

Art and Design Long Term Plan

Within the National Curriculum, Art covers a number of areas, including: **drawing, painting, printing, use of 3D/ textiles, collage and sketch books, and developing knowledge.** The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms..

Throughout the year, in the main, children's learning is organised through the PYP, allowing for knowledge and skills to be embedded within a meaningful context. Regular opportunities are given throughout the week, term and year to allow recall of subject knowledge, allowing children to build on and use their understanding in order to make progress during their time at COPA.

Art and Design	EYFS		Year 1	Year 2
	<p>N:</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Autumn 1</p> <p>How We Express Ourselves</p>	<p>Area: Drawing, Painting, Sketch Books</p> <p>Coverage/Progression:</p> <p>Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they name the primary and secondary colours? Can they draw using pencil and crayons? Can they communicate something about themselves in their painting? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see?</p>	<p>Area: Drawing, Knowledge, 3D/Textiles and Sketch Books</p> <p>Coverage/Progression:</p> <p>Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work? Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they show patterns and texture in their drawings? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Can they make a clay pot? Can they join</p>

	<p>Create collaboratively, sharing ideas, resources and skills.</p>			<p>two finger pots together? Can they add line and shape to their work? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?</p>
		<p>Autumn 2 Who We Are</p>	<p>Area: Drawing, Painting, Printing, Sketchbooks</p> <p>Coverage/Progression:</p> <p>Can they create moods in their painting? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?</p>	<p>Area: Use of IT</p> <p>Coverage/Progression:</p> <p>Can they create a picture independently? Can they use simple IT mark-making tools, e.g.brush and pen tools? Can they edit their own work? Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?</p>
		<p>Spring 1 Sharing The Planet</p>	<p>Area: Sketch Books, Collage, 3D, moulding materials</p> <p>Coverage/Progression:</p> <p>Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? Can they cut, roll and coil materials such as clay, dough or plasticine? Can they make different kinds of shapes? Can they add texture by using tools?</p>	<p>Area: Drawing, Painting, Printing</p> <p>Coverage/Progression:</p> <p>Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using</p>

				<p>'annotation' in their sketch books? Can they create different tones using light and dark?</p>
	<p>Spring 2 Where We Are In Place And Time</p>	<p>Area: Knowledge, Painting, Printing Coverage/Progression: Can they create moods in their painting? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?</p>	<p>Area: Drawing, Sketch Books Coverage/Progression: Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Do they keep notes in their sketch books as to how they have changed their work?</p>	
	<p>Summer 1 How The World Work</p>	<p>Area: Drawing/Painting/Use Of IT Coverage/Progression: Can they use tools like fill and brushes in a painting package? Can they use tools like fill and brushes in a painting package?</p>	<p>Area: Printing, 3d/Textiles, Drawing Coverage/Progression: Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer? Can they join fabric using glue? Can they sew fabrics together? Can they create part of a class patchwork? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	
	<p>Summer 2 How We Organise Ourselves</p>	<p>Area: Sketch Books, Printing, Textiles Coverage/Progression: Can they draw lines of different shapes and thickness, using 2 different grades of pencil? Can they print onto paper and textile? Can they print with sponges, vegetables and fruit?</p>	<p>Area: Collage Coverage/Progression: Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their</p>	

			Can they paint a picture of something they can see?	collage?
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Art and Design	Year 3	Year 4	Year 5	Year 6
Autumn 1 How We Express Ourselves	<p>Area: Drawing</p> <p>Coverage/Progression: Facial Expressions and Emotions</p> <p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Area: Printing</p> <p>Coverage/Progression:</p> <p>Can they make a printing block?</p> <p>Can they make a 2 colour print?</p> <p>Area: Sketch Books</p> <p>Coverage/Progression:</p> <p>Can they make notes in their sketchbooks to express feelings about a subject and to describe likes and dislikes?</p> <p>Area: Use of IT</p> <p>Coverage/Progression:</p> <p>Can they use the web to research an artist or style of work?</p>	<p>Area: Printing</p> <p>Coverage/Progression:</p> <p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Area: Drawing and Painting</p> <p>Coverage/Progression:</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This</p>	<p>Area: Sketch Books</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> Do their sketchbooks contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketchbooks? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks. Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?

			<p>could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
<p>Autumn 2 Who We Are</p>	<p>Area: Collage - 3D Coverage/Progression: Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage?</p>	<p>Area: Drawing Coverage/Progression: Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Can they produce a montage all about themselves? Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Area: Drawing(Sketching) Coverage/Progression: Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? Do they keep notes in their sketch books as to how they might develop their work further?</p>	<p>Area: Drawing Coverage/Progression:</p> <ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques?

			<p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
<p>Spring 1 Sharing The Planet</p>	<p>Area: Collage</p> <p>Coverage/Progression:</p> <p>Can they overlap materials? Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage?</p>	<p>Area: Painting, Sketch Books</p> <p>Coverage/Progression:</p> <p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Area: Painting</p> <p>Coverage/Progression:</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p>Do they keep notes in their sketch books as to how they might</p>	<p>Area: Painting</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques

			<p>develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
<p>Spring 2 Where We Are In Place And Time</p>	<p>Area: Drawing</p> <p>Coverage/Progression:</p> <p>Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?</p>	<p>Area: Collage</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they use ceramic mosaic? - Can they combine visual and tactile qualities? - Can they present a collection of their work on a slide show? - Can they create a piece of art work which includes the integration of digital images they have taken? - Can they combine graphics and text based on their research? 	<p>Area: Collage</p> <p>Coverage/Progression:</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p>Can they print using a number of</p>	<p>Area: Drawing</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques?

			<p>colours?</p> <p>Can they create an accurate print design that meets a given criteria?</p> <p>Can they print onto different materials?</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
<p>Summer 1 How The World Works</p>	<p>Area: Sketch Books Coverage/Progression:</p> <p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books?</p>	<p>Area: Knowledge, Sketch Books Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they experiment with different styles which artists have used? - Can they explain art from other periods of history? 	<p>Area: 3D Clay Coverage/Progression:</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p>	<p>Area: Collage Coverage/Progression:</p> <ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?

			<p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
<p>Summer 2 How We Organise Ourselves</p>	<p>Area: Use of IT Coverage/Progression:</p> <p>Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</p> <p>Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</p> <p>Can they use the web to research an artist or style of art?</p>	<p>Area: 3D Textiles Coverage/Progression:</p> <ul style="list-style-type: none"> - Do they experiment with and combine materials and processes to design and make 3D form? - Can they begin to sculpt clay and other mouldable materials? 	<p>Area: Printing Coverage/Progression:</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p>	<p>Area: Use of IT Coverage/Progression:</p> <ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation?

		<ul style="list-style-type: none">- Can they use early textile and sewing skills as part of a project?	<p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p> <p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p> <p>Can they experiment with different styles which artists have used?</p>	
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			Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?	
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