



## Art and Design Long Term Plan

This Long Term Scheme of Work meets the requirements of the National Curriculum in England: Art and design programmes of study: key stages 1 and 2 and Art and design programmes of study: key stage 3 (Department for Education)

The Long Term Scheme of Work has been developed in order to provide an accessible, broad and balanced, progressive, sequential plan for the teaching of Art and Design.

The National Curriculum for Art and Design states that “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.”






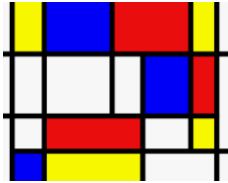
They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment.

Teaching and Learning will be adapted and differentiated to meet the needs of each child, enabling them to achieve their very best.



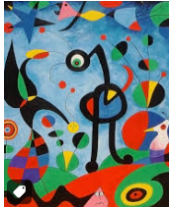
Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.







<b>Communication and Language</b>
Children have opportunities to; Communicate thoughts and feelings through creative expression
<b>Personal, social and emotional development</b>
Children have opportunities to; Work towards shared attention with groups of people, including adults and children Play and explore with different artistic tools Work together within consistently applied codes of behaviour Have developing awareness of their own needs, views and feelings Have developing awareness of the needs, views and feelings of others, beginning to show sensitivity to other’s needs and form positive relationships Discuss how different pieces of art make them feel
<b>Understanding the world</b>
Children have opportunities to; See and explore different art from around the world

Learn about the different techniques used in different areas
<b>Expressive Arts and Design</b> Children have opportunities to; Use their imagination to create through art, music, dance, play, role-play and stories to represent their own ideas, thoughts and feelings Respond in a variety of ways to what they see, hear, smell, touch and taste Express themselves in a range of creative ways
<b>Literacy</b> Children have opportunities to; Communicate preferences about tools, techniques and colours
<b>Maths</b> Children have opportunities to; Recognise, create and describe some patterns and sort and order objects simply









Key Stage 1	2024/25	2025/26	2026/27
Autumn	<b>Tactile tools.</b> Mark making. Experimenting with materials 	<b>Beautifully bold.</b> Collage and drawing. Henri Matisse. 	<b>Making marks</b> Dots, lines and shapes. Helen Wells. 
Spring	<b>Popping colour.</b> Colour theory. Pop art. Andy Warhol. 	<b>Mix it.</b> Colour theory. Collage and painting. Kandinsky. 	<b>Simply shapes.</b> Colour and line. Mondrian. 


			
Summer	<p><b>Marvellous mammals.</b> (Human and animal figures) Sculpture. Anthony Gormley.</p> 	<p><b>Our wonderful world.</b> Recycling. The environment.</p> 	<p><b>The great outdoors.</b> Building. Andy Goldsworthy.</p> 




Key Stage 2	2024/25	2025/26	2026/27
Autumn	<p>Contemporary colour. Still life. Michael Craig Martin.</p> 	<p>POW art. Pop art. Still life. Roy Lichtenstein.</p> 	<p>Surreal shapes. Line and colour. Surrealism. Joan Miro.</p> 






Spring	<p>Flowing landscapes. Colour theory. Hundertwasser.</p> 	<p>Amazing animals. Colour theory and pattern. Carolee Clark.</p> 	<p>Magical lands. Landscapes. Olha Matushevskaya.</p> 
Summer	<p>Let's sculpt. Construction. Jill Townsley.</p> 	<p>Edges and corners. 3D shape. Eva Rothschild.</p> 	<p>Expressionist environments. Architecture. Hundertwasser.</p> 

Key Stage3	2024/25	2025/26	2026/27
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<p>Autumn</p>	<p><b>Strange surroundings.</b> Surrealism. Salvador Dali.</p> 	<p><b>Funny Faces.</b> Photomontage. Cubism. Picasso.</p> 	<p><b>Portraits and posters.</b> Portraiture. Julian Opie. Andy Warhol.</p> 
<p>Spring</p>	<p><b>Colour splash.</b> Pop art. Contemporary. Yayoi Kusama.</p> 	<p><b>Energetic lines.</b> Painting styles. Line art. Pointillism. Van Gogh.</p> 	<p><b>Painting sound.</b> Music and art. Expressionism. Kandinsky.</p> 
<p>Summer</p>	<p><b>Transform.</b> Materials and experimenting. Sebastian Errazuriz</p> 	<p><b>Junk art</b> Sculpture Recycling Michelle Reader</p> 	<p><b>Bizarre building.</b> Architecture. Famous landscapes. Antoni Gaudí</p>

			
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Key Stage3/4	2024/25	2025/2026	2026/2027
Autumn	<p><b>Abstract pattern</b> Lines. Shapes and colour. Lucienne Day.</p> 	<p><b>Striking streets.</b> Street art Pop art Banksy</p> 	<p><b>Tropical scenes</b> Nature and art Surrealism Frida Kahlo</p> 

Spring	<p><b>Creative colour.</b> cubism oil pastel</p> 	<p><b>Marvellous materials</b> Mixed media and portraits Victoria Villasana</p> 	<p><b>Wild wilderness</b> Nature and art. Expressionism. Henri Rousseau</p> 
Summer	<p><b>Coiling crafts</b> Sculpture paper manipulation Li Hongbo Gabby O'Connor</p> 	<p><b>3D pop art</b> Sculpture Recycling</p> 	<p><b>3D Design and build</b> Architecture. Famous landscapes. Michael Wilford</p> 