Art Long Term Plan

Main artists included in LTP – exploration of other artists included in Learning Journeys.

	AUTUMN	Artists	SPRING	Artists	SUMMER	Artists
Nursery	Mark marking – pencil Printing – paint	Paul Klee	Weaving Colour Mixing - Paint	Michael Brennad Wood	Sculpture – natural resources	Hannah Bullen
Reception	Self Portraits – pencil Printing -paint	Range of portrait artists Linda Germain	Weaving Clay pots Colour mixing - paint	Anni Albers	Sculpture – leaf art	Frida Kahlo
KS1	CYCLE A Drawing - pencil – buildings CYCLE B Drawing – Pencil - flowers	Lowry Rachel Hauer	CYCLE A Powder paint – skies CYCLE B Paint – powder paint – bridges	Monet Matisse	CYCLE A Sculpture – clay – animals CYCLE B Sculpture – weaving	Karent Raithby Judith Scott and Julie Bland
LKS2	CYCLE A Paint – printing – geometric patterns CYCLE B Drawing – Pencil – Animals	William Morris Adonna Khare	CYCLE A Drawing – Charcoal CYCLE B Painting -powder paint	Dale Mackie Tinga Tinga	CYCLE A Sculpture – clay tiles CYCLE B Sculpture – wire	Goga Tandashvili Alexander Calder
UKS2	CYCLE A Drawing – pencil – portraits CYCLE B Paint – Acrylic	Kelvin Okafor Andy Warhol	CYCLE A Sculpture – 3D clay CYCLE B Drawing – Oil Pastel	Brickels Christiana Walther	CYCLE A Paint – watercolour – landscapes CYCLE B Sculpture – cardboard	Shabasaki Darrell Wakelam

Art and Design Progression by Medium (EYFS, KS1, LKS2, UKS2)
This progression document has been created from our medium-term plans (MTPs) to provide a clear, whole-school overview of the knowledge and skills pupils develop across each area of art and design. Rather than being organised by year group topics, it maps progression through the different artistic disciplines, ensuring that skills are built systematically from EYFS to Upper Key Stage 2.

Each strand (drawing, painting, sculpture and craft) identifies the practical skills, subject knowledge and vocabulary that pupils develop over time. The document also reflects the artists, craft makers and designers studied within our curriculum, ensuring that children revisit and build upon techniques, materials and artistic understanding in increasingly sophisticated ways.

By organising progression in this way, teachers can clearly see how learning develops across the school, ensuring continuity, appropriate challenge and high expectations for all pupils. It also supports curriculum planning, assessment and monitoring by making progression in each artistic medium explicit while remaining closely aligned to our medium-term plans.

Black – Disciplinary Skills **Orange** – Substantive Knowledge

	Drawing	Painting	Sculpting including craft maker/person
EYFS Nursery	• Hold and use drawing tools with increasing control. • Make marks using lines, dots, circles and simple shapes. • Draw closed shapes. • Know marks can be made in different ways (dots, lines, zigzags, circles). Printing with paint	• Explore paint – use different objects to make prints. • Mix and apply primary colours with support. • Know the colours red, yellow, blue • Know different objects make different printed marks and patterns.	Weaving • Attempt under/over movement across a frame/netting with adult support • Choose a piece of material (from a selection) • Know weaving means putting one strip over and under another Natural Art • Explore natural materials to create pictures and simple arrangements. • Know natural materials include leaves, flowers, grass, twigs and branches. • Know natural materials can be used to make pictures and artwork.
	• Evaluate - Say one simple thing about their piece		
EYFS Reception	• Hold and control a pencil to make a range of marks. • Draw a range of marks (lines, dots, zigzags, patterns) intentionally. • Draw lines and shapes to represent people and objects. • Different marks can be used to create pictures (e.g. lines, dots, zig-zags, loops and swirls).	Printing with paint • Use a range of objects and natural materials to create controlled prints and patterns. • Mix primary colours to create secondary colours. • Know the 4 steps of colour mixing powder paint – water paint, palette, mix. • Primary colours can be mixed to create secondary colours. • Different materials create different textures, patterns and effects in paint.	Weaving • Perform multiple under/over passes across a small loom/netting to create a mini-weave with minimal adult support • Use simple joining techniques (tape, glue, knot) with adult help. • Select and combine at least three different materials • Know weaving uses repeated under/over to make a fabric Natural Art • Select and combine natural and man-made materials to create a portrait or decorative frame. • Use colour, shape and line to represent themselves and ideas. • Know a self-portrait is a picture an artist makes of themselves.
	• Evaluate - Say one simple thing about their piece and one thing they might change next time		

	Drawing	Painting	Sculpting including craft maker/person
Key stage 1	Pencil • Hold and use pencils with control • Create lines, shape, patterns using pencil • Explore value (light and dark) using different grades of pencil • Create hatching and cross hatching using lines. • Use knowledge of artists/craft makers/designers to compare own work	• Mix primary and secondary colours confidently. • Create value by adding white and black. • Use a range of brushes to create thick, thin and textured brushstrokes. • Paint with increasing control using powder paint. • Use observation to select colours and values • Know different brushes create different effects. • Use knowledge of artists/craft makers/designers to compare own work	Weaving • Weave using a plain weave. (over one, under one). • Use discontinuous weaving to create simple shapes or images. • Use weaving vocabulary correctly. • Combine different materials to create texture. • Know weaving is a type of a textile art. • A person who creates woven textiles is called a craft maker/person. • A loom holds the threads ready for weaving. • Warp threads run up and down. • Weft threads go over and under the warp. • A plain weave is made by going over one, under one. • Discontinuous weaving allows different coloured sections or shapes to be created. • Use knowledge of artists/craft makers/designers to compare own work Clay • Model clay to create simple 3D forms. • Join clay using score and slip with support. • Beginning to use clay tools to create texture. • Know sculpture is a type of **3D art**. • Know modelling is made by adding clay. • Know carving is made by removing material. • Know score and slip are used to join clay. • Use knowledge of artists, craft makers and designers to compare their own work.
	Evaluate what went well and what could be improved		

	Drawing	Painting	Sculpting including craft maker/person
Lower Key stage 2	Pencil • Use five shading techniques: stippling, scumbling, hatching, cross hatching, blending. • Control pencil pressure to create value (tonal variation) • Use shading to make objects appear 3D (form and volume) • Use sketchbooks to develop and annotate ideas • Research an artist or style of art. • Discuss their own and others' work thoughtfully. • Compare outcomes with reference to artists and techniques. Charcoal skills only • Use charcoal with control. • Create thick and thin lines. • Draw clear shapes. • Use hatching and cross-hatching. • Use smudging to create smooth tonal transitions. • Use erasers to lift highlights. • Create range of value.	Paint • Mix colours accurately, including creating value (mix primary → secondary → tertiary; create lighter/darker versions). • Apply paint with increasing control using a range of tools • Produce paint effects: thick and thin brushwork, washes, blended backgrounds and layered washes. • Produce paint effects: thick and thin brushwork, washes, blended backgrounds and layered washes. • Build up layers of paint purposefully (plan background, then foreground/subject; overlay colours). • Use observation to select appropriate colours and value for a subject. • Know how colour choice can convey mood and meaning • Use sketchbooks to develop and annotate ideas • Research an artist or style of art. • Discuss their own and others' work thoughtfully. • Compare outcomes with reference to artists and techniques. Printing skills only • Make relief prints (polystyrene/styrofoam), • Make mono prints on acetate • Make collagraph prints using layered textured surfaces. • Design repeat/tessellating geometric patterns and extend patterns by overlapping, rotating and arranging shapes. • Know how different tools and surfaces (styrofoam, acetate, card, found textures) create different printed marks and textures.	Clay • Create a relief sculpture using clay. • Use score and slip to join clay securely. • Create high and low relief. • Use clay tools to create texture and detail independently. • Know the four main sculpture techniques are modelling, carving, casting and construction. • Know relief sculpture is made on a flat background. • Know high relief stands out further from the background than low relief. • Know score and slip are used to join clay securely. do not bold anything • Use knowledge of artists, craft makers and designers to compare their own work. Wire • Bend and manipulate wire to create a range of lines, shapes and simple forms. • Join wire securely to construct a simple three-dimensional sculpture. • Add materials to enhance texture and detail. • Know construction is one of the four main sculpture techniques. • Know wire can be bent and joined to create sculpture. • Use knowledge of artists, craft makers and designers to compare their own work.
	• Evaluate their work using art vocabulary such as line, shape, texture and space. • Explain what is successful about their work and suggest improvements.		

	Drawing	Painting	Sculpting including craft maker/person
Upper Key Stage 2	Pencil • Use all five shading techniques effectively. • Control pencil pressure to create a wide value range. • Blend values smoothly. • Build up layers gradually. • Draw facial features with increasing attention to proportion. • Represent skin, hair and eyes with increasing detail and realism. • Use sketchbooks to develop and annotate ideas referring to techniques, materials and explain decisions • Research an artist or style of art. • Identify how the artist uses the elements of art. • Compare outcomes with artists and others. • Comment on similarities, differences and how to improve Oil pastel skills only • Use blending, layering and colour mixing to create values • Apply stippling and sgraffito effectively to create textures	Paint – Watercolour • Produce light, loose landscape outlines as preparation for washes • Mix and apply a smooth, translucent wash using large brushes • Control water-to-paint ratio to vary intensity. • Create primary → secondary mixes; produce organised colour charts showing value and complementary relationships. • Add succeeding layers with reduced water and smaller brushes • Select and use a range of brushes to create loose washes and finer details • Use sketchbooks to develop and annotate ideas referring to techniques, materials and explain decisions • Research an artist or style of art. • Identify how the artist uses the elements of art. • Compare outcomes with artists and others. • Comment on similarities, differences and how to improve Paint – Acrylic skills only • Draw confident contour lines and use marker/pen to emphasise outlines where required. • Apply acrylic in controlled, even blocks. • Control order of painting - Paint small, detailed areas first (eyes, mouth), then block larger shapes; refine edges and clean transitions between colour blocks. • Know surface choice matters – changes paint absorption, finish, paint blends • Know complementary and juxtaposed palettes; warm vs cold colours and how contrast affects mood.	Clay • Use modelling techniques to create an accurate, balanced three-dimensional form. • Use score and slip independently to join clay securely and strengthen joins. • Use a range of clay tools confidently to create detailed texture, pattern and surface decoration. • Refine and adapt their sculpture during the making process to improve the final outcome. • Know the four main sculpture techniques are modelling, carving, casting and construction. • Know modelling is an additive sculptural technique where clay is shaped to create three-dimensional forms. • Know score and slip create a stronger bond when joining pieces of clay. • Know different tools and techniques can be used to create a variety of textures and patterns in clay. • Apply knowledge of artists, craft makers and designers to influence and compare their own work. Cardboard • Use construction techniques to create an accurate, balanced three-dimensional sculpture. • Use a range of building methods, including shapes, slits, scoring and strips, to join and strengthen cardboard sculptures. • Select and combine cardboard materials to create detailed form, texture and structure. • Refine and adapt their sculpture during the making process to improve stability and the final outcome. • Know the four main sculpture techniques are modelling, carving, casting and construction. • Know construction (assemblage) is an additive sculptural technique where materials are joined together to create a three-dimensional form. • Know different building methods, including shapes, slits, scoring and strips, can be used to construct and strengthen cardboard sculptures. • Know different materials and joining methods affect the strength, balance and appearance of a sculpture. • Apply knowledge of artists, craft makers and designers to influence and compare their own work.
	• Evaluate their work using art vocabulary such as form, texture, pattern, space and line. • Explain how they have refined and improved their work, justifying the artistic choices they have made.		