



Wood Field Primary School

Art & Design Long Term Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Unit 1: Drawing: Marvellous marks		Unit 2: Painting and MM: Paint my world		Unit 3: Sculpture and 3D: Creation Station	
Year 1	Unit 1: Painting & MM: Colour Splash Unit 2: Drawing: Make your mark		Unit 3: Sculpture & 3D: Paper play		Unit 4: Craft and Design: Woven wonders	
Year 2	Unit 1: Drawing: Tell a story Unit 2: Map it out		Unit 3: Painting & MM: Life in colour		Unit 4: Sculpture & 3D: Clay houses	
Year 3	Unit 1: Drawing: Growing Artists Unit 4: Painting & MM: Prehistoric painting		Unit 3: Sculpture & 3D: Abstract shape and space		Unit 2: Craft and design: Ancient Egyptian scrolls	
Year 4		Unit 1: Drawing: Power prints Unit 3: Craft & Design: Fabric of nature		Unit 4: Sculpture & 3D: Mega materials		Unit 2: Painting & MM: Light and dark

Year 5	Unit 1: Craft and design: Architecture Unit 2: Painting & MM: Portraits		Unit 3: Sculpture & 3D: Interactive Installation		Unit 4: Drawing: I need space	
Year 6		Unit 1: Craft and design: Photo opportunity Unit 3: Drawing: Make my voice heard		Unit 2: Painting and MM: Artist study	Unit 4: Sculpture and 3D: Making memories	

<u>Year Group</u>	<u>Term</u>	<u>Unit</u>	<u>Overview</u>
<u>Reception</u>	Autumn 1	Unit 1: Drawing: Marvellous marks	Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.
	Spring 1	Unit 2: Painting and MM: Paint my world	Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.
	Summer 1	Unit 3: Sculpture and 3D: Creation Station	Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.
<u>Year 1</u>	Autumn 1	Unit 1: Painting & MM: Colour Splash	<p>Naming the primary colours. Exploring coloured materials to mix secondary colours. Mixing primary colours to make secondary colours. Applying paint consistently to their printing materials to achieve a print. Using a range of colours when printing. Mix five different shades of a secondary colour. Decorating their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.</p> <p>Showing knowledge of the language and literacy to describe lines. Showing control when using string and chalk to draw lines. Experimenting with a range of mark-making techniques, responding appropriately to</p>

		Unit 2: Drawing: Make your mark	music. Colouring neatly and carefully, featuring a range of different media and colours. Applying a range of marks successfully to a drawing. Producing a drawing that displays observational skill, experimenting with a range of lines and mark making.
	Spring 1	Unit 3: Sculpture & 3D: Paper play	Rolling paper tubes and attach them to a base securely. Making choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shaping paper strips in a variety of ways to make 3D drawings. Gluing their strips to a base in an interesting arrangement, overlapping some strips to add interest. Creating a tree of life sculpture that includes several different techniques for shaping paper. Working successfully with others, sustaining effort over a time. Painting with good technique, ensuring good coverage.
	Summer 1	Unit 4: Craft and Design: Woven wonders	Giving an opinion about whether an activity counts as 'art'. Listening attentively to a visitor describing their creative interests. Drawing and talking about a remembered experience of making something creative. Independently choosing and measuring lengths of wool and joining wool sections together. Adjusting their wrapping technique if something doesn't work well. Showing that they are selecting colours thoughtfully. Being open to trying out a new skill. Showing that they are choosing materials based on colour, thickness and flexibility. Showing resilience and keep going when things don't go right the first time. Joining in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weaving with paper, achieving a mostly accurate pattern of alternating strips. Describing their own weaving and compare it to Vicuna's artwork. Attaching things securely to their box loom. Remembering the process needed for weaving and attach some elements in this way. Discussing the choices they make and what they like about their finished work.
<u>Year 2</u>	Autumn 1	Unit 1: Drawing: Tell a story	Suggesting ways to draw a word through marks. Using relevant language to describe how an object feels. Suggesting ways to create different textures through drawn marks. Freely experimenting with different tools, receiving encouragement when needed. Describing and then draw shapes that make up an object. Using good observational skills to add details to their drawing. Using an interesting range of marks that show an understanding of how to draw different textures. Making sketches, which may be of basic stick-like figures or may imply more shapes. Developing sketches into a character, with some support, adding details to enhance their character. Demonstrating an understanding of how drawing facial features in different ways conveys expressions. Recounting a story and select key events to draw. Creating scenes from their own imagination, with some support.
		Unit 2: Map it out	Sorting map images into groups, explaining their choices. Drawing a map of their journey to school, including key landmarks and different types of mark-making. Following instructions to make a piece of felt that holds together and resembles their map. Deciding how to place 'jigsaw' pieces to create an abstract composition. Making choices about which details from their map to include in a stained glass. Cutting cellophane shapes with care and arrange them into a pleasing composition. Designing a print with simple lines and shapes, making improvements as they work. Following a process to make and print from a polystyrene tile. Choosing a favourite artwork, justifying their choice. Annotating their favourite artwork with

			relevant evaluation points. Taking an active part in decisions around how to display their artworks in the class gallery.
	Spring 1	Unit 3: Painting & MM: Life in colour	Naming the primary and secondary colours. Talking about the colour changes they notice and make predictions about what will happen when two colours mix. Describing the colours and textures they see. Trying different tools to recreate a texture and decide which tool works best. Showing they can identify different textures in a collaged artwork. Applying their knowledge of colour mixing to match colours effectively. Choosing collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying different arrangements of materials, including overlapping shapes. Giving likes and dislikes about their work and others'. Describing ideas for developing their collages. Choosing materials and tools after trying them out.
	Summer 1	Unit 4: Sculpture & 3D: Clay houses	Flattening and smoothing their clay, rolling shapes successfully and making a range of marks in their clay. Making a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Rolling a smooth tile surface. Joining clay shapes and make marks in the tile surface to create a pattern. Drawing a house design and plan how to create the key features in clay. Creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
<u>Year 3</u>	Autumn 1	Unit 1: Drawing: Growing Artists	Knowing the difference between organic and geometric shapes. Using simple shapes to form the basis of a detailed drawing. Using shading to demonstrate a sense of light and dark in their work. Shading with a reasonable degree of accuracy and skill. Blending tones smoothly and follow the four shading rules. Collecting a varied range of textures using frottage. Using tools competently, being willing to experiment. Generating ideas mostly independently and make decisions to compose an interesting frottage image. Making considered cuts and tears to create their ideas. Understanding how to apply tone, with some guidance about where to use it. Drawing a framed selection of an image onto a large scale with some guidance. Trying a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.
		Unit 4: Painting & MM: Prehistoric painting	Recognising the processes involved in creating prehistoric art. Explaining approximately how many years ago prehistoric art was produced. Using simple shapes to build initial sketches. Creating a large-scale copy of a small sketch. Using charcoal to recreate the style of cave artists. Demonstrating good understanding of colour mixing with natural pigments. Discussing the differences between prehistoric and modern paint. Making choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully making positive and negative handprints in a range of colours. Applying their knowledge of colour mixing to make natural colours.
	Spring 1	Unit 3: Sculpture & 3D: Abstract shape and space	Trying out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Making a structure that holds its 3D shape. Explaining in simple terms the difference between 2D and 3D art. Combining shapes together to make an interesting free-standing sculpture. Trying out more than one way to create joins between shapes. Identifying familiar 2D shapes in photographs. Identifying shapes in the negative space between objects. Drawing a cardboard model from

			different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Planning an abstract sculpture based on play equipment. Showing that they have learned how to shape materials in more than one way (e.g. by folding and rolling). Choosing appropriate methods for joining elements in their sculptures. Showing that they have thought about how to improve their sculptures and made choices about what to add. Working cooperatively in pairs to add detail to their artwork.
	Summer 1	Unit 2: Craft and design: Ancient Egyptian scrolls	Recognising and discussing the importance of Ancient Egyptian art. Considering the suitability of a surface for drawing. Recording colours, patterns and shapes through observational drawing. Choosing and using tools and materials confidently. Beginning to experiment with drawing techniques. Creating a selection of sketches that show idea exploration. Producing a final design with a clear purpose. Following instructions with minimal support. Discussing and evaluate the process and outcome of their work. Producing a complete painted or drawn piece from a design idea. Using colours and materials appropriately, showing an understanding of effective composition. Having a clear idea of the subject of their zine, including a range of images and information.
<u>Year 4</u>	Autumn 2	Unit 1: Drawing: Power prints	Creating several pencil tones when shading and create a simple 3D effect. Exploring the effect of holding a pencil in different ways and applying different pressures. Using charcoal and rubber to show areas of light and dark in their drawings. Demonstrating an awareness of the relative size of the objects they draw. Using scissors with care and purpose to cut out images. Trying out multiple arrangements of cut images to decide on their composition. Using different tools to create marks and patterns when scratching into a painted surface. Showing some awareness of how to create contrast by including areas with more and less marks. Creating an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Working co-operatively to create a joint artwork, experimenting with their methods.
		Unit 3: Craft & Design: Fabric of nature	Describing objects, images and sounds with relevant subject vocabulary. Creating drawings that replicate a selected image. Selecting imagery and colours to create a mood board with a defined theme and colour palette. Completing four drawings, created with confident use of materials and tools to add colour. Understanding the work of William Morris, using subject vocabulary to describe his work and style. Creating a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identifying and explain where a pattern repeats. Following instructions to create a repeating pattern, adding extra detail. Understanding different methods of creating printed fabric in creative industries. Using sketchbooks to evaluate patterns. Producing ideas to illustrate products using their designs.
	Spring 2	Unit 4: Sculpture & 3D: Mega materials	Trying drawing in an unfamiliar way and take risks in their work. Using familiar shapes to create simple 3D drawings and describe the shapes they use. Drawing a simple design with consideration for how its shape could be cut from soap. Transferring a drawn idea successfully to a soap carving. Making informed choices about their use of tools. Successfully bending wire to follow a simple template, adding details for stability and aesthetics. Creating a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Showing they are considering alternative ways to display their sculpture when photographing it. Exploring different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describing how their work has been influenced by the work of El Anatsui.

	Summer 2	Unit 2: Painting & MM: Light and dark	Sharing their ideas about a painting. Describing the difference between a tint and a shade. Mixing tints and shades by adding black or white paint. Discussing their real-life experiences of how colours can appear different. Using tints and shades to paint an object in 3D. Trying different arrangements of objects for a composition, explaining their decisions. Producing a clear sketch that reflects the arrangement of their objects. Creating a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. Painting with care and control to make a still life with recognisable objects.
<u>Year 5</u>	Autumn 1	Unit 1: Craft and design: Architecture	Sketching a house from first-hand or second-hand observation. Using basic shapes to place key features and form the composition, measuring to work out proportions. Noticing small details to incorporate into the drawing by observing. Selecting a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Following steps to create a print with clear lines, with some smudging. Purposefully evaluating their work, demonstrating what went well and what could be improved. Creating a building design based on a theme or set purpose. Drawing a plan view or front elevation of their building, annotating the key features. Discussing Hundertwasser's work and recognise his style. Creating a factual presentation about Hundertwasser in a visually pleasing way. Showing understanding of what a monument is for by designing a monument that symbolises a person or event. Describing their monument and explain their choices. Giving constructive feedback to others about their monument designs.
		Unit 2: Painting & MM: Portraits	Outlining a portrait drawing with words, varying the size, shape and placement of words to create interest. Trying a variety of materials and compositions for the backgrounds of their drawings. Communicating to their partner what kind of photo portrait they want. Showing that they are making decisions about the position of a drawing on their background, trying multiple ideas. Creating a successful print. Using some Art vocabulary to talk about and compare portraits. Identifying key facts using a website as a reference. Explaining their opinion of an artwork. Experimenting with materials and techniques when adapting their photo portraits. Creating a self-portrait that aims to represent something about them. Showing they have considered the effect created by their choice of materials and composition in their final piece.
	Spring 1	Unit 3: Sculpture & 3D: Interactive Installation	Grouping images together, explaining their choices. Answering questions about a chosen installation thoughtfully and generate their own questions. Showing that they understand what installation art means. Justifying their opinions of installation artworks. Evaluating their box designs, considering how they might appear as full-sized spaces. Suggesting changes, they could make if they repeated the activity to create a different atmosphere in the space. Creating an installation plan, model or space. Describing their creations and the changes they made as they worked. Describing how their space conveys a particular message or theme. Making and explaining their choices about materials used, arrangement of items in the space and the overall display of the installation. Showing they have considered options for how to display their installation best e.g. lighting effects. Presenting information about their installation clearly in the chosen format. Justifying choices made, explaining how they improve the viewer experience or make it interactive.

	Summer 1	Unit 4: Drawing: I need space	Understanding and explaining what retrofuturism is. Participating in discussions and offer ideas. Evaluating images using simple responses, sometimes using formal elements to extend ideas. Providing plausible suggestions for how a piece was created. Comfortably using different stimuli to draw from. Using past knowledge and experience to explore a range of drawing processes. Selecting and placing textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Creating a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generating a clear composition idea for a final piece that shows how it will be drawn. Applying confident skills to make an effective collagraph print. Independently selecting tools and drawing techniques, with some guidance. Demonstrating growing independence, discussing ways to improve work.
<u>Year 6</u>	Autumn 2	Unit 1: Craft and design: Photo opportunity	Explaining how a new image can be created using a combination of other images. Understanding what photomontage is and recognise how artists use photography. Selecting relevant images and cutting them with confidence and a level of control. Demonstrating a competent knowledge of effective composition, discussing their ideas. Using recording devices and available software with confidence. Demonstrating a confident understanding of Edward Weston's style through their artistic choices. Discussing the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief and their initial ideas. Using the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Using editing software to change their image, reflecting an artist's style. Choosing a suitable painting and suggest appropriate ways to recreate it photographically with props. Setting up a composition and thinking about a space that will provide good lighting levels. Taking a portrait that is focused and appropriately framed. Drawing an accurately measured grid, with some support, understanding how it can support them with their drawing. Using the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Creating a final painting or drawing with tonal differences that create a photo-realistic effect.
		Unit 3: Drawing: Make my voice heard	Collecting a good range of imagery, adding annotated notes and sketches. Making relevant comparisons between different styles of art. Using tools effectively to explore a range of effects. Responding to the meaning of a spirit animal through drawing. Generating symbols that reflect their likes and dislikes with little support. Creating a tile that is full of pattern, symbols and colours that represents themselves. Discussing ideas to create light and dark through drawing techniques. Explaining the term chiaroscuro. Applying chiaroscuro to create light and form through a tonal drawing. Understanding the impact of using techniques for effect. Participating in a discussion that examines the similarities and differences between different styles of art. Forming their own opinions about what art is, justifying their ideas. Identifying a cause and decide what message they want to convey. Understanding artist's choices to convey a message. Reviewing sketchbook and creative work to develop a drawn image. Reviewing and revisiting ideas to develop their work.
	Spring 2	Unit 2: Painting and MM: Artist study	Understanding a narrative and use descriptive language to tell a story. Suggesting ideas for the meaning behind a picture. Identifying different features within a painting and use the formal elements to describe it. Being creative and imaginative in finding their own meaning in a painting. Using their own art or personal

			<p>experiences to justify their ideas. Reading a picture well and see beyond the first glance, analysing and evaluating it successfully. Reflecting on personal experiences to convey through their own piece of abstract art. Contributing to discussions to either the class, group or talk partner. Understanding and choosing a meaningful message to convey through imagery, creating some different composition ideas. Selecting an appropriate artist. Collecting a range of information that is presented in an interesting and pleasing way in sketchbooks. Generating an idea for a final piece, demonstrating some inspiration from their chosen artist. Producing a final piece of work, selecting appropriate tools and materials to create an intended effect. Experimenting and revisiting ideas, drawing on creative experiences. Working in a sustained way to complete a piece, making evaluations at each stage.</p>
	Summer 2	Unit 4: Sculpture and 3D: Making memories	<p>Discussing the work of artists that appreciate different artistic styles. Creating a sculpture to express themselves in a literal or symbolic way. Reflecting verbally or in writing about creative decisions. Suggesting ways to represent memories through imagery, shapes and colours. Drawing a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently using scissors to cut shapes accurately. Talking about artists' work and explain what they might use in their own work. Producing a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translating plans to a 3D sculpture. Working mostly independently, experimenting and trying new things. Identifying and making improvements to their work. Producing a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflecting on successes and personal development.</p>