



Art Long Term Plan 2025-2026



Long term plan



Art Curriculum



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Year	THREAD: Drawing	Vocabulary
	Key Skills	
EYFS	- Begin to use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk. - Use drawings to tell a story from retelling or from imagination. - Investigate different lines - thick, thin, wavy, straight. - Ensure sensitivity and visual awareness. - Make simple representations of objects familiar to them eg. my house, my cat, my family.	Mark make, Drawing, Thick, Thin, Wavy, Straight
	Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)	
Y1	- Experiment with a variety of drawing media. Use thick felt tip pens/chalks/charcoal/wax crayon. - Control the types of marks made. Begin to control lines to create simple drawings. - Colour within the line. - Draw on different surfaces with a range of media. - Observe and draw shapes from observations. - Begin to investigate tone by drawing light/dark lines. - Make rubbing to collect textures and pattern.	Portrait, Self-portrait, Artist, Mark making, Line, Sketch, Reflection
		Artist Study
	Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawing of people. Sketch objects in both the natural and man-made world.	Vincent Van Gogh – Spring 1
Y2	- Experiment with a variety of drawing media in which surface detail can be added. Use thick felt tip pens/chalks/charcoal/wax crayon. - Control the types of marks made. Continue to add detail to picture and begin to use side of pencil to add shading to detail. - Draw on different surfaces with a range of media. - Observe and draw shapes from observations that have a third dimension. - Investigate tone by drawing light/dark lines. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. - Experiment with different grades of pencil (2B-HB) and other implements to create lines, marks, tone and texture. - Make rubbing to collect textures and pattern and create textures with a wide range of drawing implements.	Portrait, Self-portrait, Artist, Line, Sketch, Control, Shade/shading, Position, Shape, Light/dark lines, Texture, Shadow, Observational drawing, three dimensional
		Artist Study
	Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawing of people. Sketch objects in both the natural and man-made world.	Summer – Shelia Catherine Bownas Botanical Oil Pastels



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Y3	- Experiment with ways in which surface detail can be added to drawings using various media. - Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. Introduce the concepts of scale and proportion. - Draw for a sustained period of time at an appropriate level. - Experiment with different grades of pencil and other implements to create lines, marks and different forms and shapes. - Begin to show an awareness of objects having a third dimension. Identify and draw the effect of light (shadows) on a surface, on objects and people. - Apply tone in a drawing in different ways. - Create textures with a wide range of drawing implements and apply a simple use of pattern and texture in drawing. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.	Shadow, 3 dimensional, Emphasis, Form, Texture, Observe/ Observational, Value, Tonal Range
		Artist Study
		<i>Autumn - Dragons eyes</i>
Y4	To create a wide range of tones using different drawing pencils. - To know that things are further away require less detail. - To explore light and dark through use of charcoal, chalk and pastel. - Reinforce knowledge of what constitutes a drawing. Remind children that skills to produce a drawing can be practised and improved. - Look at and discuss examples of drawings, look at tones in them and discuss why they have dark and light areas. Use knowledge gained to improve own observational drawings. - Use coloured biro to suggest tones. Use dots, squiggles, cross hatching. - Use sketchbooks to plan out drawing (linked to ongoing class work).	Shadow, 3 dimensional, Emphasis, Form, Texture, Observe/ Observational, Value, Tonal Range, detail. Cross hatching, tone, light and dark
		Artist Study
		Dragon eyes
Y5	- Use a range of mediums on a range of backgrounds - Work from a variety of sources including first hand observation, photographs and digital images. - Work in a sustained and independent way to create detailed drawings - Use dry media to make different marks, lines, patterns and shapes within drawing. - Experiment with wet media to make different marks, lines, patterns, textures and shapes - Begin to use simple perspective in their work using a single focal point and horizon. - Use shading to create mood and texture. These to include cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight - Evaluate and analyse creative works.	Cast shadow, Hatching. Cross hatching, Highlight, Tonal range, Symmetry, Mood, atmosphere, Pointillism, Focal point, Horizon. Evaluate
		Artist Study
		Mining topic



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Y6	- Independently selects materials and techniques to use to create a specific outcome. - Work from a variety of sources including observation, photographs and digital images. Develop close observation skills. - Work in a more sustained and independent way. - Draw with precision using different gradient pencils or other mediums for effect. Show shape, proportion and perspective in drawings and artwork. - Start to develop their own style using tonal contrast and mixed media - Produce increasingly detailed preparatory sketches for painting and other work. - Use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour and techniques such as hatching in their work. - Develop the use of simple perspective in their work. Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground / background - Evaluate and analyse creative works.	Reflected light, Cast shadow, Hatching, Cross hatching, Highlight Tonal range, Symmetry, Mood Atmosphere, Contrast, Perspective Composition, Evaluate
		Artist Study
		Igor Lukyanov

Year	THREAD: Printing	
	Key Skills	Vocabulary
EYFS	- Make rubbings showing a range of textures and patterns. - Print with block colours. Print with a variety of objects. - Imprint onto a range of textures - newspaper, coloured paper, clay etc.	Printing Rubbing Imprint
Y1	- Experiment with marbling, investigating how ink flows and changes with movement. - Print with a range of hard and soft materials e.g corks and sponge - Roll inks/paints over found objects to create patterns. - Create a repeated pattern in print - Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics - Create a printed piece of art by pressing, rolling, rubbing and stamping.	Marbling Printing Ink Pattern Roll Flow Change
		Artist Study
		Giuseppe Arcimboldo - Summer 1 Fruit printing
Y2	- Create a repeated pattern in print - Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics - Create a printed piece of art by pressing, rolling, rubbing and stamping. - Create printing blocks using a relief or impressed method. - Use sketch books to record ideas and patterns. - Explore colour mixing through overlapping two colour prints deliberately.	Repeated pattern Form Pressing Rolling Rubbing Stamping
		Artist Study
		Spring - Andy Warhol – pop art printing



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Y3	- Create printing blocks using a relief or impressed method. - Use sketch books to record ideas and patterns. - Explore colour mixing through overlapping two colour prints deliberately. - Use sketch books to record ideas and patterns. - Create printing blocks using card, string and polystyrene. - Modify and adapt print as work progresses - Use overlapping when screen printing - Gather ideas about form and shape from the YSP	Printing block Relief Impressed Overlapping Record Modify Adapt Artist Study Roman printing
Y4	- Print using a variety of materials, objects and techniques including layering. - Research, create and refine print using a variety of techniques. - Talk about the processes used to produce a simple print. - To explore pattern and shape, creating designs for printing. - Select broadly the kinds of materials to print with in order to get the effect they want.	Design Process Observe Interlocking Mono Printing Printing roller Aluminium foil Etching Engraving Lithographs Collagraphs Artist Study Paris Skyline Claire Cawlfild
Y5	- Use sketch books to record ideas and patterns. - Design and create prints for fabrics, book covers and wallpaper. - Makes connections between own work and patterns in their local environment e.g. curtains and wallpaper. - Explore printing techniques used by various artists. - Work into prints with a range of media, including pens, coloured pencils and paint.	Design Evaluate Techniques Media Artist Study William Morris - wallpaper

Year	THREAD - Sculpture	Vocabulary
	Key Skills	
EYFS	- Enjoy using a variety of malleable media such as clay, papier mache, salt dough. - Impress and apply simple decoration. - Cut shapes using scissors and other modelling tools. - Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. - Look and talk about what they have produced, describing simple techniques and media used.	Press Roll Cut Shape Clay/plasticine/dough Build/make/construct Scissors/tools Glue/fix/stick Smooth/bumpy



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Y1	- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. - Use tools and equipment safely and in the correct way. - Explore the work of a range of artists, craft makers and designers. - Look at and talk about own work and that of other artists and the techniques they had used. - Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. - Demonstrate experience in surface patterns/ textures and use them when appropriate. - Identify changes they might make or how their work could be developed further. - Create simple drawings based on things observed (Natural objects.) - Produce different patterns and textures from observations. - Gather and sort the materials I need. - Make different kinds of shapes and patterns. - Experiment with constructing and joining natural materials. - Use materials safely and in the correct way. - Use simple techniques with clay to make thumb	Pattern - Symmetrical, simple, spiral, overlapped Texture - Rough, smooth, bumpy, hard, soft, Form - 3D, small, large pointed, rounded, natural Artist Study Andy Goldsworthy- Sculpture using natural materials -Summer 2
Y2	- Shape, form, construct and model from observation and imagination. - Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. - Demonstrate experience in surface patterns/ textures and use them when appropriate. - Explore carving as a form of 3D art. - Explore the work of a range of artists, craft makers and designers. - Identify changes they might make or how their work could be developed further. - Learn to secure work to continue at a later date. - Join two parts successfully. - Use a sketchbook to plan, collect and develop ideas. - Produce more intricate surface patterns/ textures and use them when appropriate. - Produce larger ware using pinch/ slab/ coil techniques. - Continue to explore carving as a form of 3D art. - Use language appropriate to skill and technique. - Continue to explore the work of a range of artists, craft makers and designers.	As above Model/form Sketch/plan Texture/surface pattern Carving Three dimensional Improve/develop Artist Study Spring - Andy Goldsworthy Clay animal



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Y3	- Learn to secure work to continue at a later date. - Join two parts successfully. - Use a sketchbook to plan, collect and develop ideas. - Produce more intricate surface patterns/ textures and use them when appropriate. - Produce larger ware using pinch/ slab/ coil techniques. - Continue to explore carving as a form of 3D art. - Use language appropriate to skill and technique. - Continue to explore the work of a range of artists, craft makers and designers. - Make a slip to join two pieces of clay. - Decorate, coil, and produce maquettes confidently when necessary. - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	As above Join/blend/match Pinch/slab/coil Carve/scrape/gouge Subtractive vs additive sculpture Slip/scoring
		Artist Study
		Yayoi Kusama pumpkins
Y4	- Use familiar shapes to create simple 3D drawings and describe the shapes they use. - Draw a simple design with consideration for how its shape could be cut from soap. - Transfer a drawn idea successfully to a soap carving. - Make informed choices about their use of tools. - Successfully bend wire to follow a simple template, adding details for stability and aesthetics. - Show they are considering alternative ways to display their sculpture when photographing it. - Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.	Abstract Object Carve Placement Modifications Frame Mesh support
		Artist Study
		Egyptian Masks
Y5	- Continue to work in a safe, organised way, caring for equipment. - Create an increasingly complex, free-standing 3D clay structure. - Paint the components of the structure before constructing. - Use a wide range of techniques to join and combine materials. - Make informed and critical comments about their own and other people's work. - Make notes as to how they might develop their work further. - Use their sketchbooks to compare and discuss ideas with others.	Line - Straight, strong, jagged, horizontal vertical, diagonal, curved Shape/Form - 3D, geometric, angular, sharp, straight, pointed, curved,
		Artist Study
		Historical Art- Greek Pots
Y6	- As above - Work around armatures or over constructed foundations. - Demonstrate experience in relief and freestanding work using a range of media. - Recognise sculptural forms in the environment: Furniture, buildings.	Base/foundation Relief/frieze/freestanding Plinth Mould/cast Pillar/column/buttress
		Artist Study
		Barbara Hepworth- Armatures



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Year:	Thread- Collage/Multi Media (collage, weaving, threads, fabrics, surfaces, wood and clay)	Vocabulary
	Key Skills:	
EYFS	- Handling, manipulating and enjoying using various materials - Create simple collages using paper, pasta, beans and larger tactile things - Able to select, sort, tear and glue items down to create an image - Use simple techniques appropriately - Experiment to create different textures using appropriate equipment	Manipulate Select Sort Tear Experiment Texture Equipment
Y1	- Create images from different types of paper (tissue, crepe...) - Collect and sort different coloured papers appropriate for an image. - Create and arrange shapes appropriately by cutting and tearing. - Fold, crumple, tea and overlap papers.	Colour – Natural, earthy, bright, bold Shape – Small, large, rounded, curved, natural Pattern – Symmetrical, repeated, overlapped Artist Study Autumn 2 – Henri Matisse
Y2	- Build on experiences in Y1 - Cut and tear paper for my own collage. - Cut shapes accurately. - Create different tones using light and dark colours. - Overlap paper to create a jungle effect.	Space - Background, middle ground, foreground Texture - Rough, smooth, bumpy, soft, glossy, shiny, uneven, overlapping Shape - Organic, curved, rounded, nature Tone - Dark, light, shadow, Artist Study Summer - Hot and Cold areas of the world collages
Y3	- Children can now cut accurately and without any assistance - Experiment using different colours and textures and combining these to create an image - Use repeated patterns within collages - Explore using paper mosaic - Use smaller eyed needles and thinner thread to create a range of stitches - Use colour to express an idea in weaving, e.g weather, seasons, moods or to create a specific picture - Explore the effects of tie dying - Use digital images and ICT to create collages - Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent different texture	Cut Colours Textures Combine Repeated pattern Paper mosaic Small eyed needles Thread Tie dying Digital Overlapping Layering visual Artist Study Beach landscape- Kurt Schwitters
Y4	- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Cutting joining thread textures joining overlapping qualities Artist Study Hokusai – The Great Wave



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	- investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		
Y5	- Use montage to create abstract art work including digital forms eg magazine images - Explore using wire and plaster to create collages that take on a 3D form - Experiment with techniques and colours that create a contrasting texture such as light and dark, rough and smooth, plain and patterned - Interpret stories, poems, songs and other stimuli through a range of texture, colour and digital form	Montage Abstract Digital Wire Plaster Mould 3D Experiment Contrast Light Dark Rough Smooth Plain Patterned Interpret Digital Artist study	
Y6	- Experiment moulding clay and other mouldable items eg wire - Create models on various different scales - Use a range of resources to create art pieces - Develop ability to embellish, using applique, stitching, drawing, sticking, cutting, paint, weaving and layering - Apply knowledge of various techniques to express feelings and evoke emotions - Work collaboratively on a larger scale	Moulding Scale Embellish Applique Stitch Sticking Cutting Paint Colour Weaving Layering Evoke Techniques Emotion Collaboratively Larger scale Artist Study Maya Art Unit	
Year:	Thread - Painting		Vocabulary
	Key Skills		
EYFS	- Naming colours. - Experiment with using primary colours. - Explores how colours can be changed. - Explores what happens when colours are mixed together. - Use painting tools and techniques to explore colour. - Explore using paint on different surfaces and in different ways e.g. coloured, sized and shaped paper.	Colour Mixed Change Primary colours Size Shape	



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Y1	- Identify primary colours by name. - Mix, use and apply secondary colours. - Use a variety of tools and techniques including different brush sizes. - Develop ability to control the types of marks made. - Work on different scales (large brush on large paper) - Experiment with tools and techniques. - Create tints with paint by adding white. Create tones with paint by adding black. - Name different types of paint and their properties. - Mix and match colours to artefacts and objects. Experience painting with smaller brushes, developing control. - Explore what happens when secondary colours are mixed. Build confidence in mixing colour shades and tones. Darken colours without using black. Make as many tones of one colour as possible using white. - Experiment with tools and techniques (layering, mixing media, scraping through).	primary colour secondary colour control scale tone tint Artist Study Kandinsky – Autumn
Y2	- Name different types of paint and their properties. Mix and match colours to artefacts and objects. - Experience painting with smaller brushes, developing control. - Explore what happens when secondary colours are mixed. Build confidence in mixing colour shades and tones. - Darken colours without using black. Make as many tones of one colour as possible using white. - Experiment with tools and techniques (layering, mixing media, scraping through). - Know tertiary colours. Make colour wheels Use a developed colour vocabulary. - Use a range of brushes to create different effects. (Blocking in colour, washes, dotting, scratching, splashing, thickened paint creating textural effects). Understand how to create a background using a wash. - Use light and dark within painting. Explore complimentary colours. - Mix colour, shades and tones with increasing confidence.	primary colour secondary colour shade tone layering scraping technique tertiary colours colour wheel blocking wash splash art texture complimentary colours Artist Study Autumn - Martin Bulinya paintings
Y3	- Know tertiary colours. - Make colour wheels - Use a developed colour vocabulary. - Use a range of brushes to create different effects. (Blocking in colour, washes, dotting, scratching, splashing, thickened paint creating textural effects). - Understand how to create a background using a wash. - Use light and dark within painting. - Explore complimentary colours. - Mix colour, shades and tones with increasing confidence. - Mix tertiary colours. - Make and match colours with increasing accuracy. - Experiment with styles used by artists. - Use light and dark within painting.	tertiary colours colour wheel blocking wash splash art texture complimentary colours underpainting dry brushing blocking in graffito water colour Artist Study The Iron Man by Ted Hughes



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	- Show understanding of complimentary colours. Begin to choose appropriate media to work with. - Start to develop a painting from a drawing. Experiment with water colour techniques.	
Y4	- Share their ideas about a painting. - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D. - Try different arrangements of objects for a composition, explaining their decisions. - Produce a clear sketch that reflects the arrangement of their objects. - Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. - Paint with care and control to make a still life with recognisable object	Dimensions tint Shade control compositions 3D Object 3D Light and dark Artist Study Spring- Lichtenstein "Explosion"
Y5	- Use tertiary colours in paintings. - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Mix and match colours to create atmosphere and light effects. - Mix colour, shades and tones with confidence building on previous knowledge. - Start to develop own style of painting using tonal contrast and mixed media. - Develop water colour techniques.	tertiary colours complimentary colours contrasting colours light effects tonal contrast mixed media water colour Artist Study
Y6	- Work in a sustained and independent way to develop their own style of painting. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources. - Show an awareness of how paintings are created (composition). - Develop a painting from a drawing. - Purposely control the types of marks made. - Understand which works well in their work and why. - Introduce acrylic paint.	composition evaluate still life hue value form Artist Study David Hockney



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Year	Thread - Textiles	Vocabulary
	Key Skills	
EYFS	Explore a range of materials. Use a variety of textiles and fabric to create. Simple weaving eg. Using twigs and paper. Collage using different materials. Use appropriate language to explain texture.	Weave, Fabric, material, Textural words. Collage- soft, rough, furry etc
Y1	Match and sort fabrics and threads by colour texture, length, size and shape. Change and modify threads and fabrics, knotting, twisting. Cut and shape fabric using scissors. Apply shapes by glue. (Applique) Apply decoration using feathers etc... Apply colour with printing, fabric crayons. Create fabrics by weaving materials eg. Grass through twigs, carrier bags through bike wheels. Change and modify threads and fabrics, fraying, fringing, pulling threads, plaiting. Cut and shape fabric using scissors and snips. Introduce stitching to apply decorations such as beads, buttons, etc... Create cords and plaits for decoration. Apply colour with printing and dipping. Create and use dyes eg onion skins, tea, coffee. Create fabrics by weaving materials such as ribbons, chunky threads	Properties of materials- waterproof Knotting Twisting Thread Decoration Printing Weaving
		Artist Study
		Rosie Lee Tompkins – Spring 2
Y2	Change and modify threads and fabrics, fraying, fringing, pulling threads, plaiting. Cut and shape fabric using scissors and snips. Introduce stitching to apply decorations such as beads, buttons, etc... Create cords and plaits for decoration. Apply colour with printing and dipping.. Create and use dyes eg onion skins, tea, coffee. Create fabrics by weaving materials such as ribbons, chunky threads. Use a variety of techniques, eg weaving and stitching to create different textural effects. Stitching using simple stitch such as running stitch.	Fraying, fringing, pulling, plaiting, snips, stitch, dipping, create cords, Dyes, needle Applique Running stitch Paste resist Batik Blanket stitch Joining



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	Match the tool to the material. Develop skills in stitching, cutting and apply shapes.	Artist Study Puppets - Christmas
y3	Use a variety of techniques, eg weaving and stitching to create different textural effects. Stitching using simple stitch such as running stitch. Match the tool to the material. Develop skills in stitching, cutting and apply shapes. Use a variety of techniques, eg printing, dyeing and stitching to create different textural effects. Stitching using different stitches Eg-running stitch, blanket stitch Match the tool to the material Develop skills in stitching, cutting and joining. Experiment with paste resist.	Applique Running stitch Paste resist Batik Blanket stitch Joining Artist Study Textile Turtles
y4	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Applique Running stitch Paste resist Blanket stitch Joining contruction Artist Study Viking Shoes
y5	Use fabrics to create 3D structures. Use different grades of threads and needles to join materials. Experiment with batik techniques. Experiment with a range of media to overlap to create interesting colours, textures and effects.	Embroidery Back stitch Batik Overlap Stuffing Texture. Artist Study



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Y6	Use fabrics to create 3D structures. Use different grades of threads and needles to add embellishments. Use and select a range of printing/resist techniques. Eg. Tie dye Use and select a range of media to overlap and layer to create interesting colours, textures and effects.	Embellishment
		Wadding
		Tie Dye
		Artist Study
		Autumn Phone Cases - DT