
















## ART LONG TERM PLANNING

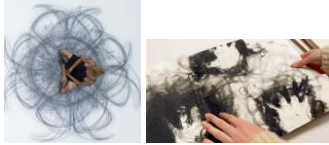
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Art – Mixed Media		Art – Painting/Mark Making		Art – Printing	
<b>NURSERY</b>	<p>Sing nursery rhymes.</p> <p>Use tools and paint to represent themselves and their family.</p>  <p><b>Link artist: Joan Miro</b></p>	<p>Learn autumn/weather songs.</p> <p>Explore the sounds of a forest.</p> <p>Combine materials to create an owl collage.</p>  <p><b>Link artist: Sophie Standing</b></p>	<p>Collaborative art work</p> <p>Children look at the work of Henri Rousseau to inspire their own collaborative work using poster paint and brush.</p>  <p><b>Link illustrator: Henri Rousseau</b></p>	<p>Children listen and respond to African music.</p> <p>Discuss how music can make them feel emotions and create their own piece inspired by this.</p>  <p><b>Link artist : Edward Tingatinga</b></p>		
<b>RECEPTION</b>	Art Drawing		Art – Painting		Art – Mixed Media	
	<p>Children to explore closed shapes and lines.</p> <p>Representing a face with bold features in correct place showing an emotion – e.g, happy, sad, scared</p>  <p><b>Artist: Amedeo Modigliani</b></p>		<p>Spin Art</p> <p>Children explore different colours and mediums to explore spin art. Children use everyday objects to create art.</p>  <p><b>Link artist: Callen Schaub</b></p>		<p>Animals – tissue paper</p> <p>Children look at different shapes to create animal sculptures. Collage is used to add colour and effect.</p>  <p><b>Link illustrator: Eric Carle</b></p>	

<p><b>YEAR 1</b></p>	<p><b>Art - Drawing</b></p> <p>To begin to develop sketchbooks, children will experiment with different drawing tools. This will include pencil and charcoal. Create a piece of still life- fruit.</p>  <p><b>Link artist: Paul Cezanne</b></p>	<p><b>Art – Painting</b></p> <p>To create a large class collaborative piece. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space- link to Elmer book</p>  <p><b>Link artist: Kandinsky</b></p>	<p><b>Art – Sculpture</b></p> <p>Create a collaborative sculpture based on nature using paper shaping skills.</p>  <p>Link craftmaker: Barbera Hepworth</p>  <p><b>Kapow</b></p>
<p><b>YEAR 2</b></p>	<p><b>Art – Drawing</b></p> <p>Still-life/observation – collectors as artists.</p> <p>Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.</p>  <p>Link artist: Jeanie Patty</p> 	<p><b>Art – Painting</b></p> <p>Expressive painting based on UK landscape</p> <p>Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint)</p> <p><b>Link artist:: Van Gogh</b></p> <p>Charlie French</p> 	<p><b>Art – Sculpture</b></p> <p>Create wire flower garden</p>  <p>To use a range of materials creatively to design and make products</p> <p><b>Link artist: Alexander Calder</b></p>

**YEAR 3**

**Art – Drawing**

Children discover how to make drawings that capture a sense of drama or movement using charcoal



**Link artist:** Edgar Degas



**Art – Painting**

Linking to home/belonging – painting the local environment



To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

**Link artist:** L.S. Lowry  
Link architect:

**Art – Sculpture**

Recycled structures  
Use rubbish to make art.

To use a range of materials creatively to design and make their own buildings

**Link architect:**  
Vincent Harris (John Ryland Library)  
Zaha Hadid

**Art – Drawing**

Animal portraits



Children will experiment with different mediums for different effects, including tone and proportion.

To create sketch books to record their observations and use them to review and revisit ideas

**Link artist:** Gary Hodges

**Art – Painting**

Linking to home/belonging – painting the local environment

Children will explore the use of light and dark in painting, focusing on colour mixing, tint, tone and shade

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

**Link artist**  
**David Hockney**






**Art – Sculpture**

Clay figures based on remains found in Pompeii



To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

**Link artist:**  
**Da Vinci (sketchbooks) form**

	Art – Drawing	Art – Painting	Art – Sculpture
Year 5	<p>Self-portraits</p>  <p>Children will develop their understanding of effects on people.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Link artist: Kelvin Okafor</b></p>	<p>Detailed botanical paintings.</p>  <p><b>Link artist: Emily Cumming Harris</b></p> <p><b>Link Craftmaker: William Morris</b></p> <p>Children will build on their drawing work to create paintings of flowers/plants. They will experiment with different mediums.</p>	<p>Space sculpture.</p> <p>Chn will explore different materials to build sculptures – e.g. soap, wire, shadows.</p> <p>They will join materials to create a 3D outcome, making considered choices about the placement of materials.</p> <p><b>Link artist: christoph robausch</b></p>  <p><b>Kapow</b></p>
Year 6	 <p>Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition</p> <p><b>Link artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</b></p>	 <p>Children will experiment with colour, form and tone to create different shades. They will use colour to create a 3 D effect.</p> <p><small>Pupils who are secure will be able to:</small></p> <ul style="list-style-type: none"> <li>✓ Share their ideas about a painting.</li> <li>✓ Describe the difference between a tint and a shade.</li> <li>✓ Mix tints and shades by adding black or white paint.</li> <li>✓ Discuss their real-life experiences of how colours can appear different.</li> <li>✓ Use tints and shades to paint an object in 3D.</li> <li>✓ Try different arrangements of objects for a composition, explaining their decisions.</li> <li>✓ Produce a clear sketch that reflects the arrangement of their objects.</li> <li>✓ Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>✓ Paint with care and control to make a still life with recognisable objects.</li> </ul> <p><b>Link artist: Kent Paulette</b></p> <p><b>Kapow</b></p>	<p>Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</p> <p><b>Link artist:</b> Courtney Mattison</p> <p><b>Look into Irwell Sculpture trail KS2</b></p> <p><b>Kapow</b></p>

