

Subject – Long Term Plans 2025-2026

Our whole-school Curriculum Development Leader for Art is Ms Sue Morrell

EYFS

Topic name	Learning question/s	Main EYFS	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Rangoli Patterns	What are Rangoli patterns?	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>Fine motor skills (funky fingers)</p> <p>Language – naming colours, numeracy, naming shapes</p> <p>Manipulating materials</p> <p>The world around us</p>	<p>Pattern</p> <p>Colour</p> <p>Shape</p>	<p>Aside from Forest Friday, all themes follow a text. These themes are not just exclusive to Art but will also cover other areas of the EYFS curriculum, such as physical development ect. There is a strong link to 'Environment', 'Well-being' 'Our school our town' Cultural diversity and the world of work</p>	<p>Rangoli Patterns</p> <p>Wellie Wednesday opportunities to explore art outside</p>
Kandinsky Patterns	What shapes can you see?	<ul style="list-style-type: none"> Share their creations, explaining the process they have used 		<p>Shape</p> <p>Pattern</p> <p>Position</p>		<p>Kandinsky Patterns</p>

Year 1

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p><u>PORTRAITS</u></p> <p><i>Rembrandt</i></p> <p><i>Van Gough</i></p> <p>Lynette Yiadom-Boakye</p>	<p>What is a portrait?</p> <p>What is an artist?</p>	<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing</p>	<p>Generating Ideas 1.0 Recognises that ideas can be expressed in art work.</p> <p>Generating ideas 1.1 (across all 3 units) Experiments with an open mind, enthusiastically try out and use all materials provided.</p> <p>K&U 1.0 Able to recognize/ describe some characteristics of different kinds of art, craft and design</p> <p>Evaluating 1.0 Shows interest in and describes what they think about the work of others.</p> <p>K&U 1.1 Knows the names of the tools, techniques and the formal elements (colour, shapes, tones etc.) that they use</p>	<p>Portrait</p> <p>Features</p> <p>Form</p> <p>Shape</p> <p>Line</p> <p>Colour – colour mixing</p> <p>Image</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Look at a range of different portrait types (physical)</p> <p>Powerpoints linked to type of art/artist</p>

		the differences and similarities between different practices and disciplines, and making links to their own work.				
<p><u>SCULPTURES</u></p> <p>June Leaf</p>	<p>What is a sculpture?</p> <p>How does a sculpture make you feel?</p>	<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and</p>	<p>Making 1.0 Tries out a range of materials /processes and recognizes that they have different qualities</p> <p>Making 1.1 Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating 1.0 Shows interest in and describes what they think about the work of others</p>	<p>3D</p> <p>Clay</p> <p>Form</p> <p>Texture</p> <p>Image</p> <p>Mould</p> <p>Join</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Visit to Stockwood Park</p>

		designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				
<u>STILL LIFE</u> Monet	<p>What is still life?</p> <p>What medium are we going to use?</p> <p>What do you like about the still life image?</p>	<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Making 1.0 Tries out a range of materials/ processes and recognizes that they have different qualities</p> <p>Making 1.1 Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating 1.0 Shows interest in and describes what they think about the work of others.</p>	<p>Composition</p> <p>Shading</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Size</p> <p>Colour</p> <p>View</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	Local artist

		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.				
--	--	--	--	--	--	--

Year 2

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<u>ABSTRACT PORTRAITS</u> Picasso Giuseppe Archimboldo	What does abstract mean? Who paints abstract portraits	Pupils should be taught: 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	Generating ideas 2.0 Tries out different activities and makes sensible choices about what to do next Making 2.0 Deliberately chooses to use particular techniques for a given purpose Making 2.1 Develops and exercises some care and control over the range of materials they use (seek to improve)	Abstract Different Perception Proportion Represent Colour Features shades	Well- being and mental health World of work Our town our school (local artist)	Visit from local artist

		<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>				
<p><u>LANDSCAPES</u></p> <p>- Lowry Constable Turner</p> <p>- Tori White</p> <p>Amelia Long</p> <p>-</p> <p>-</p>	<p>What is a landscape?</p> <p>What does rural mean?</p> <p>What does urban mean?</p>	<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>Generating ideas 2.1 Uses drawing to record ideas and experiences(across all 3 units)</p> <p>Evaluating 2.0 When looking at creative work, expresses clear preferences and gives some reasons for these</p>	<p>Contrast</p> <p>Compare</p> <p>Watercolours</p> <p>Oils</p> <p>Charcoal</p> <p>Representation</p> <p>Landscape</p> <p>Urban</p> <p>Rural</p> <p>Shades</p> <p>Colour</p> <p>Smudge</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p> <p>Environment</p>	<p>Local Area visit/School grounds/ Town centre</p>

		line, shape, form and space 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.				
<p><u>PRINTING</u></p> <p>William Morris</p> <p>+ woman/culture</p> <p>Dora Maurer</p>	<p>What is printing?</p> <p>How do you print?</p>	<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>K&U 2.0 Knows that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</p> <p>K&U 2.1 Able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (e.g. know the names of tools, colours (across all 3 units)</p>	<p>Print</p> <p>Design</p> <p>Repeat</p> <p>Shape</p> <p>Form</p> <p>Colour</p> <p>Ink</p> <p>etch</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Link carnival arts?</p>

		<p>line, shape, form and space</p> <p>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.</p>				
--	--	--	--	--	--	--

Year 3

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p><u>STILL LIFE COMPOSITION</u></p> <p>Modern and traditional artists</p> <p>Tracey Emin</p> <p>Giorgio Morandi</p>	<p>What is a composition?</p> <p>What makes a good composition for still life?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p>	<p>Generating ideas 3.1 Uses a sketchbook for different purposes, including recording observations, planning and shaping ideas (across all 3 units)</p> <p>Making 3.0 Develops practical skills by experimenting with, and testing the qualities of a range of different</p>	<p>Pastels Paints/Chalk/Charcoal Composition Detail Smudge Perception Scale Image View Techniques</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Local artist Gallery?</p>

Roy Lichtenstein		including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	materials and techniques Making 3.1 Selects, uses appropriately a variety of materials and techniques in order to create their own work			
SCULPTURE Natural materials Any Goldsworthy	What is non-permanent sculpture? What is a natural material?	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Evaluating 3.0 Reflects upon what they like and dislike about their work in order to improve it K&U 3.0 Knows about and describes the work of some artists, craftspeople, architects and designers (across all 3 units)	Small scale Large scale Design Natural Perspective Qualities Interpretation Evaluation	Well- being and mental health World of work Our town our school (local artist)	Trip to Wendover woods/Kidney woods creating own sculptures on large/small scale- groups etc. ICT- photograph/film

		about great artists, architects and designers in history				
<p><u>SETTING THE SCENE</u> <u>Zentangle art</u></p> <p>Kara Walker – multi talented artist</p> <p>Dr. V Balo</p>	<p>What is a scene?</p> <p>What medium can we use to show atmosphere?</p> <p>What do you want your setting to tell people?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Generating ideas 3.0</p> <p>Gathers and reviews information, references and resources related to their ideas and intentions</p> <p>K&U 3.1 Able to explain how to use some of the tools and techniques, they have chosen to work with(over all 3 units)</p>	<p>Scene</p> <p>Feeling</p> <p>Atmosphere</p> <p>Background</p> <p>Colour palette</p> <p>Colour mixing</p> <p>Merging/Blending</p> <p>Shade/tones/colour</p> <p>Foreground</p> <p>Image</p> <p>Representation</p> <p>Detail</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Trip to Stockwood Park – looking at different settings/scenes to promote ideas</p>

Year 4

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p><u>WATERCOLOURS</u></p> <p>Monet</p> <p>Georgia O’Keeffe</p>	<p>What is a watercolour?</p> <p>Who are the famous artists?</p> <p>How is the artist creating that affect?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Generating ideas 4.0 Selects and uses relevant resources and references to develop their ideas</p> <p>Evaluating 4.0 Regularly reflects upon their own work, and uses comparisons with the work of others (pupils and artists) to identify how to improve (across all 3 units)</p> <p>K&U 4.0 Describes some key ideas and techniques of artists, craftspeople, architects and designers that they have studied (across all 3 units)</p>	<p>Colour</p> <p>Tone</p> <p>Shade</p> <p>Colour mixing</p> <p>Light and shade</p> <p>Perspective</p> <p>Representation</p> <p>Quality</p> <p>Portrayal</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Visiting different settings – near the River Lea/ Stockwood park</p>

<p><u>MOSAICS</u></p> <p>Sonia King</p> <p>Laurel True</p>	<p>What is a mosaic?</p> <p>What is the medium?</p> <p>What is the origin of mosaic art?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>K&U 4.1 Demonstrates how tools they have chosen to work with, should be used effectively and with safety</p> <p>Making 4.0 Investigates the nature and qualities of different materials and processes systematically (across all 3 units)</p>	<p>Mosaic</p> <p>Form</p> <p>Shape</p> <p>Design</p> <p>Symmetry</p> <p>Pattern</p> <p>Create</p> <p>Repeat</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Visiting mosaic artist and trip to ST Albans Verulamium</p>
<p><u>ARTISTS FROM AROUND THE WORLD</u></p> <p>African-Nigerian</p>	<p>Why is art from around the world different?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record</p>	<p>Generating ideas 3.1</p> <p>Uses sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan</p>	<p>Colour</p> <p>Style</p> <p>Form</p> <p>Shape</p> <p>Pattern</p>	<p>Well- being and mental health</p> <p>World of work</p>	<p>Visit material stall in the market – share materials with the children (staff members)</p>

Bisa Butler, trailblazing fiber artist	What influences the artist?	their observations and use them to review and revisit ideas	for an outcome – progression of ideas to be evident (across all 3 units)	Meaning Bold Exciting Thought provoking	Our town our school (local artist)	
Glenyse Thompson	How does culture influence art?	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Making 4.1 Applies technical skills to improve the quality of their work e.g. painting they select and use different brushes for different purposes (also applies to water colour unit)			
Ronni Nicole Robinson	How does it make you feel?					
Indian						
Amrita Sher-Gil						
European- Frida Kahlo Louise Bourgeois		about great artists, architects and designers in history				

Year 5

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
---------------	---------------------	----------	--------------------------	----------------	----------------------	-------------

<p><u>Manga</u></p> <p>Hayao Miyazaki</p> <p>Katsuhiro Otomo</p>	<p>What is Manga/Anime?</p> <p>Who are the Anime artists?</p> <p>Where did Anime originate?</p> <p>What are the key features of Anime?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Generating ideas 5.0 Regularly analyses and reflects on their progress taking account of what they hope to achieve (across all 3 units)</p> <p>K&U 5.0 Researches/discusses approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions(across all 3 units)</p> <p>Generating ideas 5.1 Confidently uses sketchbooks for a variety of purposes, recording observations, developing ideas, testing materials, planning and recording information (across all 3 units)</p>	<p>Animation</p> <p>Disproportion</p> <p>Pen/Ink</p> <p>Style</p> <p>Distinctive</p> <p>Representation</p> <p>Feelings – spiritual/cultural/</p> <p>Style</p> <p>Characters</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Zoom link-Sue(TBI)</p>
<p><u>Digital Art</u></p> <p>Jason Salovan</p>	<p>What does digital mean?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record</p>	<p>K&U 5.1 Describes the processes they are using and how they hope to achieve high quality</p>	<p>Digital</p> <p>Camera</p> <p>Image</p> <p>Portray</p> <p>Change</p>	<p>Well- being and mental health</p> <p>World of work</p>	<p>Gallery to present work</p>

Caro Waro	How can art be represented through digital form?	<p>their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>outcomes (across all 3 units)</p> <p>Generating ideas 5.0 Engages in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Begin by exploring the use of digital cameras to capture /record/observe moments- within nature.</p> <p>Children can explore using photographic software to crop/alter images then using a range of charcoals /pencils/chalks etc recreate and think about lines/shape/colour/texture</p>	<p>Tint Colour Shades Materials</p> <p>Close up of natural resource e.g. leaf, conker etc...</p> <p>Use this image to design a line drawing and digital collage</p>	Our town our school (local artist)	
<p><u>Sculpture</u></p> <p>Barbara Hepworth</p> <p>Joan Miro</p>	<p>Is sculpture always made from clay?</p> <p>How does sculpture make you feel?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to</p>	<p>Making 5.0 investigates and exploits the potential use of new and unfamiliar materials: tries out several different ways of using new tools and materials</p> <p>Materials 5.1 uses their acquired technical expertise to make work</p>	<p>Wire sculpture Form Image 3D Representation Model Bend Create</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p>	<p>Visit to Stockwood Park sculpture area</p>

		<p>review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>which effectively reflects their ideas and intentions</p>	<p>Soap sculpture ?</p>		
--	--	--	--	-------------------------	--	--

Year 6

Topic name	Learning question/s	NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
People in motion Judy Chicago	What is motion? How do artists capture moving people and objects in their work?	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	Generating ideas 6.0 Independently develop a range of ideas which show curiosity, imagination and originality Generating ideas 6.2 Systematically investigates, researches and tests ideas and plans using sketch books and other appropriate approaches (across all 3 units) Evaluating 6.0 Provides a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context (across all 3 units)	Motion Movement Physical Figures Structure Tone Line Composition Capture Represent	Well- being and mental health World of work Our town our school (local artist)	PE sessions/ videos of athletes/dancers

<p>Architecture</p> <p>Norman Foster</p> <p>Robert Venturi</p> <p>Denise Scott Brown</p>	<p>What is architecture?</p> <p>Why do architects choose specific designs for buildings?</p> <p>Can buildings be art?</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>6.6 Describes, interprets and explains the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of context.</p> <p>6.3 Independently takes action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>6.5 Provides a reasoned evaluation of both their own and professional work, which takes account of starting points, intentions and context</p>	<p>Architecture</p> <p>Structure</p> <p>Form</p> <p>Design</p> <p>Aesthetics</p> <p>Engineering</p> <p>Dome</p> <p>Façade</p> <p>Modernism</p> <p>Baroque</p>	<p>Well- being and mental health</p> <p>World of work</p> <p>Our town our school (local artist)</p> <p>Engineering</p>	<p>Local walk- Hat Factory/Mall/Luton Hoo</p>
<p>Set design</p>	<p>What is set design?</p> <p>How do artist choose to represent scenes in</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record</p>	<p>6.4 Independently selects and effectively uses relevant processes in order to create</p>	<p>Scenery</p> <p>Image</p> <p>Mood</p> <p>Background</p> <p>Atmosphere</p>	<p>Well- being and mental health</p> <p>World of work</p>	<p>Theatre visit /possible link to LCAS</p>

	<p>performances and why?</p> <p>What materials are used in set design</p>	<p>their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>successful and finished work</p>	<p>Structure Movable Create Adapt</p>	<p>Our town our school (local artist)</p>	
--	---	---	-------------------------------------	---	--	--