

Art and Design Long Term Plan

Subject: Art and Design

Our aim is for all children to become confident and proficient in the skills, techniques, and understanding essential to art and design. We encourage the use of subject-specific vocabulary and technical knowledge as children explore a wide range of media, including sculpture, drawing, painting, printmaking, collage, textiles, and digital art. Our broad and balanced curriculum is fully aligned with the National Curriculum for Art and Design.

We are committed to providing high-quality art experiences for every child, regardless of ability, gender, ethnicity, or background, ensuring equal access to the arts for all.

In the Early Years Foundation Stage (EYFS), we follow the 'Expressive Art and Design' strand of the Development Matters framework. Children regularly engage with varied media and materials, supporting their creativity, imagination, self-expression, and communication. Rich, repeated experiences help develop their understanding and appreciation of the arts.

In Key Stage 1 and Key Stage 2, children build skills in painting, collage, sculpture, drawing, printmaking, textiles, and digital media. They study local, national, and international artists, drawing inspiration from diverse sources. Skills are taught progressively across year groups to ensure consistent development and confidence in artistic expression.

Foundation Stage			
Nursery	Autumn	Spring	Summer
Learning Theme	Colourful Creations – Exploring Colour Through Play and Discovery. Shape and Story – Drawing the World Around Us	Stories and Feelings – Exploring Emotions, Colour and Construction through Art and Tales	Colour, Movement and Me – Exploring the World Through Drawing and Print
Substantive Knowledge	<p><u>Explore Colour and Colour Mixing</u> Individual colours such as red, blue, and green. Colours can be sorted and compared by tone and shade, distinguishing between lighter and darker variations. Colour mixing can be explored using materials like paint, water, and food colouring to observe how new colours are formed. New colours are created by combining existing ones, for example, mixing red and yellow produces orange. The appearance of colour can change under different lighting conditions, such as when using torches or colour paddles. <u>Create closed shapes</u> Closed shapes can be created using continuous lines, such as circles and squares. Basic shapes can be associated with real-world objects, for example, circles with wheels and rectangles with buildings. Tools such as chunky pencils, crayons, and poster paints can be used to explore and create shapes and marks. Basic 2D shapes can be recognised and named, including circle, square, triangle, and rectangle.</p>	<p><u>Show different emotions in their drawings</u> Different emotions can be identified and expressed through drawings, paintings, and face-making activities. <u>Explore colour and colour mixing.</u> Colours can be explored and mixed, including for specific purposes such as recreating colours used by artists. <u>Join materials</u> Textures can be explored rough, smooth, bumpy, and soft surfaces. Materials can be joined using tools such as glue, tape, and other adhesives. Materials have different properties.</p>	<p><u>Draw with increasing complexity and detail.</u> Drawings can be simple or you can add more details e.g. facial features The names of colours e.g. purple, orange Some patterns or objects like a butterfly have symmetry <u>Use drawing to represent ideas like movement or loud noises.</u> Drawing or marks can represent ideas, such as movement, emotion, or sound. <u>Printing</u> Different materials can be used for printing: sponges, fruit, textured stampers, objects from nature.</p>
Disciplinary Knowledge	<p><u>Explore Colour and Colour Mixing</u> Use fingers, hands, feet, and everyday objects to create prints and patterns Investigate and experiment with materials like food colouring in water trays and paint in sensory play Explore what happens when colours are combined (Talk about what they see and create using simple descriptive language (e.g. "It's purple now!") <u>Create closed shapes</u> Experiment with drawing shapes and combining them to represent objects (e.g. face, house, vehicle) Use shapes to add missing features to pictures in response to prompts Engage in creative mark-making with different materials Begin to describe their drawings and choices using simple language (e.g. "That's a wheel!")</p>	<p><u>Show different emotions in their drawings</u> Use outlines or templates to show emotion (e.g. drawing facial expressions) <u>Explore colour and colour mixing.</u> Mix paints independently at the art table and apply them with intent <u>Join materials</u> Respond to creative challenges by problem-solving using tools and materials. Join and build with purpose (e.g. creating chairs, houses, boats based on traditional tales) Create imaginative small worlds with blocks, clay, and natural materials</p>	<p><u>Draw with increasing complexity and detail.</u> Use basic shapes (e.g. circles, ovals) to represent real objects (e.g. caterpillars, flower heads) - Create symmetrical and patterned designs using paint and folded paper. <u>Use drawing to represent ideas like movement or loud noises.</u> Represent movement and sound through marks and lines (e.g. fast, wavy, loud) Build characters and action scenes through drawing (e.g. stick figures jumping, running) <u>Printing</u> Experiment with different tools and printing methods to create intended effects</p>

Foundation Stage			
Reception	Autumn	Spring	Summer
Learning Theme	Our Creative World – Expressing Ideas through Materials, Colour and Texture	Light, Shadow and Story – Exploring Colour, Tone, and Pattern through Tales and the World Around Us	Creative Connections – Exploring Nature, Mood, and Materials Together
Substantive Knowledge	A variety of artistic effects can be created to express ideas and feelings. Textures are classified as soft, rough, or bumpy. Colour mixing produces different shades and tones. Thick and thin brushes serve different painting purposes. Collage is created by assembling various materials. Multiple media like paint, collage, and clay can be combined in artwork.	Light, dark, shade, and tone are explored using black, white, and colour mixing. Colour is used to express mood or meaning. Black and white alter the tone of colours, not the shade. Patterns and repeated patterns exist in art and nature and can be recognised and explored.	The natural world includes plants and animals The different types of media : pencil crayons, oil pastels, watercolours Colour and pattern can be used to represent mood and emotion Form and function influences creative choices (e.g. costumes, props, scenery)
Disciplinary Knowledge	Cut along curved , zig-zag , and straight lines with control Use clay tools to create and press shapes into clay (e.g. fossils, hedgehogs) Plan, create, and reflect on their work independently, discussing choices and problem-solving in the process Use props and small-world resources to act out experiences creatively Print with natural objects and experiment with junk modelling to explore structure and decoration	Mix and apply colours to create different tones (e.g. making pinks for the Three Little Pigs) Create silhouettes and sunset art using blending and layering techniques Use tools with control and purpose, including sponges , rollers , natural materials and stampers to create prints Make repeated patterns using a range of printing materials (e.g. animals, tyres, household items), linking to stories and maths Reflect on their work and refine ideas over time.	Learn how to create collaboratively , sharing resources and ideas kindly and effectively Use drawing materials (thick/thin crayons, oil pastels) for specific effects, explaining their choices Work with others on joint projects (e.g. weaving frames, Barnaby Bear outfits, role play materials) Experiment with techniques such as watercolour washes to create backgrounds Express emotion through mark-making (e.g. swirls, scribbles, colour blending) inspired by stories and artists Share their creations and explain the processes and decisions involved.
ELG			
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; - Make use of props and materials when role playing characters in narratives and stories.			
Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			

Year	Year 1 Theme 1	Year 1 Theme 2	Year 1 Theme 3
Learning Theme	Exploring Autumn through art: Natural Objects	Grace Darling - Lighthouses	Vincent Van Gogh: Katie and the Sunflowers book and Starry Night
Substantive Knowledge	<p>PAINTING Red, blue, and yellow are primary colours. Green, orange, and purple are secondary colours. Mixing red and blue creates purple. Mixing yellow and red creates orange. Mixing blue and yellow creates green. Colour wheels can be created using mixed paints. Shading in painting shows light to dark transitions.</p> <p>PRINTING Prints are made by pressing shapes or textures onto a surface. Artists use repeating or overlapping shapes and lines to create pattern and texture. Environmental patterns like leaves or twigs can be used to create prints. Objects such as fruit, vegetables, and sponges can be used for printing. Rubbing, rolling, pressing, and stamping are methods to make prints. Patterns can be repeated across a page to create a design.</p>	<p>DRAWING Patterns and textures can be shown in drawings using dots and lines. Lighthouses can be sketched as inspired by Grace Darling's story. Different pressure creates lighter or darker lines with coloured pencils. Line qualities include curved, straight, thick, and thin lines. Sketching can be done using various tools, such as graded and coloured pencils.</p>	<p>PAINTING Study <i>Sunflowers</i> by Vincent van Gogh, understanding his use of colour, shape, and texture Learn to describe and evaluate the painting, discussing colours, style, and artistic intent. Create their own work inspired by <i>Sunflowers</i>, using thick and thin brushes, and experimenting with light and dark colours (a real sunflower) Mix tints and tones by adding white to lighten and black to darken colours.</p> <p>TEXTILES Study <i>Starry Night</i> by Vincent van Gogh and compare it with <i>Sunflowers</i>. Learn to weave, plait, and stitch materials to create patterns. Create a landscape inspired by <i>Starry Night</i> using both weaving and painting techniques. Understand basic stitching techniques (e.g., running stitch) and practise using foam shapes.</p>
	<p>PAINTING Mix primary colours to create secondary colours (e.g., yellow + red = orange). Use the colour wheel to understand the relationships between colours. Start painting with light colours first, then gradually add darker shades (mixing techniques).</p> <p>PRINTING Use natural and everyday objects to make a print (e.g. leaves, twigs, fruit, vegetables, sponge). Use simple techniques such as pressing, stamping, rolling and repeating shapes. Explore overlapping shapes and colours to build up a layered print. Begin to evaluate their print work (e.g. What worked well? What could I change?).</p>	<p>DRAWING Sketch using only dots and lines to create texture and pattern. Experiment with pressure to create lines of different thicknesses. Practice drawing different types of lines: straight, curved, wavy, thick, thin. Apply different pressure to create tone and shading in sketches, using graded pencils to explore light and dark areas. Use different starting points like videos, photos, real objects, and artefacts to inspire sketches.</p>	<p>PAINTING Explore how to use brushes of different thicknesses to create varying line qualities. Experiment with mixing colours to create shades (lighter and darker) and understand the importance of colour contrast. Use real objects to sketch and understand the basic structure before creating a painting. Explore the concept of light and dark in painting, experimenting with tones, tints, and shadows.</p> <p>TEXTILES Learn basic textile techniques such as weaving and plaiting using materials like fabric, paper, or thread. Compare the effects of weaving and painting in creating a textured landscape, inspired by <i>Starry Night</i>. Practice basic stitching skills such as running stitch using foam shapes</p>

Year	Year 2 Theme 1	Year 2 Theme 2	Year 2 Theme 3
Learning Theme	Ken Done – Aboriginal Art Redcar Beach inspired collage	Compositions – drawing Pete Comer – Australian Artist	Summer 1: Sea Turtles – Sculpture Summer 2: The Great Barrier Reef – Digital art
Substantive Knowledge	<p><u>INSPIRATION THROUGH THE GREATS</u> Ken Done is an Aboriginal Artist</p> <p><u>PAINTING</u> Mixing colours creates new colours. Thick and thin brushes produce different painting effects. Adding white or black changes a colour's tone. Aboriginal dot painting is a traditional art style that can be explored and recreated. Ken Done's style features bold, vibrant colours that can be studied and imitated.</p> <p><u>COLLAGE</u> Collages can be made individually or in groups using varied materials. Materials for collage can be explored and selected from photographs, artefacts, or personal experiences.</p>	<p><u>DRAWING</u> Light and dark tones can be created using pencils. Patterns and textures can be shown using materials like oil pastels. Visual information can be collected from sources such as photographs, artefacts, and real objects. Everyday and natural items can be drawn to create compositions. Ideas can be generated using starting points like videos, photographs, objects, artefacts, and visits. Pete Cromer's artwork features bold colours and simple shapes that can inspire new ideas. Materials and methods can be experimented with and adapted during the creative process. Oil pastels can be used to explore colour and texture.</p>	<p><u>SCULPTURE</u> Clay can be shaped using rolling, cutting, moulding, and carving techniques. Clay tools are used to work clay effectively. Slip, score, and blend techniques join clay pieces securely. Visual information from photographs, artefacts, or real objects supports idea development. Sculptures can be created based on topics such as sea turtles or curriculum themes.</p> <p><u>DIGITAL ART</u> Digital tools can create textures, lines, and shapes in programs like Scratch Junior or Purple Mash. Basic animation can be learned by creating content such as moving fish. Visual ideas for digital work can be gathered from real images, photos, or other media. Digital sketches, drawings, and photos help develop ideas for digital projects</p>
Disciplinary Knowledge	<p><u>PAINTING</u> Use colour mixing skills to predict and test how colours interact (mixing primary to make secondary, adding white/black for shades). Choose appropriate brush sizes for specific effects in painting (thick and thin brushes). Use visual references to understand how artists mix colours and apply brushwork. Explore Aboriginal dot painting and replicate the technique with cotton buds, using it to make patterns and pictures. Link work to an artist and painting in a similar style.</p> <p><u>COLLAGE</u> Choose materials for collages based on texture, colour, and purpose (e.g., using scrap materials for texture). Combine different textures and materials in a collage, exploring how they complement or contrast with each other.</p>	<p><u>DRAWING</u> Practice creating light and dark tones using only pencils or coloured pencils to show depth and texture in drawings. Collect ideas from real objects and interpret them into sketches. Experiment with different materials and techniques to see how the final piece changes. Set up real objects to draw, experimenting with different arrangements and adding colour/texture once the composition is set.</p>	<p><u>SCULPTURE</u> Practice rolling, cutting, moulding, and carving to shape clay into a sculpture. Use clay tools to add textures, details, and shapes to the sculpture. Apply the slip, score, and blend technique to join pieces of clay together securely. Collect ideas from photographs or objects and sketch or draw before starting the sculpture. Explore different materials and methods, experimenting with what works best for the intended sculpture.</p> <p><u>DIGITAL ART</u> Use digital tools like Scratch Junior or Purple Mash to create simple animations and digital artwork. Practice creating basic animations (e.g., fish swimming) by using different shapes and lines. Collect images and inspiration from the internet, photographs, or artefacts to influence digital designs. Use a variety of starting points (e.g., photos, objects, or themes) and experiment with digital media to express ideas</p>

Year	Year 3 Theme 1	Year 3 Theme 2	Year 3 Theme 3
Learning Theme	Painting & Mood Mood Rivers	Drawing - Katie in London	Sculpture – Roman Pottery
Substantive Knowledge	<p><u>PAINTING</u> Primary, secondary, tints, tones, and shades are created through colour mixing. Colour can convey mood and emotion, e.g., red for anger, blue for calm. Significant UK landmarks can be identified and described by their visual features. Brush techniques, such as washes and line variation, create texture and detail in watercolour. UK landmarks can be designed and painted in watercolour.</p> <p><u>COLLAGE</u> Paper, card, and fabric can be selected and arranged for visual effect in collage. Rivers have key features that can be recognised and artistically interpreted. Mood can be created in collage using colour, materials, and river-related elements.</p>	<p><u>TAKE INSPIRATIONS FROM THE GREATS</u> Artists, artisans, and designers use specific materials and techniques in their work.</p> <p><u>DRAWING</u> Tone is created through shading and using materials like charcoal, chalk, and pencils. Techniques such as hatching, cross-hatching, coiling, and overlapping have distinct purposes and effects. Nigel Dobbyn uses style and media to tell stories and convey mood. Artwork can be described, annotated, and refined using sketches and planning.</p>	<p><u>SCULPTURE</u> Texture in sculpture can convey emotion, movement, or narrative. Materials like clay, modroc, and paper mâché have specific properties and uses. 3D forms can be created using nets or by combining shapes. Roman-inspired pottery can be constructed using sculptural techniques.</p>
Disciplinary Knowledge	<p><u>PAINTING</u> Select and mix colours purposefully using thick and thin brushes. Use painting techniques to express mood (e.g. through abstract, music-inspired art). Generate, adapt, and refine ideas using visual references (e.g. photos, books, artefacts). Apply a variety of brush techniques and washes in watercolour work, adding detail with thinner brushes.</p> <p><u>COLLAGE</u> Select and arrange materials with precision to create mood or focus.</p>	<p><u>TAKE INSPIRATION FROM THE GREATS</u> Replicate techniques used by well-known artists and illustrators.</p> <p><u>DRAWING</u> Use a range of pencils (B, 2B, 4B, 6B) to explore line, tone, and texture. Use hatching and cross-hatching to add tone and depth to drawings. Label sketches to communicate ideas. Experiment with materials to create collage effects, including coiling and overlapping. Plan compositions by sketching and combining references before final work. Sketch and combine elements from work of artists to produce a personal artwork. Annotate and reflect on sketches, using them as a base for final work.</p>	<p><u>SCULPTURE</u> Use clay to add surface texture and additional materials to enhance interest. Construct 3D forms using clay and mouldable materials, applying joining techniques like slip and score. Plan and sketch ideas prior to creating final pieces. Compare and evaluate materials based on suitability for form, strength, and detail. Reflect on outcomes and suggest improvements to techniques or materials.</p>

Year	Year 4 Theme 1	Year 4 Theme 2	Year 4 Theme 3
	Autumn	Spring	Summer
Learning Theme	Stone Age The First Drawing – Story book	‘Katie meets the impressionists’ story book European Countries	Binka Bookmarks Walliam’s Printing
Substantive Knowledge	<p><u>DRAWING</u> Hatching and cross-hatching are used to show tone and texture. Marks and lines create texture when drawing objects. Sketches can be drawn based on the story <i>The First Drawing</i>.</p> <p><u>TEXTILES</u> Different textures can be created on fabric using natural dyeing methods like berries, mud, and charcoal.</p>	<p><u>DIGITAL ART</u> Digital images, videos, and sound recordings can be created for specific purposes. Ideas can be developed from photographs, books, artefacts, and personal experiences. Digital media can be created and edited by adding sound, images, and video. Digital creations can be developed and adapted using feedback or new ideas.</p> <p><u>PAINTING</u> Watercolour washes can be used to create background and foreground effects. Colours can be mixed to create primary, secondary, tints, tones, and shades. Thick and thin brushes create different textures and patterns in painting. Impressionist techniques can be replicated and adapted for original artwork. Paint texture can be changed by adding materials like sand or flour.</p>	<p><u>TEXTILES</u> Basic stitching techniques include back stitch and cross stitch. Textiles can be joined using appropriate stitching methods. Weaving techniques like over-under and coiling can create patterns. Designs can be developed from historical, literary, or cultural contexts.</p> <p><u>PRINTING:</u> Printing blocks can be made using materials like string and polystyrene. Layers of ink or paint can create multi-coloured prints. Pressing, rolling, and rubbing transfer prints onto paper or fabric. Repeated patterns influence the final printed design.</p>
	<p><u>DRAWING</u> Use different pencil grades (B, 2B, 4B, 6B) to create light, shadow, and texture through hatching and cross-hatching. Annotate sketches, adding explanations and personal reflections to inform future artwork.</p> <p><u>TEXTILES</u> Experiment with natural dyes on fabric. Experiment with natural resources to stain fabric and explore the effects of these materials.</p>	<p><u>DIGITAL ART:</u> Use a variety of tools on digital media apps (e.g., 2Simple, Purple Mash) to create images, videos, and sound recordings. Experiment with combining different digital elements, such as images, video, and sound, and compare their effectiveness. Reflect on the tools and processes used in creating digital media and explain decisions made during the creative process. Investigate the most effective ways to present and edit digital creations, considering audience and purpose.</p> <p><u>PAINTING</u> Apply watercolour painting techniques, focusing on building up layers from washes to detailed work. Apply different brush techniques (thick, thin) to create various textures, patterns, and moods. Experiment with colour mixing to create tints, tones, and shades for specific effects in their paintings. Replicate and adapt the styles of famous artists to create their own original artworks. Experiment with adding other materials to paint to change its texture or appearance.</p>	<p><u>TEXTILES:</u> Use basic stitching techniques (back stitch and cross stitch) to create designs and patterns. Experiment with different ways to join fabrics or create a design using simple stitches. Understand the effect of using different weaving techniques (coiling and overlapping) on the texture and appearance of fabric. Reflect on how historical and cultural influences shape textile design.</p> <p><u>PRINTING:</u> Create and experiment with printing blocks using different materials (e.g., string, polystyrene). Use different techniques to apply layers of colour in prints, and analyze the effectiveness of multiple colours versus a single colour. Experiment with the process of rubbing, rolling, pressing, and stamping to make prints. Evaluate the effect of repeated patterns versus random patterns in print design.</p>

Year	Year 5 Theme 1	Year 5 Theme 2	Year 5 Theme 3
Learning Theme	Artist Study – Deb Covell’s Style & Local Inspiration - Painting "Threads of the Past" – Exploring Gods and Goddesses Through Textiles	"Inspiration from the Greats – Digital Pop Art through Andy Warhol" North American Wildlife + Hugo Cabret (Drawing)	Egyptians
Substantive Knowledge	<p><u>PAINTING</u> A personal painting style can be developed using ideas from Deb Covell and other artists. Light sketching is used before painting to combine line and colour. Bold colours can be used to recreate work in Deb Covell’s style. Tints, tones, shades, and colour blocks create visual impact in painting. Acrylic paint can be applied using layering, masking, and bold contrasts. Compositions can be created using everyday objects, like towels on a rail, as inspiration.</p> <p><u>TEXTILES</u> Stitching techniques include cross stitch, back stitch, quilting, padding, and gathering. Different textile materials have specific qualities suited to particular purposes. Weaving, sewing, and quilting can be combined to create textile products. Textile vocabulary is used to describe materials and methods. Historical and cultural contexts, such as gods and goddesses, inspire textile designs.</p>	<p><u>DIGITAL ART</u> Digital media can be enhanced by editing sound, video, animation, and images. Andy Warhol was known for his Pop Art Artistic work reflects and influences society and other artists. Original digital artwork can be created using apps like PicsArt or animation tools.</p> <p><u>DRAWING</u> Line, tone, shape, and colour can represent figures, movement, shadow, and reflection. Simple objects can be drawn using marks and lines to create texture. Pencil grades (B, 2B, 4B, 6B) produce different effects in drawing. Gears, cogs, and mechanical parts can be drawn in detail, inspired by <i>Hugo Cabret</i>. Drawing and painting techniques can be combined to complete an artwork. North American wildlife – show line, tone, shade, movement in drawings.</p>	<p><u>DRAWING</u> Shading creates mood, feeling, and tone in drawings Layers of colour add depth and dimension using oil or soft pastels. Accurate patterns and detailed designs can be created. Artefacts and photographs support realistic and abstract drawing development. Egyptian artefacts and themes, such as gods, can inspire drawing.</p> <p><u>SCULPTURE</u> Sculpture can show life-like qualities and realistic proportions. Carving tools are used to add shape, texture, and pattern. Visual and tactile qualities can be combined in sculpture. Sculpture can commemorate events or people. Sculpting materials include clay, wire, and modroc, each with specific properties. Frameworks like wire or moulds provide stability and shape in sculpture.</p>

Disciplinary Knowledge	<p>PAINTING Use masking tape, foam, and flat brushes to block and build colour. Sketch lightly before painting, combining line and colour purposefully. Develop and mix colour palettes using a range of tones and shades. Select appropriate pencil grades (B, 2B, 4B, 6B) for effect in sketching. Experiment with different brush techniques (thick/thin) to create various textures and effects in paintings. Develop an understanding of how to adapt and refine their ideas through continuous exploration of materials and techniques. Create a final piece by using previous skills learned: manipulating colour, brush strokes, and combining abstract and realistic elements.</p> <p>TEXTILES Develop ideas through discussion, sketches, and testing materials. Pose and investigate questions such as “What would happen if...?” to explore and refine ideas. Adapt and evolve textile pieces based on visual results and reflection. Evaluate their work for precision and effect. Experiment with realistic and abstract outcomes. Present final textile product with explanation of methods, inspiration, and development journey.</p>	<p>DIGITAL ART Develop and refine ideas through sketching, digital experimentation, and discussion. Investigate and compare artistic techniques and influences. Explore visual outcomes and adapt based on critique, questions, or unexpected results. Link artwork to themes from class stories or topics. Present digital artwork effectively, articulating influences, decisions, and development process.</p> <p>DRAWING Use sketching as a tool to plan out final compositions, experimenting with lines, tones, and shading before moving to the painting phase. Develop and refine drawing techniques by practicing with different pencil grades (B, 2B, 4B, 6B) to create different textures, shadow, and reflection effects. Reflect on their own creative decisions and adapt their work as they go (e.g., what happens if I use this pencil instead of that one?).</p>	<p>DRAWING Develop ideas through sketching and experimentation in a sketchbook or on paper. Adapt and refine drawings as they progress based on questions and reflection. Experiment with unexpected results, such as mixing techniques or varying materials. Present and explain their final artwork, focusing on the development process, influences, and artistic decisions.</p> <p>SCULPTURE Look at the qualities of materials to help develop ideas. Explore, adapt, and refine ideas as they progress. Develop unexpected results through questioning and experimentation. Carve, mould, and shape materials with precision, using appropriate tools for detail. Explore effects of distortion or abstraction in sculpture (compare real-life proportions to stylised forms). Select and justify tools and materials for specific artistic intentions.</p>

Year	Year 6 Theme 1	Year 6 Theme 2	Year 6 Theme 3
Learning Theme	<p>Conflict and Creativity WW1 and WW2 Katie and the British Artists story book</p>	<p>Exploring Global Environments through Collage. <i>Conflict in Motion – Exploring Movement and Emotion through Drawing</i></p>	<p><i>Sketching Evolution – Exploring Movement, Emotion and Inheritance through Drawing</i> <i>Digital art:</i> Prints of the Past – Exploring Evolution Through Pattern and Print</p>
Substantive Knowledge	<p>TAKING INSPIRATIONS FROM THE GREATS Artists like James Clark represented wartime events through painting. The style, context, and social impact of identified artists, artisans, and designers. <i>Katie and the British Artists</i> can be used to inspire original sketches.</p> <p>PAINTING Light, shadow, colour, and tone influence mood in visual art. Shadows and light direction can be shown in artwork. Visual language includes foreground, background, proportion, perspective, and movement.</p>	<p>COLLAGE Mixed textures create visual and tactile effects in collage. Mosaic techniques can be applied using ceramic or paper tiles. Tools are used for positioning, cutting, and attaching materials. Materials are selected based on their qualities, such as texture and appearance. Collage choices can reflect themes like climate or vegetation. Key vocabulary: texture, tactile, visual, ceramic, mosaic, position, attach, pattern, and material quality.</p>	<p>DRAWING Sketches can communicate emotions and a sense of self in realistic or impressionistic styles. Lines can represent movement and energy in figures and animals. Shading, tone, and texture can be applied using various pencil grades and pencil crayons. Shape, tone, light/dark, pattern, texture, form, shadow, and reflection help depict living forms. Charles Darwin’s scientific sketches support observational drawing. Drawing tools include charcoal, pencil, and pastel.</p> <p>DIGITAL MEDIA Digital media can be enhanced by editing sound, video, animation, and still images. Digital tools can manipulate and layer images. Visual and audio elements combine to create mood, meaning, and narrative. Digital media vocabulary includes frame, transition, overlay, timeline, voiceover, filter, and audio mix.</p> <p>PRINTING Visual elements like line, pattern, shape, texture, repetition, and contrast reflect a work’s purpose. Detailed patterns can be created using print techniques. Printing vocabulary includes mimic, repeat, overlap, layers, and visual elements. Different materials (playdough, foam, plaster, fabric) have properties suited for printing.</p>

			<p>Prints can convey messages or concepts such as change, adaptation, or environment. Printing with polystyrene foam can create cartouches and repeat patterns.</p>
Disciplinary Knowledge	<p><u>TAKING INSPIRATION FROM THE GREATS</u> Reflect, adapt, and refine based on outcomes or unexpected results. Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p> <p><u>PAINTING</u> Sketch lightly to map out compositions and refine ideas before painting. Combine watercolour and acrylic techniques to create mood through tone and texture. Show reflections, shadows, and directional light in artwork. Use visual language (e.g. foreground, background, proportion, perspective, movement).</p>	<p><u>COLLAGE</u> Develop ideas using artefacts, photographs, resources, and sketches. Produce realistic representations and extend them into abstract interpretations using collage techniques. Refine and adapt work based on unexpected outcomes or material responses. Justify choices in texture and composition to support theme. Present final work imaginatively and reflect on the creative process through sketchbooks or group critique.</p>	<p><u>DRAWING</u> Use sketchbooks to collect ideas and draw from observation and imagination (e.g. artefacts, animal photographs, scientific diagrams). Explore and combine features of two animal species to create a new creature with inherited traits. Sequence sketches to show evolution over time (e.g. animal adapting to its environment). Present final ideas showing understanding of how visual elements communicate meaning and emotion. Use simple shapes (e.g. ovals) to construct figures in action. Adapt and refine drawings in response to unexpected outcomes or new insights. Present work imaginatively and interpret movement and emotion through drawing.</p> <p><u>DIGITAL MEDIA</u> Plan and develop a digital art project using a storyboard or sequence of still images. Experiment with and refine digital tools to edit, enhance, and present creative ideas. Make artistic decisions based on impact and effectiveness (e.g. Does this sound enhance the mood? Should this image be slowed down?) Reflect on the editing process and evaluate the effectiveness of the final outcome. Use feedback to revise and improve digital work.</p> <p><u>PRINTING</u> Develop and extend ideas using artefacts, photos, and sketches (e.g. animal prints, fossils, evolutionary change). Refine prints through trial and error – adapting based on unexpected outcomes (e.g. smudging, misalignment). Combine observational drawing with abstract design elements to develop final prints. Experiment with layering and repeating prints for visual impact. Reflect on process and outcome using visual language and peer feedback to improve and refine work.</p>