

Art - Long term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Let's celebrate now	Terrific Tales	Amazing Animals	Come Outside	Out of this World
Year 1	William Brown; Colour and shape		Experimenting with media, using different techniques (lines, paint and building layers - Eric Carle)		3D form - Paper play	
Year 2	Use of colour - experimenting and mixing Portraits		3D form - Clay (treasure chests)		Textiles and printing - Map it out	
Year 3	Drawing - cave drawing		Clarice Cliff		Recycled fashion	
Year 4	Line and colour		Sewing (Bayeux Tapestry)		Printing	
Year 5	Painting (Peter Thorpe)		Sketching and drawing		Textiles	
Year 6	Different use of line (sketching and sewing)		Developing line and tone		Printing / 3D art	

Progression of Skills and Vocabulary in Art.

National Curriculum reference	Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent, and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.
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Explore, Investigate and Examine.

1. "explore" is more like a quest; Application Example: This is my first time mixing paint, and I will explore it to my heart's content.	2. "investigate" implies a search for answers, like the causes of an accident or problem; Application Example: I will investigate the colours I need to make green.	3. "examine" generally implies an evaluation of options; Application Example: I will examine all the available green colour options prior to making my final decision.
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Art - Medium term plans

		Autumn - All about me / Let's Celebrate now	Spring - Terrific Tales / Amazing Animals	Summer - Come outside / out of this world
EYFS	Drawing	<ul style="list-style-type: none"> Children develop their mark making and begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray. Use a range of chalks/pencil crayons/pencils thick and thin. Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow pattern. Produce lines of different thickness and tone using pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Investigate different lines: Straight, curved, wavy, dashed. Each of these areas will be developed continuously throughout the year. This is evidenced on the EYFS Art progression maps. Use a range of chalks/pencil crayons/pencils thick and thin. Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Develop the correct hand-grip to form marks. Each of these areas will be developed continuously throughout the year. This is evidenced on the EYFS Art progression maps. Start to produce different patterns and textures from observations, imagination and illustrations. Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Develop the correct hand-grip to form marks. 		
	Painting	<ul style="list-style-type: none"> Explore using different sized brushes and rollers with poster paint, messy mark making tray. Enjoy using a variety of different tools including different size brushes, sponges and fingers. Recognise and name primary colours. Explore and mix colours. Investigate colour mixing using poster, powder and watercolour paints. Explore working with paint on different surfaces and in different ways. Recognise and name primary colours. Explore and mix colours. Investigate colour mixing using poster, powder and watercolour paints. Investigate colour mixing using poster, powder and watercolour paints. 		
	Printing	<ul style="list-style-type: none"> Print using body parts (hands, feet, fingers) to create a continuous flow of printing. Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. Each print precise and clear. Print using body parts (hands, feet, fingers) to create a continuous flow of printing. 		
	Sculpture	<ul style="list-style-type: none"> Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knives, numbers and letter cutters in playdough area. Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles, people & animals to build for purpose. Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper Build/construct height/width/balance/secure buildings using: Duplo (autumn term), Mobile, Knex, wooden block and Lego. 		

		<ul style="list-style-type: none"> ● Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. ● Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors. ● Attach and join materials using glue, paste or tape. ● Build a construction/sculpture using a variety of objects. ● Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. ● Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. ● Attach and join materials using glue, paste or tape. ● Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors.
	Art Analysis	<ul style="list-style-type: none"> ● Look and talk about what they have produced describing simple techniques and media used. ● View books from other cultures ● Look at stories from other cultures.

		Autumn	Spring	Summer	Key Vocabulary
Year 1	Exploring and developing ideas	<ul style="list-style-type: none"> Can I recognise that ideas can be expressed in art? Can I record from first hand observation, experience and imagination? Can I use a sketchbook to gather and collect art work? 	<ul style="list-style-type: none"> Can I ask and answer simple questions about work? Can I begin to explore the differences and similarities within the work of artists from different times and cultures? Can I try out different activities? 	<ul style="list-style-type: none"> Can I select colours, shapes and materials to suit ideas and purposes? 	Portrait, Landscape, Imagination, Idea, Artist, Craftsperson, Designer, Create, Modify, Image.
	Evaluate and analyse ideas	<ul style="list-style-type: none"> Can I discuss likes and dislikes about work? 	<ul style="list-style-type: none"> Can I discuss likes and dislikes about work? Can I identify changes required in my current work? (E.g: scribed pupil voice annotations on display or in sketchbooks.) 	<ul style="list-style-type: none"> Can I discuss likes and dislikes about work? Can I describe similarities and differences between practices in art? Can I describe and compare features of my own work? 	Likes, Dis-likes, Change.
	Drawing	<ul style="list-style-type: none"> Can I use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media? Can I draw for enjoyment? Can I draw a human face with some recognisable features in the correct orientation? 	<ul style="list-style-type: none"> Can I begin to explore the use of line, shape and colour? 		Pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour.
	Painting	<ul style="list-style-type: none"> Can I begin to match colours to artefacts and objects? 	<ul style="list-style-type: none"> Can I explore paint using a variety of tools and techniques? (E.g: the use of different brush sizes and types) Can I mix secondary colours and shades using different types of paint? 		Action painting, colour wheel, primary colour, secondary colour, paint, paint brush, pattern, mix, texture.
	Printing	<ul style="list-style-type: none"> Can I make rubbings and recognise pattern in the environment? 	<ul style="list-style-type: none"> Can I make marks in print with a variety of objects, including natural and man-made objects? 	<ul style="list-style-type: none"> Can I build a repeating pattern? 	Pattern, print, repeat, rubbings.
	Textiles / Collage / mixed media		<ul style="list-style-type: none"> Can I use a wide variety of media? (E.g: photocopied material, fabric, plastic, tissue, magazines) 	<ul style="list-style-type: none"> Can I use a variety of techniques? (E.g: weaving, finger knitting, fabric crayons, sewing and binca.) Can I attempt to thread and weave, cut, glue and trim material? 	Pattern, scissors, weave, thread, fabric crayon, sew, trim.

	3D form		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can I use my hands to manipulate a range of modelling materials including paper and card? • Can I experiment with, construct and join recycled, natural and man-made materials? (experiment with shape and form) • Can I create a 3D form to make things from my imagination or recreate things I have seen? 	<p>2D, two dimensional, 3D, three dimensional, clay, glue, pottery, scissors, sculpture, roll, knead, shape, join.</p>
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		Autumn	Spring	Summer	Key Vocabulary
Year 2	Exploring and developing ideas	<ul style="list-style-type: none"> Can I use drawing to record ideas and experiences? Can I try out different activities and make choices about what to do next? Can I record and explore ideas from first hand observation, experience and imagination? Can I explore the differences and similarities within the work of artists from different times and cultures? 	<ul style="list-style-type: none"> Can I use drawing to record ideas and experiences? Can I understand the basic use of a sketchbook to work out ideas? Can I explore the differences and similarities within the work of artists from different times and cultures? 	<ul style="list-style-type: none"> Can I develop ideas by asking and answering questions? Can I use drawing, painting and sculpture to develop and share ideas, experiences and imagination? Can I explore the differences and similarities within the work of artists from different times and cultures? 	Similarity, Difference, Times, Art, Design, Museum, Gallery, Investigate, Culture, Communicate, Software
	Evaluate and analyse ideas		<ul style="list-style-type: none"> Can I state likes/dislikes and make brief notes in sketchbooks? 	<ul style="list-style-type: none"> Can I identify changes required in work? 	Idea, Future, Develop.
	Drawing	<ul style="list-style-type: none"> Can I use and combine different media? Can I begin to draw for a sustained period of time? Can I experiment with line, shape, pattern and colour? Can I draw a human face with recognisable features in the correct orientation? 			Sketchbook, pattern, blend, detail, texture, watercolour, shade, shape, stencil.
	Painting	<ul style="list-style-type: none"> Can I mix a range of primary and secondary colours, shades and tones? 	<ul style="list-style-type: none"> Can I mix a range of primary and secondary colours, shades and tones? Can I explore by experimenting with tools and techniques? (E.g: layering, mixed media, scraping through etc.) 		Shade, tone, tool, technique, layer, scrape, scale, blend, brushstrokes, complementary colour, mural, texture.
	Printing			<ul style="list-style-type: none"> To know that patterns can be made using shapes To know that patterns can be used to add detail to an artwork Can I use a range of materials creatively to design and make products? Can I create simple designs for printing, exploring colour, pattern and shape? 	Relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring.
	Textiles / Collage /			<ul style="list-style-type: none"> Can I create textured collages from a variety of media? 	French knitting, tye-dye,

	mixed media				embroidery, collage, mosaic, stitch, knot.
	3D form	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can I manipulate clay for a variety of purposes? • (E.g: thumb pots, simple coil pots, textured tiles and models.) 	<ul style="list-style-type: none"> • Can I experiment with, construct and join recycled, natural and man-made materials more confidently? (experiment with shape and form) 	Coil pot, textured tile, manipulate, care of materials, care of tools, tools, construct, natural material, man made material, ceramic, coil, collage.

		Autumn - Drawing (cave drawings)	Spring - Clarice Cliff	Summer - Recycled fashion	Key Vocabulary
Year 3	Exploring and developing ideas	<ul style="list-style-type: none"> Can I question and make thoughtful observations about developing work? Can I use a sketchbook to record observations, plan and shape ideas? Can I gather and review information, references and resources related to ideas and intentions? 	<ul style="list-style-type: none"> Can I investigate work of great artists and crafts people from different historical periods and cultures? Can I imitate styles used by great artists? 	<ul style="list-style-type: none"> Can I question and make thoughtful observations about developing work? Can I use a sketchbook to record observations, plan and shape ideas? Can I gather and review information, references and resources related to ideas and intentions? Can I use first-hand observation, experience and imagination to explore ideas for different purposes? Can I use a sketchbook to collect and record visual information from different sources? 	Observe Experience Investigate Historical periods Collaborate Scale Animation Story
	Evaluate and analyse ideas	<ul style="list-style-type: none"> Can I compare work and state feelings? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I adapt work according to personal views? Can I begin to regularly annotate work in sketchbook? 	Compare Adapt Annotate
	Drawing	<ul style="list-style-type: none"> Can I use different media to achieve variations in line, texture, tone, colour, shape and pattern? Can I draw a human face considering the appropriate proportions between facial features? 	<ul style="list-style-type: none"> Can I develop my use different techniques to show texture, such as marks and lines? Can I use a range of pencil techniques e.g. shading? 	<ul style="list-style-type: none"> 	Pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical.
	Painting	<ul style="list-style-type: none"> Can I mix a variety of colours and know which primary colours make secondary colours? Can I investigate paint with different effects and textures? (including blocking in colour, washes, thickened paint etc.) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	Blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours,

					contrast, opaque, translucent, transparent, palette, rotate, spectrum.
	Printing	●	●	● Can I create simple designs for printing, investigating pattern and shape?	Variety, design, symmetrical, asymmetrical, reflection, symmetry.
	Textiles / Collage / mixed media	●		● Can I explore a variety of techniques including; weaving, French knitting, tie-dyeing, fabric crayons, wax oil resist, applique and embroidery?	Dying, quilting, paper and plastic trappings, textiles, stitch, cut, join.
	3D form	●	<ul style="list-style-type: none"> ● Can I begin to join clay adequately by using slip and blending? ● Can I understand the safety and basic care of materials and tools? ● Can I make a simple Papier Mache object? 	●	Slip, blend, papier mache, model, architecture, artefact.

		Autumn - Line and colour	Spring - Sewing (Bayeux Tapestry)	Summer - Printing	Key Vocabulary
Year 4	Exploring and developing ideas	<ul style="list-style-type: none"> Can I consider starting points and select ideas to use in work? Can I select and use relevant resources and references to develop ideas? Can I use first hand observation, experience and imagination, and explore ideas for different purposes? Can I investigate work of great artists and craftspeople from different historical periods and cultures? Can I manipulate digital images using computing software to convey a specific idea or mood? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I use a sketchbook to collect images and information? Can I investigate work of great artists and craftspeople from different 	<ul style="list-style-type: none"> Experience Purpose Starting point Great artists Artists Artistic styles Technique Art history Classical Memory ICT Art movement Digital image Mood Idea
	Evaluate and analyse ideas	<ul style="list-style-type: none"> Can I compare ideas, methods and approaches in work? Can I adapt work according to personal views and the critique of others? Can I annotate and develop work in a sketchbook? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Method Approach Opinion Aesthetic Art elements Balance
	Drawing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I develop my use of different grades of pencil? Can I extend concentration over sustained periods to develop drawings? Can I develop my use different techniques to show texture, such as marks and lines? Can I begin to control pressure of pencil/pen to create shading? Can I develop my use of different techniques to show depth and distance? (such as perspective and shadow) 	<ul style="list-style-type: none"> Can I draw a human face with appropriate proportions between facial features? 	<ul style="list-style-type: none"> Pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, study.
	Painting	<ul style="list-style-type: none"> Can I make and match colours with increasing accuracy? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Colour match, apply, detail,

	<ul style="list-style-type: none"> Can I investigate and use different paint and tools in order to create different details, effects and textures? 			<ul style="list-style-type: none"> effect, monochromatic colour, resist, still life, theme.
Printing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I research, create and refine a print using a variety of techniques? (such as resist printing and polyblock printing.) Can I design patterns of increasing complexity and repetition? 	<ul style="list-style-type: none"> Refine, resist printing, polyblock printing, block, canvas.
Textiles / Collage / mixed media	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I thread a needle with an appropriate length of thread? Can I cut, join and trim with increasing accuracy? Can I begin to master techniques required to sew on buttons and make small repairs? <p>Can I develop textured collages from a variety of media including a greater level of detail?</p>		<ul style="list-style-type: none"> Needle, thread, button, repair, accurate, embellish.
3D form	<ul style="list-style-type: none"> Can I join clay adequately by using slip and blending? Can I apply details to models using a variety of tools? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami, slab, tile.

		Autumn - Painting (Peter Thorpe)	Spring - Sketching and drawing - faces and silhouettes	Summer	Key Vocabulary
Year 5	Exploring and developing ideas	<ul style="list-style-type: none"> Can I engage in open ended research and exploration in the process of initiating and developing personal ideas? Can I select and record from first hand observation, experience and imagination, and explore ideas for different purposes? Can I examine work by great artists, designers and craftspeople from different historical periods and cultures? 	<ul style="list-style-type: none"> Can I confidently use sketchbooks to record observations; develop ideas; test materials; plan and record information? Can I use a sketchbook to record development of ideas, including drawings of small elements of larger subjects? 	<ul style="list-style-type: none"> Can I deeply question and make thoughtful observations about starting points and make informed choices when selecting ideas to use in work? Can I develop styles by great artists? 	Depth Distance Shadow Film Source Capture Create
	Evaluate and analyse ideas	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I compare ideas, methods and approaches in work and discuss feelings towards work? Can I adapt work according to personal views, the critique of others and describe how developments can be made? Can I add detailed annotations to work in a sketchbook? 	<ul style="list-style-type: none"> 	Genre Functionality
	Drawing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I make informed choices on which pencil grades to use? Can I maintain concentrations over sustained periods to develop drawings? Can I develop my use of different techniques to show texture? (such as marks and lines) Can I develop my use of different techniques to show depth and distance? (such as perspective and shadow.) Can I draw a human face with appropriate proportions between facial features including shading? 	<ul style="list-style-type: none"> 	Calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon, line, optical illusion, perspective,

					tessellation, radial.
Painting	<ul style="list-style-type: none"> Can I develop a secure knowledge about primary and secondary / warm and cold / complementary and contrasting colours? Can I examine the build-up layers and colours/textures using appropriate tools? 	•	•	•	Source material, photograph, found objects, concentration, development of ideas, small elements, analogous colours, harmonious colour, gouache, hue, photorealism, pose, intensity, tint tone.
Printing	•	• Can I develop patterns of increasing complexity and repetition?	•	•	Layering print, alter, modify.
Textiles / Collage / mixed media	•	•	•	<ul style="list-style-type: none"> Can I investigate and use a variety of techniques? (including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique) Can I examine the use of textiles in collage, including applique and tapestry? 	Batik, wearable art, wax, resist, applique.
3D form	•	•	•	•	

		Autumn - Different use of line - pencil and needles	Spring - Developing line and tone	Summer - Printing / 3D art	Key Vocabulary
Year 6	Exploring and developing ideas	<ul style="list-style-type: none"> Can I deeply question and make thoughtful observations about starting points and make informed choices when selecting ideas to use in work? Can I systematically investigate research and test ideas and plans using sketchbooks and other appropriate approaches? Can I develop ideas in detail using different or mixed media, using a sketchbook? Can I use images that have been sourced, captured or manipulated as part of a bigger project? (E.g: a presentation) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can I independently develop a range of ideas which show curiosity, imagination and originality? Can I select and record from first-hand observation, experience and imagination, and explore ideas for different purposes? Can I examine work of great artists, designers and crafts people from different historical periods and cultures? 	Starting point Marks Lines Perspective Edit Effect Filter Share Audience Effects Choice
	Evaluate and analyse ideas	<ul style="list-style-type: none"> Can I compare ideas, methods and approaches in work and discuss feelings towards work? Can I adapt work according to personal views, the critique of others and describe how developments can be made? 	<ul style="list-style-type: none"> Can I compare ideas, methods and approaches in work and discuss feelings towards work? Can I adapt work according to personal views, the critique of others and describe how developments can be made? 	<ul style="list-style-type: none"> Can I compare ideas, methods and approaches in work and discuss feelings towards work? Can I adapt work according to personal views, the critique of others and describe how developments can be made? 	Adapt Views
	Drawing	<ul style="list-style-type: none"> Can I manipulate and experiment with elements of art? (E.g: line, tone, pattern, texture, form, space, colour and shape.) Can I develop use of different techniques to show texture? (such as marks and lines.) 	<ul style="list-style-type: none"> Can I manipulate and experiment with elements of art? (E.g: line, tone, pattern, texture, form, space, colour and shape.) Can I develop my use of different techniques to show depth and distance? (such as perspective and shadow) 	<ul style="list-style-type: none"> Can I maintain concentration over sustained periods to develop drawings? Can I draw a human face with appropriate proportions between facial features, considering shading and texture? 	Manipulate, experiment, light, shade, vanishing point, aerial perspective.
	Painting	<ul style="list-style-type: none"> Can I create shades and tints using black and white? Can I choose appropriate tools? (E.g: paint, paper and implements) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	Shade, tint, implements, preliminary study, test media, impasto, wet-in-wet.

	Printing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can I examine, create and refine a print using a variety of techniques? (such as screen printing and fabric printing.) • Can I become familiar with layering prints? 	
	Textiles / Collage / mixed media	<ul style="list-style-type: none"> • Can I master techniques required to sew on buttons and make small repairs? • Can I pin, sew and stitch materials together to create a product? • Can I examine the use of textiles in collage? (including applique and tapestry) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can I investigate and use a variety of techniques? (including; printing, dyeing, quilting, weaving, embroidery, paper/plastic trappings and applique.) 	Pin, running stitch, product.
	3D form	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can I develop skills in modelling materials and clay? (including slabs, coils, slips etc.) 	