

St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Nursery (2-3 Year Olds)

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.

Art and Design are developed throughout the year through planned learning, child-initiated exploration and continuous provision. Children revisit drawing, painting, printing, collage, textiles and sculpture in increasingly purposeful ways. Curriculum themes provide meaningful contexts in which children can explore, apply and refine their artistic knowledge and skills.

Drawing (Continuous)	- Start to make marks intentionally using a range of drawing tools. - Explore making different marks, lines and movements. - Express ideas and feelings through mark-making and sometimes give meaning to the marks made.				
Media	Collage	Painting	Textiles	Printing	Sculpture
Key Learning	Explore sticking and combining paper, fabric and natural materials.	- Explore paint with fingers, brushes and other tools. - Make intentional marks.	Explore fabrics through touch, colour and texture.	Explore pressing and lifting objects to make prints.	Squeeze, roll, press and manipulate malleable materials.
Exploring Developing Evaluating (Continuous)	- Explore materials using their senses. - Use their imagination when handling and combining materials. - Begin to make choices about tools, colours and materials. - Show interest in and sometimes give meaning to what they have made.		EYFS Statements	- Start to make marks intentionally. - Explore paint using fingers, other parts of the body, brushes and other tools. - Express ideas and feelings through making marks and sometimes give meaning to the marks made. - Explore different materials using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.	

'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

Termly Application

	Autumn	Spring	Summer
Planned applications and experiences	• Make intentional marks using crayons, fingers, brushes and other tools. • Create simple pictures in response to photographs of themselves and their families. • Explore colour, light and texture through celebration artwork. • Experiment with paint, collage and printing to represent lights and fireworks. • Combine and stick different materials to create simple Christmas decorations.	• Explore paint, water and textured materials to represent winter weather. • Create rain and snow marks using lines, dabs, prints and different textures. • Explore natural materials such as leaves, flowers and soil through printing, rubbing and collage. • Explore marks, colours and textures inspired by plants and baby animals. • Create an Easter card using mark-making, printing or collage.	• Use paint and mark-making to represent familiar people and community roles. • Explore and begin to choose collage materials for a simple purpose. • Explore printing with moving objects and wheels to create tracks and patterns. • Use paint, collage and mark-making to represent vehicles and journeys. • Create simple collaborative artwork inspired by journeys and the local environment.
Children have continuous access to drawing, painting, collage, printing, textiles and malleable materials.			
Adults model the safe use of tools and materials while supporting children to explore freely, repeat actions, make choices and give meaning to their creations.			

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St George's Central CE Primary School and Nursery

Long Term Plan for Art and Design Nursery (3-4 Year Olds)

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.

Art and Design are developed throughout the year through planned learning, child-initiated exploration and continuous provision. Children revisit drawing, painting, printing, collage, textiles and sculpture in increasingly purposeful ways. Curriculum themes provide meaningful contexts in which children can explore, apply and refine their artistic knowledge and skills.

Drawing (Continuous)	• Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail. • Draw from observation and imagination. • Use drawing to represent ideas, movement and feelings.				
Media	Collage	Painting	Textiles	Printing	Sculpture
Key Learning	• Choose and join materials to represent an idea. • Explore contrasting textures.	• Use paint to represent ideas. • Explore colours and begin purposeful colour mixing.	• Select and combine fabrics and begin simple large-scale weaving.	• Make prints using different objects and begin to create simple repeating patterns.	• Use hands and simple tools to shape, join and add texture to models.
Exploring Developing Evaluating (Continuous)	• Explore materials freely and develop ideas about how to use them. • Choose materials to express an idea. • Talk about what they are making and the materials they have chosen. • Look at their work and say what they like about it. • Begin to notice and respond to the work of artists, craftspeople and other children.		EYFS Statements	• Explore different materials freely to develop ideas about how to use them and what to make. • Develop their own ideas and decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail. • Use drawing to represent ideas such as movement or loud noises. • Show different emotions in drawings and paintings. • Explore colour and colour mixing.	

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Termly Application

	Autumn	Spring	Summer
Planned applications and experiences	• Use mirrors to create self-portraits, beginning to represent a face with a closed shape and added details. • Use colours and marks to represent different emotions, inspired by The Colour Monster. • Explore colour mixing and mark-making to create firework and light-inspired pictures. • Create leaf rubbings and prints, noticing natural shapes, lines and textures. • Use printing to create Christmas cards. • Select and combine materials to create a Christmas decoration.	• Explore and mix colours associated with winter. • Use continuous lines and closed shapes to represent familiar objects. • Make observational drawings and paintings of flowers, plants and new life. • Draw with increasing complexity and detail, including features on faces, plants and animals. • Use colours, lines and marks to show simple feelings and ideas in drawings and paintings. • Explore natural materials through observational drawing, printing and collage.	• Draw and paint familiar people and people who help us, adding recognisable features and details. • Choose and combine collage materials to create simple pictures linked to familiar jobs and roles. • Explore different ways of joining paper, fabric and other collage materials. • Use objects and wheels to create prints, tracks and simple patterns. • Create simple maps and journey pictures using lines, shapes and marks. • Create artwork inspired by transport and journeys using drawing, painting, printing and collage.
Children have continuous access to drawing, painting, collage, printing, textiles, malleable materials and simple joining resources.			
Adults model techniques and introduce vocabulary while supporting children to develop their own ideas, select materials and talk about what they have created.			

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Long Term Plan for Art and Design

Reception

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.

Art and design are developed throughout the year through planned learning, child-initiated exploration and continuous provision. Children revisit drawing, painting, printing, collage, textiles and sculpture in increasingly purposeful ways. Curriculum themes provide meaningful contexts in which children can explore, apply and refine their artistic knowledge and skills.

Drawing (Continuous)	- Explore and use a range of drawing tools and materials to create different artistic effects. - Draw from observation, imagination and experience. - Represent people, objects and places with increasing detail. - Return to drawings to add detail, develop ideas and refine representations. - Select drawing materials and techniques to express ideas and feelings.				
Media	Collage	Painting	Textiles	Printing	Sculpture
Key Learning	Select, cut, arrange and combine materials to create a planned effect.	- Select tools and colours for a purpose. - Develop colour mixing and refine painted representations. - Represent what they can see and their own imaginative ideas when painting.	Weave, thread, layer and join textiles for a chosen purpose.	Select printing materials and combine colour, shape and pattern to express an idea.	Select materials and joining techniques to construct and refine three-dimensional forms.
Exploring Developing Evaluating (Continuous)	- Explore, use and refine a variety of artistic effects. - Return to previous learning and develop or change an idea. - Select tools, materials and techniques for a purpose. - Create independently and collaboratively. - Talk about their artistic choices and how they created an effect. - Look closely at the work of artists, craftspeople and peers and use this to inform their own ideas.		EYFS Statements	- Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on previous learning, refining ideas and developing the ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	

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ELG	Expressive Arts and Design: Creating with Materials: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
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Termly Application

	Autumn	Spring	Summer
Planned applications and experiences	• Create self-portraits and family drawings, selecting drawing materials and adding increasing detail. • Observe and draw buildings within Tyldesley, using lines, shapes and surface details to represent what can be seen. • Explore printing, rubbing and mark-making inspired by local buildings and environmental textures. • Refine colour-mixing techniques through autumn, celebration, firework and light-inspired artwork. • Explore autumn leaves through observational drawing, rubbing and printing. • Manipulate and join clay to create Diya lamps, adding simple decorative details and patterns. • Select and combine techniques when creating Christmas cards and decorations.	• Make detailed observational drawings of animals, noticing shape, pattern and texture. • Select and arrange materials to create collages inspired by animal markings and patterns. • Combine printing and collage to represent characters, settings and patterns from traditional tales. • Explore and select joining techniques when creating three-dimensional artwork inspired by traditional tales. • Create Mother's Day and Easter artwork, making purposeful choices about materials and techniques.	• Make observational drawings and paintings of plants, flowers and living things, returning to add detail. • Mix and select colours to represent changes in the natural environment during spring and summer. • Weave, thread and combine natural or textile materials for a chosen purpose. • Use clay and tools to shape, join and add texture when creating sea-creature sculptures. • Select and combine drawing, painting, printing and collage techniques to create artwork inspired by the ocean. • Create Father's Day artwork, explaining the materials, techniques and processes used. • Work collaboratively to select materials, share ideas and create artwork for the Blue Planet exhibition.
Children have continuous access to a broad range of drawing, painting, collage, printing, textiles and sculpture materials. Adults explicitly model artistic techniques and subject-specific vocabulary while supporting children to select and combine materials, develop and refine their ideas, work collaboratively and explain the processes they have used.			

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

2026-2027					
	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	- 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.		- 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.		- 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	• 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.	• 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.	• 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)	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.

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

2027-2028					
	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	- 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.		- 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.		- 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	• 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.	• 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.	• 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)	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.

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

2026-2027					
	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	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	- 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.		- 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.		- 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	• 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.	• 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.	• 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)	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.	

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

2027-2028					
	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	- Create printing blocks using a relief or impressed method. - Create repeating patterns. - Print with two colour overlays.		- 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.		- 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	• 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.	• 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.	• 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)	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.	

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

2026-2027			
	Autumn	Spring	Summer
Drawing (Continuous)	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.	<u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.	<u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.
Media	Collage	Painting	Textiles
Artist	Clare Youngs	Henri Rousseau	Karen Woods
Key Question	How can you collage an animal?	What are the colours of the rainforest?	How do textiles come alive?
Key Learning	- 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.	- 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. <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify and work with complementary and contrasting colours	- 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	• 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.	• 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.	• 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)	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.		Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work

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

2027-2028			
	Autumn	Spring	Summer
Drawing (Continuous)	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.	<u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.	<u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.
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	- 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. <u>Colour</u> Mix and match colours to create atmosphere and light effects.	- 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.	- Create printing blocks by simplifying an initial journal idea - Use relief or impressed method - Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints.

'Never settle for less than your best'

	Be able to identify and work with complementary and contrasting colours.		
National Curriculum Objectives	• 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.	• 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.	• 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)	Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.	

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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