



Abbey CofE Infant and Nursery School - Art Long Term Plan

(Jesus said) "You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in Heaven. (Matthew 5: 14-16) (taken from the Sermon on the Mount)

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Exploring colour, shape and line					
	Exploring colour mixing Manipulating clay- Autumn theme	Christmas cards- collage Portraits- drawing	Winter theme painting	Easter cards- collage	Drawing vehicles	Collage and paint- seaside theme
EYFS 3-4 year olds	<p>Focus- colour/ basic shapes and lines</p> <p>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 details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>					
Reception EYFS Children in reception	<p>Self-portraits (pencil/ crayons) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Focus- Colour/ shapes/ lines Colour and Shape – Teaching Resource Tate</p> <p>Portrait Marie Laurencin (modern)</p>		<p>Landscape- forest (paint)/ Still life- flowers (pencil/ pastels) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Focus- Colour/ shapes/ lines</p> <p>Woodland</p>		<p>Sculpture- collage/ mixed media Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Mixed media underwater sculpture Under the sea scene/ animal using different textures and materials Katsushika Hokusai (traditional) Claude Monet (traditional)</p>	

<p><i>Enhanced Provision</i></p>	<p>Pablo Picasso (modern) Jackson Pollock (modern) Gary Hume (Contemporary) R.B. Kitaj (Contemporary)</p> <p>face eyes nose mouth features oval colour shapes lines thin thick</p> <p>Firework pictures Winter landscape Christmas cards Rangoli Patterns Diva Lamps</p>	<p>Vincent Van Gogh (traditional) Wassily Kandinsky (modern) Paul Cezanne (modern) Gustav Klimt (modern) Henry Matisse (modern) Holly Van Hart (Contemporary) Sue O'Sullivan (contemporary)</p> <p>paint primary colours secondary colours green brown mixing thickness thin lines stippling brush strokes light dark branches leaves</p> <p>Woodland landscape Observational drawing of flowers- charcoal Self portrait- more detailed</p>	<p>Winslow Homer (modern)</p> <p>3d stand out paint texture joining paint mixing building layers</p>
<p><i>Year 1</i></p>	<p>Self portraits (pencil/pastels)</p> <ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, pen, chalk Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. 		<p>Sculpture – paper mache animals</p> <ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier Mache etc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.

	<ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Experiment with colour, shape and lines. • Experiment with space. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. • Explore 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. • Look at and talk about own work and that of other artists and the techniques they had used. • Investigate what makes art, art <p> Leonardo Di Vinci (traditional) Pablo Picasso (modern) Andy Warhol (modern) Grace Weaver (contemporary) </p> <p> Lines and shapes colour size, space and texture sketch cross hatching shading stippling </p>		<ul style="list-style-type: none"> • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques: impressed, painted, applied. • Use tools and equipment safely and in the correct way. • Explore 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. • Look at and talk about own work and that of other artists and the techniques they had used. • Investigate what makes art, art <p> Benin art (traditional) François Pompon (modern) Wangechi Mutu (contemporary) </p> <p> Morgana Wallace (contemporary relief sculpture) </p> <p> sculpture 3d layers smooth mould texture </p>
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scumbling
contouring
blending
pastels
light
dark
artists

paper
shape

Still Life/Landscapes (poster paint/ pastels)

- Experiment with a variety of media; different brush sizes and tools e.g. different brush sizes, hands, feet, rollers and pads
 - Investigate primary and secondary colours
 - Explore lightening and darkening paint without the use of black or white.
 - Begin to control the types of marks made with the range of media.
 - Experiment with colour, shape and lines.
 - Investigate primary and secondary colours
 - Experiment with space.
 - Start to record simple media explorations in a sketch book.
 - Start to mix a range of secondary colours, moving towards predicting resulting colours.
- Explore 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"> Investigate what makes art, art <p>Vincent Van Gough (traditional) Paul Klee (modern) Kevin Beasley Mixed media (contemporary)</p> <p>lines shapes primary colours secondary colours size space texture control tone cross hatching shading stippling blending artists</p>		
<i>Year 2</i>	<p>Self portraits (pencil/ charcoal/ pastels)</p> <ul style="list-style-type: none"> Control the types of marks made with the range of media: pencil, charcoal, oil pastels, pastels. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil, using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Name, match and draw lines/marks from observations. 	<p>Landscape(water colours/ pastels)</p> <ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Experiment with primary and secondary colours. 	<p>Sculpture- clay (rainforest animals/ plants)</p> <ul style="list-style-type: none"> Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate.

	<ul style="list-style-type: none"> Continue to investigate textures and produce an expanding range of patterns. Continue to experiment with colour, line, shapes, texture and space. Explore 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. Discuss own work and others work, expressing thoughts and feelings. Look at and talk about own work and that of other artists and the techniques they had used. Investigate what makes art, art <p> Giuseppe Arcimboldo (traditional) R.B Kitaj (modern) Gustav Klimt (modern) Elizabeth Peyton (contemporary) Comparison of artists </p> <p> lines and shapes colours size, space and texture tone sketch cross hatching shading stippling scumbling contouring blending </p>	<ul style="list-style-type: none"> Continue to experiment in lightening and darkening paint with the use of black or white. Begin to mix colour shades and tones. Continue to investigate textures and produce an expanding range of patterns. Continue to experiment with colour, line, shapes, texture and space. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore 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. Discuss own work and others work, expressing thoughts and feelings. Investigate what makes art, art <p> Claude Monet (traditional) Paul Cézanne (modern) Kara Walker (contemporary) Comparison of artists </p> <p> lines and shapes primary colours secondary colours tertiary colours size, space and texture </p>	<ul style="list-style-type: none"> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further. Investigate what makes art, art <p> Michelangelo (traditional) Angela Schwer (contemporary) Matt Buckley (contemporary) Henri Rousseau (modern) John Dyer (contemporary) </p> <p> Extension: Experimental Printing- oceans and rainforests link. </p> <p> sculpture 3d pressure join smooth mould tools clay detail shape texture </p>
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	light dark artists	tone sketch cross hatching shading stippling scumbling contouring blending light dark details artists	
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