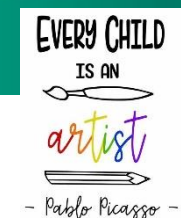




Christopher Pickering Art and Design Long Term Plan 2024-2025



Art and Design Long Term Plan



The intention for our young Artists

To ensure that all pupils:

- are engaged, inspired and challenged to invent and create their own works of art, craft and design.
- are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- are able to think critically and develop a deeper understanding of art and design.
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

At key stage 1, the knowledge and skills take full account of the national curriculum's main characteristics of:

- Using materials Drawing Use colour, pattern, texture, line, shape, form and space A study of a range of artists

At key stage 2, the knowledge and skills take full account of the national curriculum's main characteristics of:

- Using sketch books Drawing, painting, sculpture and printing Study of great artists

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At Christopher Pickering, children are exposed to a wide range of artists over their primary life.

	F2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Jackson Pollock	David Hockney	Alexander Calder	Tracy Savage	Alaa Awad	Alberto Giacometti	Frida Kahlo
Spring	Piet Mondrian	Andy Warhol	Julian Opie	Tracy 168	Frank Loyd Wright	Leonardo Da Vinci	Banksy
	Henri Matisse						
Summer	Wassily Kandinsky	Andy Goldsworthy	Nicholas Hadeed	JMW Turner	Henri Rousseau	Georges Seurat	Soroya French
	Yayoi Kusama		John Ward	Margaret Godfrey			
				Nick Rowland			Andy Warhol








Traditional (Pre 1800's)	Modern (1800's until 1970)	Contemporary (1970 to present)
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Within art we complete art projects that fit into the three pillars of art – Drawing, Painting and Using Materials. We use a variety of different media which is clearly outlined within a unit of work, a variety of methods and techniques that are sequenced and progressive throughout the art and design curriculum.

Key Concepts within Art and Design

	Media	Methods and Techniques
Drawing	Graphite, graded pencils, marker pens, Chalk, Oil Pastels, Soft pastels, charcoal	<i>Mark making, line drawing (thick, thin), sketching, shading, blending, hatching, cross hatching, scribble, enlarging, reducing, gridding, observational drawings, highlighting, detailing, stippling, 3D, one point perspective, stencilling, tessellation, and patterning.</i>
Painting	Acrylic paint, Ready mix paint, water colours, Brusho, Watercolours, spray paint, fabric paint, ink paint, textured paint	<i>Fine brush work, control of paint, colour mixing, Block filling, wet on wet, building layers, dry brushing, colour wash, printing, even spray, squirting, blowing, impasto, creating texture, colour knowledge (primary/secondary/tertiary, warm & cool), pointillism</i>
Using Materials	Clay, cardboard, card, found objects, Modroc, multimedia, tissue paper, crepe, glitter, mosaic tiles, wire, wire mesh	<i>Modelling, indentation, carving, cutting, fixing, joining, relief, arranging, manipulating, bending, moulding, sticking, tearing, layering, overlapping</i>

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Key Concepts linking to the Substantive Knowledge of art and design		
Practical Knowledge	Media 	Types of media used across the pillars of drawing, painting, and using materials and becoming increasingly proficient
	Methods and Techniques 	Methods and techniques used across the pillars of drawing, painting and using materials
	Creating with media and techniques 	The ability to mix the range of media and techniques, understand how they can be used and combined to create a specific and desired effect. Applying knowledge of art movements and artists studied to inspire their own works
Theoretical Knowledge	Technical Language 	Technical language associated with the media, methods, and techniques across the pillars of drawing, painting and using materials
	Art Movements 	An understanding of the different styles of art studied by one or several artists during a specific period for example, Pop Art or Baroque
	Artists 	An understanding of artists from around the world from a range of cultures which fall under traditional (pre-1800), Modern (1800-1970) or Contemporary (1970-present)
Key Concepts linking to the Disciplinary Knowledge of art and design		
Application of Knowledge	Evaluating and Appraisal 	A critical evaluation of artists work (including their own); evaluating style and technique and having the ability to appraise a piece of work.

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EYFS Development Matters

Early Years			
Three and Four Year Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then 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, 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. 	
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 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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EYFS Long Term Coverage

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then 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, 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. 					
	<p>All About Me!</p> <p>Draw a self-portraits using pen including facial features.</p>	<p>Celebrations</p> <p>Work collaboratively to create a piece of work where colours represent autumn including colour mixing, collage and printing</p>	<p>Houses and Homes</p> <p>Work collaboratively to create a piece of work where colours represent winter including colour mixing, collage and printing.</p>	<p>Down at the Bottom of the Garden</p> <p>Paint animals inspired by texts read within the setting focussing on creating closed shapes with continuous lines.</p>	<p>Farms and Countryside</p> <p>Paint animals inspired by texts read within the setting adding detail where appropriate.</p>	<p>Wonderful World</p> <p>Work collaboratively to create a piece of work where colours represent summer including colour mixing, collage and printing.</p>
F2	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • 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. 					
	<p>All About Me!</p> <p>Draw and paint a range of self-portraits using pencils, pens choosing correct colours and shades</p>	<p>Celebrations</p> <p>Use a range of colours to create drips and splats inspired by Jackson Pollock to represent fireworks</p>	<p>Houses and Homes</p> <p>Use a range of primary colours to create a picture inspired by Piet Mondrian to then create a brick work pattern linked to Houses and Homes</p>	<p>Down at the Bottom of the Garden</p> <p>Use a range of media to make a collage which represents an animal from the garden. In the style of Henri Matisse</p>	<p>Farms and Countryside</p> <p>Explore concentric circles by Kandinsky and then create artwork in the style of him using drawing, painting, printing and paper collage</p>	<p>Wonderful World</p> <p>Draw and paint a range of objects, to then cover in a range of different coloured and sized dots in the style of Yayoi Kusama.</p>

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Programme of Study







Key Stage 1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils should be taught:

- (A1) to use a range of materials creatively to design and make products
- (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- (A4) 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.

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KS1	Autumn	Spring	Summer
Year 1	<p><u>My Local Area</u></p>  <p>Drawing with graphite pencils and chalk pastels using methods of mark making and line drawing</p> <ul style="list-style-type: none"> (A1) to use a range of materials creatively to design and make products (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A4) 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. 	<p><u>Travel and Transport</u></p>  <p>Drawing with pencils, working with paint, and mixing colours and using a range of brush sizes and lines to create an outcome.</p> <ul style="list-style-type: none"> (A1) to use a range of materials creatively to design and make products (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A4) 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 	<p><u>Land Ahoy!</u></p>  <p>Drawing with pencils, working with 3D objects to make print rubbings, collage and land art with clay relief sculpture.</p> <ul style="list-style-type: none"> (A1) to use a range of materials creatively to design and make products (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A4) 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
Year 2	<p><u>Up, up and Away!</u></p>  <p>Painting with ready mix paint using methods of fine brush work and colour control. Printing using block printing and repeated patterns and building up sculpting with card and multimedia using techniques of manipulating, joining, and fixing.</p> <ul style="list-style-type: none"> (A1) to use a range of materials creatively to design and make products (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A4) 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. 	<p><u>London's Calling!</u></p>  <p>Drawing with graded pencils and marker pens using methods of line drawing and shading Painting with acrylics using methods of block filling Using Materials with clay incorporating techniques of modelling, indentation and joining</p> <ul style="list-style-type: none"> (A1) to use a range of materials creatively to design and make products. (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A4) 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. 	<p><u>Unsinkable Ship</u></p>  <p>Painting with ready mix and brusho using methods of colour mixing, fine brush work and dry brushing. Drawing using pencils, chalk and charcoal with techniques of line drawings, shading and blending.</p> <ul style="list-style-type: none"> (A1) to use a range of materials creatively to design and make products. (A2) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (A3) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (A4) 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.

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Programme of Study







Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.







Pupils should be taught:

- (A5) to create sketch books to record their observations and use them to review and revisit ideas
- (A6) 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)
- (A7) about great artists, architects and designers in history

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KS2	Autumn	Spring	Summer
Year 3	<p><u>One Hull of a City!</u></p>  <p>Drawing with graded pencils, pens using methods of line drawing, hatching and cross hatching Relief printing on polystyrene tiles using printing inks using techniques of colour mixing and sculptures with cardboard (box sculpture) using techniques of modelling, cutting, fixing and joining.</p> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas. (A6) 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] (A7) about great artists, architects and designers in history 	<p><u>Rock of Ages!</u></p>  <p>Drawing using pencils with techniques of sketching and line drawings. Painting using spray paint and fabric paint using techniques of block painting, spraying evenly and squirting.</p> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas. (A6) 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] (A7) about great artists, architects and designers in history 	<p><u>Volcanoes and Earthquakes</u></p>  <p>Drawing using pencils and charcoal to create effects. Painting using a range of techniques and incorporating these together.</p> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas. (A6) 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] (A7) about great artists, architects and designers in history
Year 4	<p><u>Ancient Egypt</u></p>  <p>Drawing with graded pencils, using methods of line drawing, hatching and cross hatching, drawing and block filling with oil pastels and adding density with charcoal Painting with acrylic paint, including colour mixing.</p> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas. (A6) 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] (A7) about great artists, architects and designers in history 	<p><u>Roman Britain</u></p>  <p>Designing and creating mosaic patterns, exploring Architecture, and developing drawing and sketching skills. Mono-printing and printing with multiple colours.</p> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas. (A6) 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] (A7) about great artists, architects and designers in history 	<p><u>Rainforests</u></p>  <p>Making observational drawings using pencils and charcoal. Further developing colour mixing skills and control of paint. Creating 3D sculptures</p> <ul style="list-style-type: none"> (A5) to create sketch books to record their observations and use them to review and revisit ideas. (A6) 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] (A7) about great artists, architects and designers in history

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<p>Year 5</p>	<p><u>Ancient Greece</u></p>  <p>Drawing with graded pencils, pens using methods of line drawing, hatching, cross hatching, Mono printing Using Materials creating 3D sculpture using wire and Modroc Painting with acrylic paint to block fill and to add colour to sculptures.</p> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6)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) • (A7) about great artists, architects and designers in history 	<p><u>Vikings, Anglo Saxons and Scots</u></p>  <p>Develop shading skills with chalk, charcoal and graded pencils, exploring light and dark within artwork, highlights and shadows.</p> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6)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) • (A7) about great artists, architects and designers in history 	<p><u>Rivers and Mountains</u></p>  <p>To explore how colours react with one another. Explore how to apply paints and wet media using pointillism.</p> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6)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) • (A7) about great artists, architects and designers in history
<p>Year 6</p>	<p><u>Ancient Maya</u></p>  <p>Drawing to create one point perspective, using graded pencils for line drawing, hatching, cross hatching. Painting with acrylic paint to block fill, mixing tints and tones to show light and shadow.</p> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas. • (A6)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) • (A7) about great artists, architects and designers in history 	<p><u>Crime and Punishment</u></p>  <p>Research Banksy independently, share opinions on artist's work and convey meanings. Recreate some of Banksy's work and the incorporate into their own then collage.</p> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6)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) • (A7) about great artists, architects and designers in history 	<p><u>The Changing World</u></p>  <p>To explore different cultures and lifestyles and take inspiration from these to create pieces of art and design.</p> <ul style="list-style-type: none"> • (A5) to create sketch books to record their observations and use them to review and revisit ideas • (A6)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) • (A7) about great artists, architects and designers in history

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