



Toft Hill Primary School: Art & Design Long Term Plan

EYFS	<p>The EYFS framework does not contain subjects, such as Art, instead we have seven areas of learning and characteristics of effective learning which are the basis of everything we do. The table below outlines the most relevant statements taken from the <u>non-statutory</u> 2021 Development Matters, which guide our curriculum but are <u>non-compulsory</u> and therefore are not designed to be a checklist. The Early Learning Goals are <u>statutory</u> end of year assessment, as shown in the EYFS statutory framework. Many of these skills are prerequisite skills for accessing Art within the national curriculum.</p> <p>The most relevant statements for Art are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Physical Development • Expressive Arts and Design 		
R	Transition to Reception	Reception	ELG
	<p>Physical Development</p> <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. <p>Expressive Arts and Design</p> <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. 	<p>Physical Development</p> <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. <p>Expressive Arts and Design</p> <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. 	<p>Physical Development (Fine Motor)</p> <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. <p>Expressive Arts and Design</p> <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.

Year	Unit 1	Unit 2	Unit 3	Unit 4
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	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
R	<p>Marvellous marks: Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p>	<p>Paint my world: Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures. Artists: Megan Coyle</p>	<p>Creation Station Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. Artists: Beth Cavener, Julie Wilson</p>	<p>Let's get crafty Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.</p>
NC	<p>* Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</p> <p>* Using sketchbooks to record observations and plans as drawings.</p> <p>* Learning about how artists develop their ideas using drawings.</p>	<p>* Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.</p> <p>* Exploring the interplay between different media within an artwork.</p>	<p>* Investigating ways to express ideas in three-dimensions.</p> <p>* Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</p> <p>* Developing drawn ideas into sculpture.</p>	<p>* Designing and making art for different purposes, considering how this works in creative industries.</p> <p>* Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome.</p> <p>* Developing personal, imaginative responses to a design brief.</p>
1	<p>Make your mark: Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. Artists: Renata Bernal, Ilya Bolotowsky, Zaria Forman, Wassily Kandinsky, Bridget Riley</p>	<p>Colour splash: Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns. Artists: Clarice Cliff, Jasper Johns</p>	<p>Paper play: Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois. Artists: Marco Balich, Louise Bourgeois, Samantha Stephenson</p>	<p>Embellishments: Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.</p>
2	<p>Tell a story: Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings. Artists: Quentin Blake</p>	<p>Life in colour: Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. Artists: Romare Bearden</p>	<p>Clay houses: Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay. Artists: Ranti Bam, Rachel Whiteread</p>	<p>Map it out: Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief. Artists: Josef Albers, Matthew Cusick, Eduardo Paolozzi, Maggie Scott, Kim Soon-Im, Susan Stockwell</p>



<p>3</p>	<p>Growing artists: Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O’Keefe and traditional Chinese painters to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. Artists: Max Ernst, Carl Linnaeus, Georgia O’Keeffe, Maud Purdy</p>	<p>Prehistoric painting: Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>Abstract shape and space: Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa. Artists: Ruth Asawa, Anthony Caro</p>	<p>Ancient Egyptian scrolls: Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p>
<p>4</p>	<p>Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. Artists: Fernando Botero, Alberto Giacometti, Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat</p>	<p>Light and dark: Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. Artists: Audrey Flack, Clara Peeters</p>	<p>Mega materials: Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures. Artists: El Anatsui, Sokari Douglas-Camp, Barbara Hepworth, Magdelene Odundo, Jaume Plensa, Antony Gormley (Local Artist – Angel of the North) / Bob Olley (Local Artist – Stan Laurel)</p>	<p>Fabric of nature: Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>
<p>5</p>	<p>I need space! Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style. Artists: Teis Albers, Karen Rose</p>	<p>Portraits: Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. Artists: Chila Kumari, Singh Burman, Njideka Akunyili Crosby, Vincent van Gogh, Frida Kahlo, Maggie Scott</p>	<p>Interactive installation: Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. Artists: Cai Guo-Qiang</p>	<p>Architecture: Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design. Artists: Zaha Hadid, Friedensreich Hundertwasser, Niall McLaughlin Architects (Auckland Tower, Faith Museum)</p>
<p>6</p>	<p>Make my voice heard: On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called ‘chiaroscuro’ Artists: Dan Fenelon, Diego Rivera, Leonardo Da Vinci</p>	<p>Artist study: Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. Artists: David Hockney, Lubaina Himid, Fiona Rae, Paula Rego, John Singer Sargent, Norman Cornish / Tom McGuinness (Local Artist – Mining Gallery visit)</p>	<p>Making memories: Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>	<p>Photo opportunity: Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief. Artists: Derek O Boateng, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman, Edward Weston</p>

