



Art and Design Long Term Planning

Rationale

At Old Town Infant School and Nursery, Art and Design is a vital part of our foundation subject curriculum at Old Town as it provides a means of expression for all children. We are committed to providing all children with learning opportunities to engage in Art and Design. We believe that Art and Design learning should engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they should be able to think critically and develop a more rigorous understanding of Art and Design over their time at Old Town Infant School.

EYFS – Expressive Art and Design

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Our curriculum work reflects the National Curriculum requirements for Art and Design:

Key Stage 1

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Nursery	Reception	Year 1	Year 2
Developing ideas and evaluating	<p>Anyone can create Art</p> <p>Explain their art work to others</p> <p>To say what they have drawn</p> <p>Can say whether they like/dislike something e.g. a picture and express a preference</p>	<p>To know art can be found everywhere</p> <p>Say what they want to make</p> <p>To say what they did and how they did it (materials, tools techniques)</p> <p>To describe their picture and say what it is</p> <p>To describe their picture and say what they like about it</p> <p>Say what they like or dislike about an artist's work</p> <p>To compare their work to someone else's (e.g. artists) and notice some things that are the same and different</p> <p>I can select appropriate resources and say what I am going to make</p>	<p>Discuss likes and dislike about a piece of art</p> <p>Describe features of a piece of art</p> <p>To explain their choices of others people's art work</p>	<p>To know that art can be interpreted in different ways.</p> <p>Compare the effect of different materials and techniques</p> <p>Identify similarities and differences between their work and the work of other artists</p> <p>Express own views of a range of art-work verbally</p>
<p>Links to Old Town Visions and Values</p>	<p>Respect</p> <p>We use kind words.</p> <p>We look after our own and other peoples' property.</p> <p>We take turns and share.</p> <p>We listen to the thoughts and feelings of others.</p> <p>We have good manners and treat each other how we would like to be treated.</p> <p>We take pride in the achievements of others.</p> <p>We celebrate similarities and differences between people.</p> 	<p>Resilience</p> <p>We always try our best and are ambitious with our learning</p> <p>We persevere when things are difficult.</p> <p>We don't give up easily.</p> <p>We can resist distractions.</p> <p>We believe that we can get better at things.</p> 	<p>Independence</p> <p>We are able to do things by ourselves and can seek help if we need it.</p> <p>We take pride in our work.</p> <p>We encourage and celebrate everyone's individuality.</p> <p>We can make improvements and learn from mistakes.</p> <p>We can ask questions to help us learn.</p> <p>We praise our friend's individuality and uniqueness.</p> 	<p>Curiosity</p> <p>We love learning about new things.</p> <p>We like to wonder and think about things beyond what we already know.</p> <p>We like to experience the joy of finding out about new things.</p> <p>We encourage being creative and thinking outside of the box.</p> <p>We know that creativity can be found all around us, we just need to look carefully for it.</p> <p>We are not afraid to think differently, or have a different opinion to others.</p> <p>We want to find out more.</p> <p>We can ask great questions to develop understanding.</p> <p>We can wonder 'why'?</p> 

<p style="text-align: center;">Paint</p>	<p>Match colours</p> <p>To select colours for a purpose</p> <p>Use large movements (from the shoulder) when mark-making with paintbrushes/rollers or crossing the midline e.g. waving (Link PD & Writing)</p> <p>Use paintbrushes to make large marks (in a clockwise/anti clockwise direction) using movements from the wrist (Link PD & Writing)</p> <p>Explore colour mixing and say what they have observed</p>	<p>Name red yellow and blue</p> <p>Name some secondary colours e.g. green, orange and purple.</p> <p>To use hands, brushes, natural resources</p> <p>To create using paint and different media- paint, paper, natural objects</p> <p>To make thick and thin lines (e.g. with different paintbrushes)</p> <p>Mix colours to make new ones</p> <p>Know how to make some secondary colours e.g. green – blue + yellow orange – red + yellow Purple – blue + red</p> <p>Combine materials to create new textures (e.g. paint and sand/lentils)</p>	<p>To know that red, yellow and blue are the primary colours.</p> <p>From these colours other colours can be made (green, purple and orange)</p> <p>To know that the secondary colours are green, purple and orange. To know that green is made by mixing blue and yellow. To know that purple is made by mixing blue and red. To know that orange is made by mixing red and yellow.</p> <p>To know how to lighten and darken paints e.g. by adding black and white paint.</p> <p>To explore paintbrushes and see that they have different thicknesses.</p> <p>Choose the right paintbrush for the type of line they wish to create (thick or thin).</p> <p>Experiment with different brushes and tools to create texture (fingers, paintbrushes, sticks, sponge, rollers, straws, natural and manmade objects)</p>	<p>To know how to balance paint with water</p> <p>That different brush strokes can be used to produce different effects.</p> <p>To know that the tint of a colour can be changed by adding white to make it lighter.</p> <p>To know that the shade of a colour can be changed by adding black to make a darker colour</p> <p>To choose the right amount of each paints when mixing secondary colours</p>
<p>Links to Old Town Visions and Values</p>	<p>Respect</p> <p>We take turns and share resources and equipment e.g., paint and paint brushes. We take pride in the achievements of others.</p> 	<p>Resilience</p> <p>We always try our best and are ambitious with our learning. We persevere when things are difficult. We don't give up easily. We can resist distractions. We believe that we can get better at things.</p> 	<p>Independence</p> <p>We are learning to get the equipment or resources we need to help us with our learning. We can tidy away after ourselves when we have finished a job. We take pride in our work.</p> 	<p>Curiosity</p> <p>We love learning about new things. We like to wonder and think about things beyond what we already know. We like to experience the joy of finding out about new things. We encourage being creative and thinking outside of the box. We know that creativity can be found all around us, we just need to look carefully for it. We are not afraid to think differently, or have a different opinion to others. We want to find out more. We can ask great questions to develop understanding. We can wonder 'why'? We explore, investigate and seek answers for ourselves.</p> 

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Printing</p>	<p>Paint over found objects to create prints e.g. food printing</p>	<p>To know objects shape / textures can be transferred to paper (e.g. hand print / rubbing)</p> <p>To roll printing ink/paint over found objects to create prints</p> <p>Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc.) paint & press</p>	<p>That shapes can be cut / or indents made in an object (e.g. potato).</p> <p>That the indented shape will hold paint and appear as the same colour as the background materials that is being printed upon.</p> <ul style="list-style-type: none"> • That a block can be used to repeat the same print/pattern repeatedly. • Create a repeating pattern with a print 	
<p>Links to Old Town Visions and Values</p>	<p>Respect We take turns and share resources and equipment. We take pride in the achievements of others.</p> 	<p>Resilience We always try our best and are ambitious with our learning. We persevere when things are difficult. We don't give up easily. We can resist distractions. We believe that we can get better at things.</p> 	<p>Independence We are learning to get the equipment or resources we need to help us with our learning. We can tidy away after ourselves when we have finished a job. We take pride in our work.</p> 	<p>Curiosity We love learning about new things. We like to wonder and think about things beyond what we already know. We like to experience the joy of finding out about new things. We encourage being creative and thinking outside of the box. We know that creativity can be found all around us, we just need to look carefully for it. We are not afraid to think differently, or have a different opinion to others. We want to find out more. We can ask great questions to develop understanding. We can wonder 'why'? We explore, investigate and seek answers for ourselves.</p> 

Drawing	<p>Intentionally make marks</p> <p>Create closed lines in their drawings and then use those shapes to represent objects</p> <p>To draw picture with more detail e.g. adding dots for eyes and a line for a mouth.</p>	<p>That different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour</p> <p>Draw shapes e.g. circle for head</p> <p>Draw straight and curved lines</p> <p>Use some form of tripod grip to hold a paintbrush/ pencil etc...</p> <p>How to get different effects from different media e.g. chalk can smudge</p> <p>Create some recognisable shapes and features e.g. a rainbow or a circle for a sun, a face</p> <p>Add detail to drawings which represent each part of the object (e.g. face, body, legs)</p>	<p>That different mediums create different marks from paint, chalk, pencil and felt tips.</p> <p>That each medium has different qualities e.g. pencil for precision, pastels to blend</p> <p>The pressure that you apply when drawing can be one way to change the light / darkness of a line</p> <p>Identify light and dark within drawings</p> <p>Draw light and dark lines (by varying the pencil pressure)</p> <p>To identify patterns within pieces of art and produce patterns by repeating lines e.g. study of Kandinsky and using lines, swirls, spirals and zig zags</p> <p>Add detail to drawings through adding shapes within another shape e.g. windows within a house</p>	<p>That shadows can be represented in drawings using a range of techniques (drawn from shared examples), shading, smudging, blending, cross hatching</p> <p>To understand that you can use different pencil grades.</p> <p>Vary drawing materials: using pencils, pastels, charcoals</p> <p>Vary techniques for adding tone and texture to drawings by using different techniques.</p> <p>Draw objects in proportion to each other within the same picture e.g. the fingers on a hand</p>
<p>Links to Old Town Visions and Values</p>	<p>Respect</p> <p>We take turns and share resources and equipment. We take pride in the achievements of others.</p> 	<p>Resilience</p> <p>We always try our best and are ambitious with our learning. We persevere when things are difficult. We don't give up easily. We can resist distractions. We believe that we can get better at things.</p> 	<p>Independence</p> <p>We are learning to get the equipment or resources we need to help us with our learning. We can tidy away after ourselves when we have finished a job. We take pride in our work.</p> 	<p>Curiosity</p> <p>We love learning about new things. We like to experience the joy of finding out about new things. We encourage being creative and thinking outside of the box. We know that creativity can be found all around us, we just need to look carefully for it. We want to find out more. We can ask great questions to develop understanding. We can wonder 'why'? We explore, investigate and seek answers for ourselves.</p> 

Clay	<p>Mould dough /clay by pinching, rolling, stretching and squeezing</p>	<p>Mould dough / clay into a shape of a specific object (e.g. dog, boat)</p> <p>Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate)</p>		<p>That sculpture is when the artist's thoughts are represented by a (3D) model / picture</p> <p>That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold</p> <p>To know that clay can be moulded to a desired shape using: pinching, rolling and stretching, twisting, scratching and coiling.</p> <p>Create a clay sculpture following a design</p> <p>Use a range of tools to mark make on the surface of the clay</p>
<p>Links to Old Town Visions and Values</p>	<p>Respect We take turns and share resources and equipment. We take pride in the achievements of others.</p> 	<p>Resilience We always try our best and are ambitious with our learning. We persevere when things are difficult. We don't give up easily. We can resist distractions. We believe that we can get better at things.</p> 	<p>Independence We are learning to get the equipment or resources we need to help us with our learning. We can tidy away after ourselves when we have finished a job. We take pride in our work.</p> 	<p>Curiosity We love learning about new things. We like to experience the joy of finding out about new things. We encourage being creative and thinking outside of the box. We know that creativity can be found all around us, we just need to look carefully for it. We want to find out more. We can ask great questions to develop understanding. We can wonder 'why'? We explore, investigate and seek answers for ourselves.</p> 

Artists		<p><u>Painting - Jackson Pollock</u> Pollock was best known for his abstract, drip-style paintings that he created on the floor He expressed how he was feeling (e.g. by using dull, dark colours to show that he was unhappy)</p> <p>Look at the work of the artist Jackson Pollock and say what they see</p>	<p><u>Painting – Kandinsky</u></p> <ul style="list-style-type: none"> • Know that Kandinsky was an abstract artist, who used colour, shape and texture for effect • Know that he used his art to show his emotions <p><u>Printing - Orla Kiely</u></p> <ul style="list-style-type: none"> • She is an Irish designer whose designs are on a variety of objects (hats, curtains, wallpaper) • Kiely’s prints often feature repeated patterns • Her designs use interpretations of nature <p><u>Drawing - Lowry – townscapes</u> LS Lowry – Lowry drew the everyday places and people around where he lived He was famous for drawing industrial landscapes and matchstick figures</p>	<p><u>Drawing - Frida Kahlo</u> Frida Kahlo – She is famous for her self-portraits Kahlo’s paintings often show the emotions that she was going through at the time</p> <p><u>Drawing - Henri Matisse</u> Matisse’s style involved using pure colours and bright light You could often see the brush strokes and mark-making in his work</p> <p><u>Clay - Chris Gryder</u> Gryder is a ceramic artist who uses clay to make natural forms and patterns He creates ‘relief work’ on the surface of the clay (creating raised areas (3D) by scratching and joining)</p>  <p><u>Michael Condron</u> He creates larger than life sculptures He created the ‘Bottle Knot’ sculpture that is in Poole</p> 
----------------	--	---	---	---

Vocabulary	Art, draw, marks, paint, colour	pinching, rolling, stretching and squeezing, smudge, shapes, thick, thin, paint, primary, secondary colours	Artist, colour, patterns, lines, shapes, emotions, feelings. Print, paint, press, design, block, repeated pattern thick, thin, thickness, lighten, darken, shades	HB pencil, lead, 2D, light and dark, thick, thin, repetition, pattern, repetition, hatch, cross hatch, blend, smudge Vocab linked to chosen media e.g. charcoal, oil pastel, ink Paint – thick, thin, light, dark, paint, primary colours, secondary colours clay, marking, design, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin, disc cutter, scalpel, materials (e.g. <i>cardboard, paper</i>)
------------	---------------------------------	---	---	---