.</i></p>	<p><b>Aboriginal Painting</b> <b>(2 lessons)</b></p>



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Year 3	<b>The Iron Man</b>	<b>Healthy Me</b>	<b>Shake, Rattle and Roll</b>		<b>The Romans</b>	<b>Plant Life</b>
	<p><b>Drawing</b> Iron man sketches using different pencil strokes.</p> <p><b>Silhouettes on a watercolour wash background.</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p><b>Computing –Stop-frame animations</b></p> <p><b>Can a picture move?</b> <i>draw a sequence of pictures create an effective flipbook–style animation explain how an animation/flip book works</i></p>	<p><b>Margaret Godfrey</b> Volcano landscapes, using collage and layering techniques. <b>(comparison with Constable – textile art)</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>			<p><b>Collage</b> Roman mosaics using paper, focusing on pattern and shape.</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>



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Year 4		<p><b>Bayeux Tapestry - drawing</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>		<p><b>Painting Painting &amp; mixed media colour work Lowry</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p><b>Drawing/multi-media Lichtenstein</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	



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	Walk like an Egyptian		Challenge Planet Earth	Plague!	Oh Henry!	
Year 5		<p><b>Drawing/Sculpture/Painting Egyptian Art – canopic jars</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>		<p><b>Digital artwork</b> <b>Sketching skills</b> <b>Protest Art</b> <b>Banksy – Graffiti</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>		<p><b>Drawing (mixed media)</b> <b>Hans Holbein – portraits</b> <b>Arcimboldo</b></p> <p><b>Painting &amp; drawing portraits</b></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>
	<p><b>Continuous through the year</b></p> <p><i>Develop techniques, including control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</i></p>					



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	The Victorian Age	Extreme Earth	Mayan Mayhem	And now, the end is near, and so I face, the final curtain.....	
	<i>Learning about the Victorian Age and their impact on our lives</i>				
<b>Year 6</b>	<p><b>Drawing, printing, textiles</b> <b>William Morris</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>		<p><b>Painting</b> <b>Hokusai – The Great Wave</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p><b>Sculpture</b> <b>Mayan Art work and Masks</b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	