

Art LTP



Key Stage 1

Cycle	Year	Autumn	Spring	Summer
	EYFS	<u>Expressive Arts and Design</u> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
A	1/2	<u>Pablo Picasso</u> <u>Drawing & Sculpture</u> Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range of tools.	<u>Edward Tingatinga</u> <u>Printing</u> Talk about a range of printing materials and tools, e.g. found objects, potato prints, etc. Use an increasing range of everyday objects to create marks and patterns.	<u>Brianna McCarthy</u> <u>Collage</u> Talk about, describe and draw simple images and artefacts. Use simple drawings and sketches to record ideas, thoughts and feelings. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods.
B	1/2	<u>Paul Klee</u> <u>Painting</u> Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints, etc.	<u>Andy Goldsworth</u> <u>3D Modelling</u> Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials, etc.	<u>Molly Elkind</u> <u>Textiles</u> Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt, etc. Use a range of everyday fabrics and materials to create pictures.

		Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars, etc. Explore what happens when colours are mixed.	Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars, etc.	
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Key Stage 1 National Curriculum:

- 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
- 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.

Key Stage 2

Cycle	Year	Autumn	Spring	Summer
A	3/4	<u>Hannah Rae & Alice Kettle</u> <u>Textiles</u> Apply one material to the surface of another a material (appliqué). Create a simple design and transfer the main shapes to a paper pattern. Use running stitch.	<u>Dolan Geiman / Jim Lambie</u> <u>Collage</u> Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate. Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.	<u>Sarah Gillespie & Yinka Shonibare</u> <u>Printing</u> Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats etc.

		Talk about the work of important crafts and design people. Make a simple loom and use different materials to produce a range of weft threads.	Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.	Make prints based on surfaces taken from the environment. Make a simple paper stencil. Make a simple printing block.
B	3/4	<u>Andy Warhol</u> <u>Drawing</u> Talk about the drawing tools and techniques used to share ideas. Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc. Create simple drawings based on things observed to create designs. Use a viewfinder to select and record shapes and images.	<u>Elizabeth Fritsch</u> <u>3D Modelling</u> Talk about and explore a range of modelling materials. Shape and join clay to make a thumb pot using slip and impress prints. Recreate prints and patterns based on the surface of natural and man-made objects. Use tools to create linear patterns.	<u>Sarah Taylor</u> <u>Painting</u> Use an increasing range of paints to create different textures. Use an increasing range of painting tools and simple techniques. Identify the primary colours needed to mix all secondary colours. Experiment with the production of light and dark shades of colour.
A	5/6	<u>Henri Matisse</u> <u>Collage</u> Use a wide range of visual techniques and secondary sources of information to support the development of projects. Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas. Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and	<u>Harriet Powers</u> <u>Textiles</u> Use quilting, wire, padding and appliqué to support 3D projects. Create a simple paper pattern including accurate measurements. Use blanket stitch, herringbone and embroidery. Recreate and use the techniques of important crafts people throughout history.	<u>Henry Moore</u> <u>3D Modelling</u> Create increasingly complex 3D forms using a wide range of materials. Use a wide range of techniques to join, combine and shape clay. Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging, etc.

		represent their ideas, and how they will use this in their own work.	Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.	Mix and combine a range of materials to create effective 3D models and collage.
B	5/6	<u>Guiseppe Arcimboldo</u> <u>Drawing</u> Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional. Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer. Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. Create a composition showing more than one figure.	<u>Keith Haring</u> <u>Painting</u> Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.	<u>Angie Lewin</u> <u>Printing</u> Create and use shapes and patterns in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Create surface texture using rollers, sponges, engraving and by printing from an inked surface. Make a two-part paper stencil. Make a two-colour block print.

Key Stage 2 National Curriculum:

- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- Learn about great artists, architects and designers in history.

