



Art Long Term plan

| | Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn Monochromatic | <p>Monochromatic Magic Big Idea: Play with one colour in fun ways.</p> <p>Activities: Colour Sorting: Sort mixed objects by colour → learn colour families. Single Colour Painting: Use one colour + white/black → explore shades. Monochrome Collage: Make a collage with materials of one colour → explore texture.</p> <p>Vocabulary: colour, shade, tint, tone, texture, collage.</p> <p>Learning: Colours can change; colours can show feelings.</p> | <p>Monochromatic Magic Big Idea: Explore one colour in lots of ways.</p> <p>Skills: Mix lighter/darker shades; make one-colour collages; use natural objects.</p> <p>Knowledge: “Monochromatic” = one colour + tints/shades.</p> <p>Vocabulary: monochrome, shade, tint, tone, texture, collage.</p> <p>Expression: Talk about how colours make us feel; choose a colour to show feelings.</p> | <p>What is drawing? Skills: Hold pencil, control grip/pressure, draw lines/shapes, simple texture.</p> <p>Elements: Line, shape, texture.</p> <p>Knowledge: Art is worldwide; reasons for drawing.</p> <p>Vocabulary: line, shape, texture, tone, value.</p> | <p>Patterns in Art Skills: Precise lines, repeat patterns, use guides.</p> <p>Elements: Line, shape, space, value.</p> <p>Knowledge: Patterns in culture/design; art in homes.</p> <p>Vocabulary: pattern, space, geometric, organic.</p> | <p>Drawing Faces Skills: Use shapes for facial features, observe details, start shading.</p> <p>Elements: Line, shape, texture, value.</p> <p>Knowledge: Artists practise; portrait vs landscape.</p> <p>Vocabulary: portrait, iris, pupil, texture, value.</p> | <p>Perspective Skills: Draw form, one-point perspective, shading (hatching, stippling).</p> <p>Elements: Line, shape, form, value.</p> <p>Knowledge: Perspective concepts; experimentation.</p> <p>Vocabulary: horizon, vanishing point, perspective, form.</p> | <p>Finding Style Skills: Proportion, geometric/organic styles, mixed media.</p> <p>Elements: Line, shape, form, texture, value.</p> <p>Knowledge: Artistic styles; art can be non-realistic.</p> <p>Vocabulary: abstract, stylised, geometric, organic.</p> | <p>Avoiding Mistakes in Faces Skills: Accurate proportion, refine features, advanced shading.</p> <p>Elements: Line, shape, form, value.</p> <p>Knowledge: Common portrait errors; use references.</p> <p>Vocabulary: proportion, cupid’s bow, philtrum, reference.</p> |
| Spring Chromatic | <p>Chromatic Creations Big Idea: Explore colours and how they change.</p> <p>Activities: Colour Sorting: Group objects by colour → learn names. Sensory Mixing: Mix paints or coloured water → see new colours. Colour Stories: Read The Colour Monster →</p> | <p>Chromatic Creations Big Idea: Explore how colours are made and used.</p> <p>Skills: Identify primary/secondary colours; mix colours; predict colour changes.</p> <p>Knowledge: Warm vs cool colours; colours in nature;</p> | <p>Does abstract art mean anything? Skills: Mix primary → secondary colours; control brush; rinse between colours.</p> <p>Elements: Line, shape, space, colour.</p> <p>Knowledge: Abstract art can express ideas.</p> <p>Vocabulary: primary, secondary, abstract, colour, line, shape.</p> | <p>How can artists use colour? Skills: Warm/cool colours; complementary colours; create palettes; sketch guides.</p> <p>Elements: Colour, line, shape, space.</p> <p>Knowledge: Colour impacts mood; colour wheel basics.</p> | <p>What is illustration? Skills: Blend colours; use watercolour vs acrylic; sketch for painting.</p> <p>Elements: Colour, line, shape.</p> <p>Knowledge: Illustration tells stories; artists use different media.</p> | <p>Why do artists keep sketchbooks? Skills: Watercolour proficiency; photo-collage; sketchbook for planning; scissors for collage.</p> <p>Elements: Line, shape, colour, space.</p> | <p>How realistic do portraits need to be? Skills: Mix skin tones; watercolour proficiency; ripped paper collage; measure proportions; sketch guides.</p> <p>Elements: Colour, shape, proportion.</p> | <p>Can art help save the planet? Skills: Precision collage; grid method; pencil rubbing; watercolour proficiency.</p> <p>Elements: Line, shape, colour, texture.</p> <p>Knowledge: Art can raise awareness;</p> |

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| | <p>link colours to feelings. Nature Hunt: Collect leaves/flowers → match to colour cards.</p> <p>Vocabulary: primary, mix, shade, tint, warm, cool.</p> <p>Learning: Colours can change, show feelings, and are found in nature.</p> | <p>artists use colour to express ideas.</p> <p>Vocabulary: primary, secondary, warm, cool, mix, tint, shade, tone.</p> <p>Expression: Colours show feelings (blue = calm, red = energetic); talk about moods.</p> | | <p>Vocabulary: warm, cool, complementary, palette, colour wheel.</p> | <p>Vocabulary: blend, watercolour, acrylic, illustration.</p> | <p>Knowledge: Sketchbooks develop ideas; collage combines media. Vocabulary: sketchbook, collage, composition, photocollage.</p> | <p>Knowledge: Portraits vary in realism; artists experiment. Vocabulary: proportion, skin tone, collage, miniature.</p> | <p>design for impact. Vocabulary: grid method, transfer, design, precision.</p> |
| <p>Summer Sculpture: Clay</p> | <p>Clay Sculpture Big Idea: Explore clay and texture through play.</p> <p>Activities: Sensory Warm-Up: Feel textures → introduce clay. Clay Play: Squash, roll, pinch; use tools and natural items for texture. Animal Link: Press animal footprints; talk about features. Reflect: Share what was made and how clay felt.</p> <p>Vocabulary: smooth, rough, pinch, roll, mould, texture.</p> <p>Learning: Clay can be shaped; tools and hands change form; animals have unique textures.</p> | <p>Animal Adventures Big Idea: Explore clay and animals through art.</p> <p>Skills: Pinch, roll, press clay; use tools for texture; shape clay into simple animal forms.</p> <p>Knowledge: Clay = material for 3D art; animals have features and habitats.</p> <p>Vocabulary: smooth, rough, bumpy, soft, hard, pinch, roll, mould.</p> <p>Expression: Describe animal features (spiky, furry, scaly); talk about textures.</p> | <p>Why do sculptors sculpt? Skills: Pinch pot; mould simple 3D forms; imprint textures.</p> <p>Elements: Shape, form.</p> <p>Knowledge: Sculptures can be practical or decorative; clay basics.</p> <p>Vocabulary: form, pinch pot, sphere, relief, score and slip.</p> | <p>How have castles inspired artists? Skills: Coil pot with lid; join clay using score & slip; wedge clay.</p> <p>Elements: Shape, form.</p> <p>Knowledge: Art reflects location; castles influence design.</p> <p>Vocabulary: coil, mould, wedging, pottery.</p> | <p>How can where you live impact you as an artist? Skills: Hand-building; create relief designs; imprint patterns.</p> <p>Elements: Shape, form, texture.</p> <p>Knowledge: Art reflects culture/history; pottery shows beliefs.</p> <p>Vocabulary: coiling, hand-building, relief.</p> | <p>What can pottery tell us about the past? Skills: Watercolour with clay work; photocollage; sketchbook planning.</p> <p>Elements: Shape, form, colour.</p> <p>Knowledge: Pottery reveals life in history; societal/religious meaning.</p> <p>Vocabulary: earthenware, stoneware, porcelain, kneading.</p> | <p>How can flowers inspire artists? Skills: Sculpt delicate forms; design for emotional impact; build around armatures.</p> <p>Elements: Shape, form, colour.</p> <p>Knowledge: Flowers influence art across cultures; design viability.</p> <p>Vocabulary: malleable, glossy, analogous colours.</p> | <p>How can food inspire artists? Skills: Precision collage; grid transfer; advanced clay techniques.</p> <p>Elements: Shape, form, texture, colour.</p> <p>Knowledge: Food inspires art historically; meaning in subject choice.</p> <p>Vocabulary: ceramic, kiln, sculpt, varnish, complementary colours.</p> |